




The State of Illinois  
**RACE TO THE TOP**

**APPLICATION FOR PHASE 2 FUNDING**

**OFFICE OF GOVERNOR PAT QUINN**  
ILLINOIS STATE BOARD OF EDUCATION  
JUNE 1, 2010

**III. RACE TO THE TOP APPLICATION ASSURANCES**  
(CFDA No. 84.395A)

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Required Applicant Signatures:	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Pat Quinn, Governor	Telephone: (217) 782-0244
Signature of Governor or Authorized Representative of the Governor: 	Date: 5/25/10
Chief State School Officer (Printed Name): Christopher A. Koch, Ed.D.	Telephone: (217) 782-2223
Signature of the Chief State School Officer: 	Date: 5-25-10
President of the State Board of Education (Printed Name): Jesse H. Ruiz, Chairman	Telephone: (217) 782-2223
Signature of the President of the State Board of Education: 	Date: 5/26/10

**State Attorney General Certification**

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

*(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)*

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Lisa Madigan, Illinois Attorney General

Telephone:

(312) 814-3000

Signature of the State Attorney General or Authorized Representative:



Date:

5.27.10

#### IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

##### Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
  - the uses of funds within the State;
  - how the State distributed the funds it received;
  - the number of jobs that the Governor estimates were saved or created with the funds;
  - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
  - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
  
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
  
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to [www.Recovery.gov](http://www.Recovery.gov). A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
  
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
  
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1513)

### Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Pat Quim, Governor	
Signature of Governor or Authorized Representative of the Governor: <i>Pat Quim</i>	Date: <i>5/25/10</i>

**The State of Illinois Race to the Top  
Application for Phase 2 Funding**

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## A. STATE SUCCESS FACTORS

### RTTT APPLICATION REQUIREMENTS

#### (A)(1) Articulating the State's Education Reform Agenda and LEAs' Participation In It. (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

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## I. The Illinois Race to the Top Reform Agenda

### Introduction

The State of Illinois has long recognized that its education system must prepare each and every child for success in postsecondary education and employment. Yet, for too long, low achievement has persisted in many Illinois communities. While quality education is a reality for some Illinoisans, it remains elusive for many. The system's shortcomings are not confined to urban or rural districts, nor are they limited to Chicago or "Downstate." Instead, the impact is felt by every citizen of Illinois—in lost wages, lost jobs, lost revenue; and in higher crime, poorer health, and missed opportunities.

Race to the Top (RTTT) presents the State of Illinois with a unique opportunity to advance its education agenda, build systems that sustain reforms, and, most importantly, significantly improve student outcomes. The RTTT priorities are closely aligned with the State's education strategy which centers on high standards, data based decision-making, improving human capital, and intensive supports for its lowest performing schools and districts. Illinois is well-positioned to capitalize on this opportunity because the State has already shown a solid **commitment to advancing education reform** (particularly in the RTTT priority areas), possesses a clear overarching **vision for improving classroom instruction and school leadership**, and boasts **strong and collaborative support for change**. So, *Illinois does not seek a fresh start in this contest, but a chance to accelerate the work that is already underway* to build systems that will last far beyond the RTTT grant period.

## **Demonstrated Commitment to Advancing Education Reform**

In recent years, Illinois has exhibited its deep commitment to bold education reforms aligned with RTTT. In the past year alone, Governor Quinn has signed into law five landmark reforms enacted by the Illinois General Assembly that:

1. create new, rigorous teacher and principal evaluation systems that incorporate student growth as a significant factor (the State's default evaluation plan will include 50 percent weighting of student growth) (*signed into law on January 15, 2010*);
2. allow for alternative certification programs to operate independently from higher education (*signed into law on January 15, 2010*);
3. establish a comprehensive framework and governance structure for the State longitudinal education data system, which garnered a national leadership award from the Data Quality Campaign (*signed into law on July 30, 2009*); and
4. double the number of charter schools authorized to operate in Illinois (*signed into law on July 30, 2009*).

In addition, on the date of submission of this application (*June 1, 2010*), Governor Quinn signed a fifth law overhauling the State's principal preparation and certification requirements. This law focuses on developing learning-centered principals, requires current and future preparation programs to adhere to rigorous standards (including requiring current programs to re-apply for approval), and enables new alternative routes to certification for principal candidates. These laws have all been enacted with overwhelming bipartisan support, following extensive outreach by the Illinois State Board of Education (ISBE) and the Governor's office to work with education stakeholders to come to consensus around some of the most contentious reform issues.

In particular, as part of the four month process that led to the January 15, 2010 enactment of the Performance Evaluation Reform Act (PERA), an array of education stakeholder groups—including the two state teachers' unions, Illinois Statewide School Management Alliance, Illinois State Board of Education, Governor's Office, Chicago Public Schools, Chicago Teachers' Union, education advocacy groups, civic and business leaders, and key legislators—put aside individual group interests to advance a common agenda that led to passage of the historic reforms included within this legislation. By demonstrating a willingness and ability to move these key reforms, education stakeholders have shown a commitment to broad system change that will move ahead with or without RTTT.

ISBE, which is the State Educational Agency led by the State Superintendent and governed by the 9-member State Board of Education, is in the midst of a multi-year effort to realign the State educational system around college- and career-readiness. As part of this realignment, ISBE will adopt the Common Core State Standards in mathematics and English language arts in June 2010, building off of the State's participation in the American Diploma Project. Working in concert with the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB), ISBE is aggressively building a state longitudinal data system, having added eight of the Data Quality Campaign's "10 essential elements" in just the past five years. ISBE launched the Illinois Partnership Zone in 2009, through which the State Superintendent has pre-approved a cadre of Lead and Supporting Partners with a track record of effectiveness to turn around the State's lowest-performing schools.

### **The State Reform Agenda: Impacting Classroom Instruction and School Leadership**

Illinois' RTTT Plan builds off of the strong foundation of recent reforms, all of which relate to the overarching goal of preparing every Illinois student for college and careers. Moving forward, the State recognizes that the two most critical factors impacting student progress toward this goal are the quality of instruction provided by classroom teachers and the quality of leadership in the principal's office. Therefore, the dual focus of all of Illinois' RTTT actions are—above all—impacting and significantly improving classroom instruction and the quality of school leadership, thereby improving student outcomes.

#### **1. Improving classroom instruction and the quality of school leadership requires:**

- **Instructional systems aligned to rigorous and clear standards, with high-quality assessments;**
- **Access to actionable data on student performance; and**
- **Job-embedded professional development and supports that link data to improved instruction.**

Illinois will adopt the Common Core in June 2010, and is an enthusiastic participant in a multi-state assessment consortium working to develop and implement common, high quality benchmark and summative assessments. This Plan supports the efforts of educators to quickly and effectively implement these standards and assessments, providing tools to empower teachers and principals to differentiate instruction and measure growth toward college- and career-readiness. As Illinois redesigns its state assessments, the State will oversee the development of a menu of pre-approved formative and interim "Assessments for Learning" that all LEAs can use

to measure student growth and inform instruction as soon as the end of School Year (SY) 2010-11. High quality Science, Technology, Engineering, and Mathematics (STEM) instructional resources will support the application of the Common Core to student pathways to college and careers in critical STEM fields.

As a platform to deliver these resources, the State will develop a next generation Learning and Performance Management System available to all Illinois LEAs. This system will reduce local technology costs while providing all teachers and principals with instructional improvement tools infused with fresh and relevant data. The Learning and Performance Management System will build off of a web-based platform the State has had in place since 2003 to provide publicly available data on test results and accountability information on all Illinois public schools and students.

Making data available to educators is not sufficient – systems must also be in place to support the use of that data to inform classroom instruction and school improvement efforts. The State has built a web-based template that will serve as the foundation for RTTT planning that ensures educators reflect on longitudinal performance data and use this information for strategic planning and program implementation. The State's professional development supports, with a focus on high quality induction and mentoring and Response to Intervention (RtI), incorporate data into ongoing and job-embedded professional development for both principals and teachers. As home to nationally-recognized education research organizations, such as the Consortium on Chicago School Research and the Illinois Education Research Council, Illinois will build on these strengths to use both state and local data to inform the implementation of reforms and ongoing policy development.

**2. To ensure every Illinois student benefits from effective classroom instruction and school leadership:**

- **The State must set a higher bar for entrance into teaching and leadership positions;**
- **Effectiveness must be measured, in terms of both teacher and principal practice and student growth; and**
- **Effectiveness measures must be used to inform key human capital decisions and support meaningful professional development.**

In response to research by the Illinois Education Research Council demonstrating that past State efforts to improve teacher quality have improved student outcomes, ISBE has taken significant steps in recent years to strengthen the caliber of the statewide teacher workforce,

including raising the cut score on the basic skills test, improving content knowledge requirements for secondary teachers, and strengthening the professional teaching standards that preparation programs must address. The State has long recognized the importance of school leadership in improving student learning, and as a result of the new law principal preparation programs will be more selective in identifying candidates and more rigorous in preparing them to serve as instructional leaders. This Plan accelerates the transformation of principal preparation by creating a statewide network of preparation programs and LEAs focused on preparing highly effective leaders for the State's lowest-performing schools. The State has also opened up alternative certification program eligibility for both teachers and principals beyond institutions of higher learning, recognizing that various types of organizations willing to be held to program accountability requirements should be able to prepare educators.

While setting a high bar for entrance into the teacher and principal workforce is important, it does not substitute for measuring the effectiveness of teachers and principals working in Illinois schools. To address the failure of most existing teacher and principal evaluation systems to effectively measure performance, the State enacted the Performance Evaluation Reform Act (PERA) as the cornerstone of its teacher and principal reforms across this Plan. Under this Act, all LEAs in Illinois are required to use student growth data as a significant factor in teacher and principal evaluations, with a default State template of 50% student growth. The 521 LEAs representing 80% of Illinois students that executed a Memorandum of Understanding to participate in this Plan ("Participating LEAs,") will incorporate student growth for at least 50% of teacher and principal evaluations and will implement those evaluations by the start of SY 2012-13. Even if Illinois does not receive an RTTT award, under PERA the State will require recipients of federal School Improvement Grants to implement new teacher evaluation systems incorporating student growth by the start of SY 2012-13, with other districts to follow. PERA requires new principal evaluations incorporating student growth statewide by the start of SY 2012-13, with or without RTTT. This Plan will result in the development of clear and rigorous systems to measure student growth, as well as systems to measure effective teacher and principal practice, building off of the widespread use of practice-based evaluation tools by Illinois LEAs that ensure all teachers and principals are provided timely, meaningful, and reliable feedback.

The redesigned performance evaluation systems established under PERA and this Plan will inform human resources decisions and policies in every Participating LEA and at the State level. Over the course of the RTTT grant period, redesigned performance evaluation systems will serve as the basis for decisions about professional development, promotion, compensation, certification, conferral of tenure, and dismissal. The State's most reform-minded districts – the "Super LEAs" – will serve as proof points for the effective use of performance evaluation outcomes in high-stakes decisions, providing examples for the broader implementation of similar policies in all Participating LEAs. (The superintendents of the 13 Super LEAs have agreed, alongside their union partners, to accelerate the rollout of new evaluations to the start of SY 2011-12, as well as to provide staffing and other autonomies necessary in their low-performing schools.) The extent to which performance evaluation outcomes drive decision-making in all Participating LEAs will be made transparent to ISBE and the general public through this Plan's measurement and scorecard reporting system, and performance evaluation outcomes will be used to hold preparation programs and professional development systems accountable.

- 3. State resources must focus on impacting instruction and improving school leadership in the weakest links in the State educational system:**
- **Instructional alignment across critical P-20 transition points;**
  - **Ensuring students in high poverty and high minority schools have equitable access to highly effective teachers and principals; and**
  - **Creating capacity and conditions for accelerated growth in the State's lowest-performing schools.**

While the reforms in this Plan will impact every district, school and student in the State, the most intensive resources will be focused to three critical priority areas. First, the progression of too many Illinois students toward college- and career-readiness is being interrupted at critical P-20 transition points: early learning to grades K-3, middle to high school, and high school to postsecondary education. Classroom educators and principals must intentionally work to align instruction and student intervention strategies across these transition points, and this Plan provides resources and structures to enable this alignment.

Second, too many Illinois students in high poverty and high minority schools do not have access to the same quality of instruction and leadership enjoyed by other students throughout the State. This Plan supports aggressive strategies to attract and retain highly effective staff by these schools, as well as providing transparent data that will inform and hold LEAs accountable for the

equitable distribution of human capital and other resources. The State recognizes that charter schools provide a lifeline to many parents of students in high poverty/high minority communities, and has enabled the growth and expansion of high quality charter school options.

Finally, to lead interventions in Illinois' lowest-performing schools, the State has pre-approved a group of Lead and Supporting Partners with a track record of effectiveness who will provide the necessary capacity to LEAs to implement coherent, intensive intervention strategies. The State's framework for these interventions, the "Illinois Partnership Zone," recognizes that improving performance in these schools requires an aggressive "people" strategy to establish an effective teaching and leadership team as quickly as possible. Therefore, support and resources are directed to establishing a pipeline of effective teachers and principals to serve the lowest-performing schools, and the State's framework addresses the conditions necessary to attract and retain effective educators where they are needed the most.

### **Strong and Collaborative Support for Change**

This Plan was developed—first and foremost—to ensure that actors across the State's educational system are taking the aggressive actions necessary to propel dramatic improvements in student outcomes. While not willing to water down reforms, State leadership also recognized that stakeholder buy-in and ownership is necessary to convert a statewide reform agenda into meaningful changes in every classroom and school building. This Plan—much like the legislative accomplishments mentioned previously—has been cultivated in cooperation with civic and business leaders; management associations; labor unions; and teachers, principals, and superintendents from across Illinois. Surely, each stakeholder in Illinois will not champion every element of this proposal, but, through its collaborative development, Illinois' RTTT plan is a transparent depiction of where the Illinois educational system stands today, and its future direction.

This Plan and the process leading to its development also demonstrate that bold, difficult reforms can be accomplished in partnership with teacher unions. This Plan outlines monumental performance evaluation reforms, built around a far-reaching new State law, which include basing 50% of evaluation ratings on student growth and the implementation of new systems in all Participating LEAs by the start of the third year of the RTTT grant period (a year earlier for the Super LEAs). Still, as a result of the State's continued engagement with its educators:

- Both statewide teacher unions support this Plan;



- The union leaders in approximately half of Participating LEAs supported the local decision to sign onto the RTTT Memorandum of Understanding; and
- Union leaders in 13 Participating LEAs (representing more than 120,000 students) achieved Super LEA status by agreeing with the district superintendent to waive collective bargaining restrictions necessary to tackle even bolder reforms together.

The support of the classroom educators who will be most impacted by this Plan's reforms is a critical factor in its ongoing sustainability, and State leaders are committed to continued engagement with Illinois educators when carrying out this Plan.

### **Building Capacity to Drive and Sustain Statewide Impact**

The reform agenda set forth in this Plan is the reform agenda for the State. As such, the structure and work of both ISBE and the Statewide System of Support are being redesigned and augmented around this agenda to drive the following process for statewide impact:

1. A subset of school districts, led by the Super LEAs and Chicago Public Schools (which has been a national leader for many of the reforms in this Plan), undertake the boldest reforms on the fastest timelines with intensive support from the State and external experts.
2. The work of the Super LEAs and Chicago Public Schools inform broader implementation across all Participating LEAs, still retaining an aggressive timeline under the terms of the MOU.
3. A structured State process is in place to provide transparent data and reporting, evaluate outcomes, broadcast effective strategies, and identify deficiencies in performance.
4. Armed with reliable data on progress and performance, the State can target supports to improve weak performance, adjust its strategies, and enact additional regulatory and statutory reforms to continue to drive improvement.

Further, these steps will be pursued within the context of new laws establishing statewide requirements in several key reform areas, which apply to all districts and schools.

Within ISBE, internal structures are being aligned around the four RTTT reform areas, and new staff positions focused on performance management and policy coordination and implementation will foster an agency culture focused on effective delivery, measurement of

outcomes, and continuous improvement. Similarly, while the broad and deep reach of the State's existing regional service delivery system will be leveraged to provide on-the-ground support to Participating LEAs, it will also be reorganized around the four reform areas and held accountable for outcomes. The capacity of ISBE and the regional delivery system will be further expanded through partnerships with universities, community colleges, businesses, and a variety of other governmental and nongovernmental organizations, all aligned and coordinated through a coherent statewide management structure.

The State's goals for impacting student achievement reflect the aggressive nature of its reforms. Through RTTT, the State seeks to ramp up its current progress in increasing proficiency levels for all students, cut the achievement gap by over 2/3 of current levels, and significantly improve high school performance and college enrollment, particularly for underrepresented minorities. While the State does not discount the challenges ahead, Illinois' strong foundation for reform and coalition of partners will enable the State to dramatically impact student achievement through this Plan's ambitious reforms.

**RTTT APPLICATION REQUIREMENTS**

**(A)(1) Articulating the State's Education Reform Agenda and LEAs' Participation In It. (65 points)**

The extent to which—

- \* \* \*
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
  - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
  - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

\* \* \*

**II. Participating LEA Commitment to the Plan.**

In connection with the State's Application for Initial Funding, the superintendents of 368 Illinois LEAs, representing 74% of the total Illinois public school population and 81% of its total low-income public school student population, agreed to participate in the State's Plan. In the months leading up to the Phase 2 application, the State undertook extensive efforts to increase participation through regional hearings, multiple webinars, Q&A postings, presentations at statewide conferences, and direct conversations with a host of districts. **As a result, 521 superintendents representing over 81% of the total Illinois public school population and 86% of its total low-income public school student population are Participating LEAs committed to supporting the State of Illinois Race to the Top Application for Phase 2 Funding.**

LEA superintendents that did not agree to participate in the State's Phase 1 application executed the "The State of Illinois Race to the Top Application Participating LEA Memorandum of Understanding" attached as **Appendix A1-1-A** (Phase 2 Participating LEA MOU). The Phase 2 Participating LEA MOU included the same agreement terms and Preliminary Scope of Work Exhibit as was included in the Phase 1 Participating LEA MOU, except that: (a) to the extent

feasible and permitted by the U.S. Department of Education, the State agreed to build off of the State's existing district improvement planning template when creating the RTTT implementation plan (*see (A)(2), pp. 34-35, discussing the District Integrated Plan*); (b) Participating LEAs agreed to develop their RTTT implementation plans in cooperation with the local teachers' union; and (c) the scope of Participating LEA obligations with respect to "Turning Around the Lowest-Achieving Schools" was clarified in a manner aligned to the U.S. Department of Education's approval of the State's 1003(g) School Improvement Grant application.

For LEAs that agreed to participate in the State's Phase 1 application, the LEA superintendent was required to sign an "Acknowledgement and Agreement" attached as **Appendix A1-1-B** (Acknowledgement). Through the Acknowledgement, the LEA superintendent agreed to remain bound by the terms of the Participating LEA MOU (subject to the additions and clarifications discussed in the preceding paragraph). If a president of a local school board or local teachers' union leader executed the Acknowledgement, the signature indicated agreement to the terms of the MOU and an acknowledgement that the MOU will apply to the State's Phase 2 Application.

As reflected in **Appendix A1-1-A** and described below, the Participating LEA MOU includes terms and conditions that ensure strong commitment by these Participating LEAs to the Illinois RTTT Plan. To be clear, ALL Participating LEAs have agreed to ALL of the comprehensive commitments in Exhibit I of the Illinois MOU included in **Appendix A1-1-A**, where applicable (certain commitments are only applicable to LEAs serving specific grade levels or those with Illinois Priority Schools). None of the commitments in Exhibit I are conditioned on the outcome of a collective bargaining negotiation—if a Participating LEA fails to meet any of the commitments, for whatever reason, it will be out of compliance with the MOU and subject to enforcement action.

**Exhibit I MOU Commitments:**

- Under **Standards and Assessments**, the Participating LEAs will undertake a process during the first two years of the RTTT grant period to: (i) align curriculum to the Common Core State Standards, as incorporated into revised Illinois Learning Standards; (ii) implement interim and formative assessments that measure student progress against Common Core expectations; and (iii) ensure the LEA's Response to Intervention (RtI) plan is aligned to the revised Learning Standards. To address student transitions from

middle school through postsecondary education, the Participating LEAs have agreed to implement Programs of Study as a framework for high school reform, with specific requirements applicable to key Science, Technology, Engineering, and Mathematics (STEM) application areas.

- Under **Data Systems to Support Instruction**, the Participating LEAs will—by the beginning of SY 2012-13—either implement a locally developed instructional improvement system serving all teachers and principals in the LEA, or rely on a new State platform for launching instructional improvement systems serving all teachers and principals (the Learning and Performance Management System). All Participating LEAs must integrate local systems with the Learning and Performance Management System to ensure teacher and principal access to key features. Additionally, all Participating LEAs have agreed to fully cooperate with ISBE on data collections and data quality controls for the State longitudinal data system and enter into data sharing agreements with a new State research collaborative that will build local capacity to use educational research.
- Under **Great Teachers and Leaders**, all Participating LEAs will redesign local performance evaluation systems for teachers and principals for implementation by the beginning of SY 2012-13. The redesigned systems must meet extensive requirements described in the MOU, including the requirement that at least 50% of teacher and principal performance evaluations be based on student growth. The LEAs must use these systems to inform decision-making in the areas of professional development, tenure, and possible dismissal of less effective teachers and principals. LEAs with one or more high poverty schools and/or high minority schools must perform a comprehensive review of institutional policies and constraints that may prevent such schools from attracting top talent, considering key human capital performance metrics developed by the State, and developing strategies to address those constraints. To strengthen principal and teacher preparation programs, Participating LEAs must cooperate with the State to establish placement sites for pre-service teachers and principals from programs that are successful at producing effective teachers and leaders. Participating LEAs must establish 2-year induction and mentoring programs for all beginning teachers and participate in the State's technical assistance and accountability infrastructure to ensure these programs are of high quality. Finally, Participating LEAs must provide intensive educator support for critical

P-20 transition points that ensure professional development and educator collaboration aligned to this Plan's key objectives.

- Under **Turning Around the Lowest-Achieving Schools**, all Participating LEAs with one or more "Illinois Priority Schools" must, for all such schools, participate in the Illinois Partnership Zone (a structured State initiative ensuring alignment to the turnaround, restart, or transformation models), or separately undertake one of the four school intervention models identified by the U.S. Department of Education. While this commitment is subject to State and federal support for such activities, ISBE is targeting Section 1003(g) School Improvement Grant funding to provide the necessary support to Participating LEAs. Participants in the Illinois Partnership Zone must commit to undertaking a series of actions at the district- and school-level to ensure school interventions are combined with a robust human capital strategy. In addition, the Participating LEA MOU requires certain LEAs identified by ISBE as candidates for school district reorganization to carry out a reorganization analysis, as the closure of underperforming schools or implementation of a "restart" model may require fundamental change at the district level. The State's definition of "Illinois Priority Schools" includes "Tier I" and "Tier II" schools identified for Section 1003(g) School Improvement Grant purposes, as well other low-performing schools within the Super LEAs (*see (E)(1), pp. 190-91*).

The only Participating LEA whose MOU deviates from the standard form is Chicago Public Schools (CPS), to address several unique circumstances in that district relating to the implementation of performance evaluation reforms. The minimal deviations included in the CPS Participating LEA MOU are identified and described in **Appendix A1-1-C**.

The president of the local school board was a signatory to the Participating LEA MOU in 458 Participating LEAs (88.4% of all Participating LEAs). The local teachers' union leader was a signatory to the Participating LEA MOU in 246 LEAs (48.5% of all Participating LEAs), more than doubling the union signatories from the Phase 1 application. The increase in participation by both LEAs and union leaders from Phase 1 to Phase 2 reflects the State's recruitment and communication efforts and the broader awareness of the importance of this reform agenda in the Illinois education community.

## **Exhibit II: Super LEAs**

The State dedicated \$20 million of the State's Race to the Top allocation solely to those LEAs where both the superintendent and local teachers' union leader agreed to "bigger, bolder, faster" reforms in their Illinois' Priority Schools. This unique strategy to foster agreement by both superintendents and union leaders will help establish early proof points for the subsequent implementation of this Plan's most challenging reforms on a statewide scale. In signing on as "Super LEAs," superintendents and union leaders agreed to engage in three critical actions specified in Exhibit II of the Participating LEA MOU.

1. Super LEAs will implement new teacher and principal evaluation systems meeting the requirements of this Plan in their Priority Schools by no later than the start of SY 2011-12 (one year earlier than all other Participating LEAs).
2. Super LEAs will provide staffing autonomy to the site-based leadership of Priority Schools to enable them to establish an effective teaching staff as quickly as possible. This includes decisions around intensive professional development, filling vacancies at the discretion of school leadership, and the relocation of staff through voluntary and involuntary transfers.
3. Super LEAs will participate in the comprehensive State intervention framework, the Illinois Partnership Zone, and agree to provide other autonomies necessary to enable implementation of the Illinois Partnership Zone model.

To maintain eligibility for this funding set-aside, as part of their final LEA plan for Race to the Top funding (due 90 days after an award to the State), the LEA and its union must demonstrate agreement on all of these actions *and* include a negotiated waiver or other agreement providing flexibility from any inconsistent provisions in its collective bargaining agreement. Through its Super LEA strategy, the State intends to serve as a national model for how bold reforms can be achieved *in partnership with teachers' unions*.

The superintendent and union leader in 13 Participating LEAs, distributed across the State, have jointly agreed to undertake these aggressive reforms. These Super LEAs represent more than 120,000 public school students—a public school student population approximately the same as or larger than that of five states and the District of Columbia.<sup>1</sup> Chicago Public Schools will also be a leader in undertaking aggressive reforms, building on its recent efforts to reform its human capital systems and engage in turnaround on a broad scale. As a result, through the work

of the Super LEAs and their union leadership, alongside the Chicago Public Schools continued work, Illinois' boldest RTTT reforms will be instituted in LEAs serving more than 503,500 children, with intensive interventions occurring in 75 Illinois Priority Schools within these districts (19 in the Super LEAs, and 56 in Chicago).

<b>SUPER LEAS</b>			
<b>School District Name</b>	<b># of Students (2009)</b>	<b># of Low Income Students</b>	<b>Illinois Priority Schools</b>
Aurora Dist. East 131	12,937	9,014	East High School
Community Unit School Dist. 300	19,449	6,752	Dundee-Crown High School
DePue USD 103	456	353	DePue High School
Kankakee School Dist. 111	5,064	4,204	Kankakee High School
Meridian CUSD 101	596	476	Meridian High School
Peoria SD 150	13,149	9,860	Manual High School Peoria High School Woodruff High School
Plano CUSD 88	2,193	966	Plano High School
Thornton Fractional Twp HS Dist. 215	3,680	2,427	Thornton Fractional No. High School
East St. Louis SD 189	7,440	5,870	East St. Louis Senior High School SIU Charter School of East St. Louis
Rockford Public Schools Dist. 205	26,777	20,147	Jefferson High School Rockford East High School
Thornton Twp HS Dist. 205	6,098	4,008	Thornridge High School Thornton Township High School Thornwood High School
Decatur SD 61	8,694	6,082	Eisenhower High School
Springfield SD 186	14,180	9,325	Lanphier High School
<b>TOTALS: SUPER LEAs (13)</b>	<b>120,713</b>	<b>79,484</b>	<b>19 Illinois Priority Schools</b>
<b>% State Total outside of Chicago</b>	<b>7.45%</b>	<b>13.90%</b>	



**Evidence for (A)(1)(ii)**

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
  - **APPENDIX A1-1-A: PARTICIPATING LEA MOU**
  - **APPENDIX A1-1-B: ACKNOWLEDGEMENT AND AGREEMENT**
  - **APPENDIX A1-1-C: VARIATIONS USED IN THE CHICAGO PUBLIC SCHOOLS PARTICIPATING LEA MOU**
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see **Summary Table for (A)(1)(ii)(b), below**). The Participating LEA MOU requires participation in each element of the State's reform plan. Therefore, Participating LEAs are shown as "Y" for each element of the Preliminary Scope of Work in the detailed table in Appendix A1-2. This 100% participation is summarized in **Summary Table for (A)(1)(ii)(b), below**.
- The completed summary table indicating which LEA leadership signatures have been obtained (see **Summary Table for (A)(1)(ii)(c), below**).

**Summary Table for (A)(1)(ii)(b) (See also Appendix A1-2, which contains Detailed Table (A)(1))**

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
<b>B. Standards and Assessments</b>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	521	100%
<b>C. Data Systems to Support Instruction</b>		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	521	100%
(ii) Professional development on use of data	521	100%
(iii) Availability and accessibility of data to researchers	521	100%
<b>D. Great Teachers and Leaders</b>		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	521	100%

<b>Elements of State Reform Plans</b>	<b>Number of LEAs Participating (#)</b>	<b>Percentage of Total Participating LEAs (%)</b>
(ii) Design and implement evaluation systems	521	100%
(iii) Conduct annual evaluations	521	100%
(iv)(a) Use evaluations to inform professional development	521	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	521	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	521	100%
(iv)(d) Use evaluations to inform removal	521	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	521	100%
(ii) Hard-to-staff subjects and specialty areas	521	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	521	100%
(ii) Measure effectiveness of professional development	521	100%
<b>E. Turning Around the Lowest-Achieving Schools</b>		
(E)(2) Turning around the lowest-achieving schools	521	100%

**Summary Table for (A)(1)(ii)(c)**

<b>Signatures acquired from participating LEAs:</b>			
Number of Participating LEAs with all applicable signatures			
	<b>Number of Signatures Obtained (#)</b>	<b>Number of Signatures Applicable (#)</b>	<b>Percentage (%) (Obtained / Applicable)</b>
LEA Superintendent (or equivalent)	521	521	100%
President of Local School Board (or equivalent, if applicable)	458	518	88.4%
Local Teachers' Union Leader (if applicable)	246	507	48.5%

The number of signatures applicable for the President of Local School Board represents the total number of 521 Participating LEAs minus the 3 Participating LEAs that indicated when submitting their Participating LEA MOU that they do not have a local school board. The number of signatures applicable for the Local Teachers' Union Leader represents the total number of 521 Participating LEAs minus the 14 Participating LEAs that indicated when submitting their Participating LEA MOU that they do not have a teachers' union.

**RTTT APPLICATION REQUIREMENTS**

**(A)(1) Articulating the State's Education Reform Agenda and LEAs' Participation In It. (65 points)**

The extent to which—

\* \* \*

(iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

**III. Ambitious, Yet Achievable, Goals for Broad Statewide Impact.**

With over 80% of the Illinois public school student population residing in Participating LEAs and RTTT reforms grounded in State law, this Plan's implementation will impact the entire Illinois education system and not simply those LEAs that have chosen to participate. The numbers and percentages of schools, K-12 students, and low-income students represented by Participating LEAs are shown in Summary Table (A)(1)(iii) below.

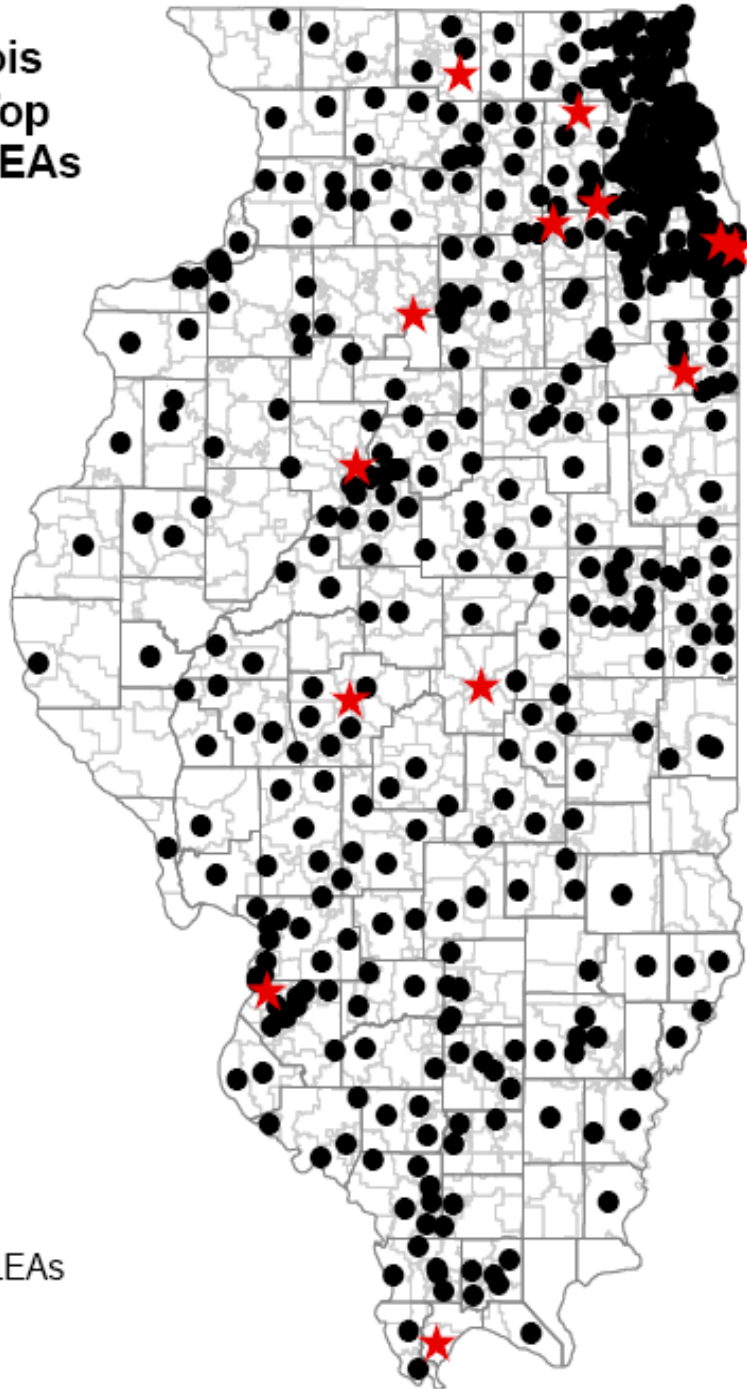
**Summary Table for (A)(1)(iii)**

	<b>Participating LEAs (#)</b>	<b>Statewide (#)</b>	<b>Percentage of Total Statewide</b> (Participating LEAs / Statewide)
<b>LEAs</b>	521	869	59.95%
<b>Schools</b>	2,691	3,909	68.8%
<b>K-12 Students</b>	1,620,865	2,003,171	80.9%
<b>Students in poverty</b>	778,874	905,312	86.0%

*Note: "Low-income" as used in this application means the same as "students in poverty."*

As shown on the following map, the Participating LEAs represent every region and corner of Illinois – this is not simply a Chicago, suburban, or "downstate" effort.

**State of Illinois  
Race to the Top  
Participating LEAs**



- Participating LEAs
- ★ Super LEAs

### **Impact on Student Achievement Goals**

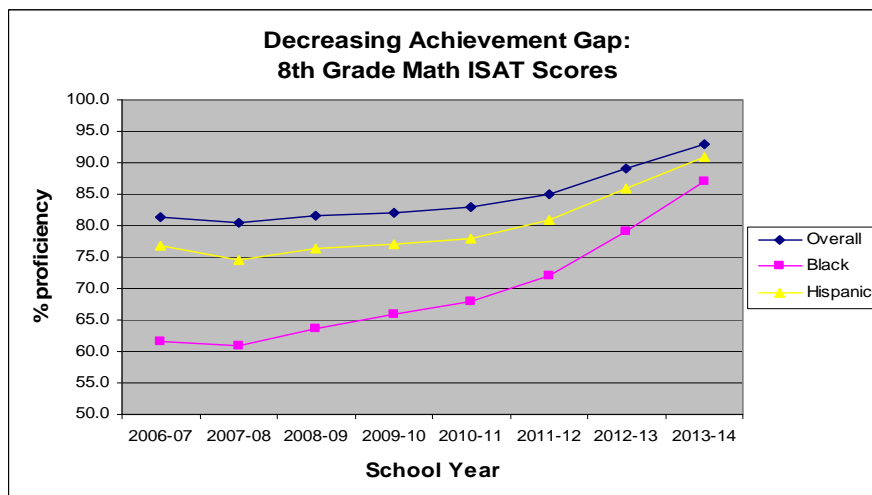
The systems and supports necessary to implement the Common Core Standards, advance teacher and principal effectiveness, and provide educators with actionable data, cannot be built in a single school year. Illinois will aggressively pursue their implementation, with accelerated action to put them in place in the lowest performing schools, in the first two years of the RTTT grant period. Therefore, Illinois will strive toward student achievement gains in the first two years of the grant period that outpace current trends, with an expectation of an accelerated performance trajectory in the third year of the grant period and beyond. With this Plan's comprehensive focus on high school reform and transitions into high school, the State will seek higher rates of growth in grades 6 through 8 and in high school.

The systems and resources developed by this Plan are particularly critical to closing the achievement gap and dramatically improving performance in Illinois' lowest performing schools. The State's Super LEA strategy and structured focus on interventions in low-performing schools with the support of high quality partners is intended to accelerate gains for those students that are most in need of improved educational opportunities. As a result, for the Black, Hispanic, and Low-Income subgroups, the State's goals are more aggressive, both in the timing and trajectory of student outcomes. With Participating LEAs representing over 85% of the State's low-income student population, the State will strive to aggressively narrow the achievement gap through Black, Hispanic, and Low-Income subgroup gains that significantly outpace the gains for non-minority students.

**Appendix A1-4** contains a table identifying the State's overall and subgroup-specific goals over the life of the RTTT grant period for increasing student achievement in reading/language arts and mathematics on the NAEP, ISAT, and PSAE, as well as for increasing high school graduation and college enrollment rates. The State has also established statewide goals that are more reflective of college and career expectations, with goals centered on the percentage of students achieving the College Readiness Benchmarks on the ACT. These goals were informed by trend data across the State and its districts that have demonstrated significant improvement, external benchmarking based on performance among the nation's top performing states, and expectations for growth resulting from the continuation of the State's current reform agenda and the implementation of this Plan.

As detailed in **Appendix A1-4**, the State's achievement goals are:

- Increasing proficiency levels in reading and math on the ISAT and PSAE:** As State assessments are modified to align with the Common Core, Illinois expects limited gains in the first two years of the RTTT grant period and rapid acceleration in the last two years. The State's ultimate goals of over 90% proficiency at all levels of the ISAT and 75% proficiency on the PSAE reflect this projected growth.
- Increasing proficiency levels in reading and math on NAEP:** The State's goals are to increase overall NAEP proficiency rates by 15% over the RTTT grant period to align with gains that have been demonstrated by some of the top performing states over the prior decade. Consistent with the State's overall achievement gap objectives, the State has established the goal of a 20% increase in black, Hispanic, and low-income subgroup performance on NAEP.
- Decreasing achievement gaps between subgroups in reading and mathematics on State assessments and NAEP:** As detailed in **Appendix A1-4**, the State's goals for decreasing achievement gaps include accelerated improvements over the course of the RTTT grant period that reduce the achievement gaps by over 2/3 of current levels. Based on the State's success to date closing the achievement gap (*See (A)(3) pp. 55-66*), and the investments throughout this Plan that will target the State's high poverty/high minority schools, the State believes this goal is attainable and must remain a top priority for the State's education system. The State's achievement gap reduction goals for 8<sup>th</sup> grade math are reflected on the chart below, demonstrating the intensive focus the State's reforms must place on supporting high poverty and high minority schools.



- **Increasing high school graduation rates:** Based on the experience of other states, Illinois' adoption of a four-year adjusted cohort graduation rate during SY 2010-11 is projected to cause current graduation rates to decrease by as much as 10%. However, with this Plan's comprehensive focus on high schools, the targeting of School Improvement Grants to the State's lowest-performing high schools, and the drop-out prevention and re-enrollment investments described in Section (E)(2), the State's goal is to achieve a 90% four-year cohort graduation rate by the end of the RTTT grant period.
- **Increasing college enrollment and increasing the number of students who complete at least a year's worth of college credit applicable to a degree within two years of enrollment:** Since Illinois incorporated the ACT in its State assessment system in 2001, many more Illinois students, particularly underrepresented minorities, are in the college pipeline (*See (A)(3), pp. 60-62*). However, as analyzed by the Illinois Board of Higher Education in its report, the Illinois Public Agenda for College and Career Success, many of these students do not continue to a degree. Approximately 42% of Illinois students enter college directly after graduating from high school, but only 28.4% enroll in a second year. In Illinois, 20.9% of adults aged 25 to 64 attended some college but never received a degree. According to data analyzed in the Illinois Public Agenda Report, in the best-performing states 57.3% of ninth grade students directly entered college upon graduation, and 42% enrolled in a second year. The State's goals for both initial college enrollment and continuation of higher education is to outperform the best performing state in each of these areas by the end of the RTTT grant period. To achieve these goals, college enrollment will increase to 60%, and the number of students who complete at least a year's worth of college credit applicable to a degree will climb to 50%.

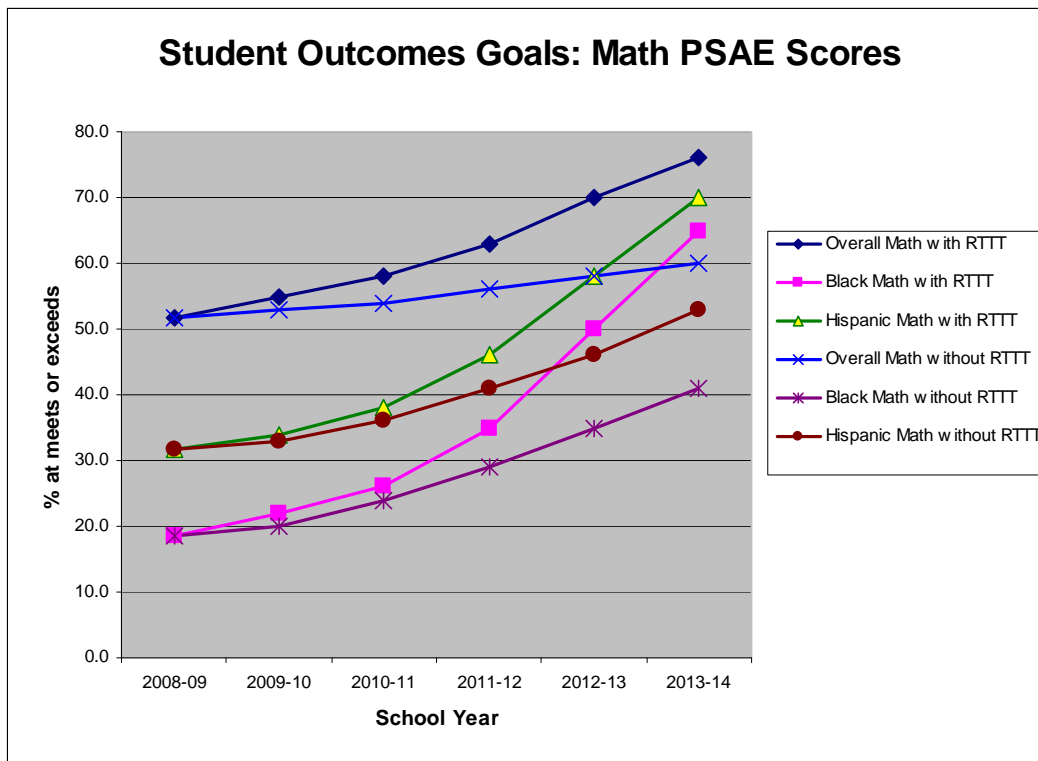
With the State's monitoring and transparent reporting through the RTTT Outcomes Measurement Plan (*see (A)(2), pp. 36-37*), Illinois will hold the State education system (including State agencies, regional delivery systems, and Participating LEAs) accountable for progress toward the achievement of these goals.

**Achievement Goals Without a Race to the Top Award.**

Figure A1 below includes the State's student outcome goals for the PSAE in mathematics, both with and without RTTT funding. Student outcome goals are shown for both the "overall" student group as well as the black and Hispanic subgroups. The growth trajectories

highlight the State's expectation that even without RTTT grant funding, the State will see an increase in student achievement and progress in closing the achievement gap due to the continuation of the State's aggressive reform agenda. However, RTTT presents an opportunity to achieve significantly higher rates of growth and prepare a far higher number of Illinois students for postsecondary education and careers. Overall and subgroup goals (including Black, Hispanic, LEP, IEP, and low income subgroups) are detailed in Appendix A1-4.

**Figure A1**



**Evidence for (A)(1)(iii):**

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty.

**SUMMARY TABLE FOR (A)(1)(III): CONTAINED IN NARRATIVE**

- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

**APPENDIX A1-4: STUDENT OUTCOME GOALS**

**Evidence for (A)(1)(ii) and (A)(1)(iii):**

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

**APPENDIX A1-2 DETAILED TABLE (A)(1): PARTICIPATING LEAS**



**RTTT APPLICATION REQUIREMENTS**

**(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)**

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

\* \* \*

**(A)(2) Building Strong Statewide Capacity to Implement, Scale Up, and Sustain Proposed Plans**

Successful and sustained implementation of all aspects of this Plan will require strong, broad-based leadership, full and continued engagement with key education stakeholders, and the capacity of both the State and Participating LEAs to manage the required change. Illinois has demonstrated through its strong history of education reform leadership, including bold legislative action, that it has embarked on a reform agenda that closely aligns with the RTTT priorities. Through this opportunity, and drawing upon the Super LEA structure, the State is poised to hasten the pace of reforms, incubate new and innovative practices in the most committed districts, and then translate those proof points into statewide impact.

Illinois embraces both the opportunities and challenges that come with its size and diversity. The State's districts and schools span the full range from rural to urban, high poverty to low poverty, and high minority to low minority. In order to meet the disparate needs of its constituents, the State has built an implementation structure that has the Illinois State Board of Education (ISBE) at its core, with an array of partners that include a statewide network of regional service providers, state agencies, higher education institutions, stakeholder groups, the business community, and others.

ISBE includes both the 9-member State Board of Education, the State's K-12 policymaking body, and the 500-person State Education Agency charged with spearheading implementation. Nationwide, however, the role of the state education agency has expanded and evolved in direct response to the standards-based reform movement and subsequent state and federal laws. SEAs today, ISBE among them, now play the lead role in translating a state's reform agenda into action, including the responsibilities of pushing for higher expectations, ensuring sufficient resources to meet them, and establishing appropriate authorities and governance structures to lead reform efforts. This responsibility for sustained leadership, including follow-through to LEA- and school-level implementation, is in addition to the longstanding responsibilities SEAs have had for setting and communicating expectations, ensuring adequate resources, program monitoring, and compliance.

To achieve the goals of this Plan, Illinois is undertaking a series of efforts to enhance its existing implementation and service delivery structures. Through these efforts the State will:

- Create an agency organizational structure that has the effective implementation of the State's policy agenda at its core;
- Establish a performance-based culture and systems for increased accountability and transparency (including accountability at the SEA and LEA levels for policy and program implementation);
- Build the capacity of ISBE, including through the continued use of strategic partners and outside experts;
- Build the capacity of LEAs to serve as managers of the change and continuous improvement that are central to the State's reform agenda;
- Strengthen and streamline the regional delivery system to further build State and LEA capacity;

- Establish independent research and evaluation entities to provide the State with the data and evidence it needs to implement and sustain reforms;
- Continue to engage stakeholders and constituents as partners in Plan implementation; and
- Foster better communication, within the implementation chain and externally, to support implementation and sustain commitment to the State's agenda.

**(A)(2)(i)(a): Strong leadership & dedicated teams to implement statewide reform**

**I. Statewide Leadership**

Illinois has strong statewide leadership on and commitment to the State's education reform agenda, including Governor Quinn, members of the Illinois General Assembly, and leaders of a number of key stakeholder groups and education associations. The Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE), working in partnership with ISBE, have been actively engaged in developing policies and programs to ensure that more Illinois students are prepared for college and careers including through such actions as joining the American Diploma Project, establishing intergovernmental agreements for P-20 data sharing, and adopting strategic plans aligned to the Race to the Top reform areas. Each of these individuals and organizations have been participants in this Plan's development, and moving forward will be essential partners in its implementation.

The Illinois P-20 Council, established by the Illinois General Assembly and signed into law by the Governor, is a critical component of the State's education reform leadership structure. The P-20 Council is charged with establishing a statewide agenda that better integrates all levels of learning in Illinois. Members, appointed by the Governor, include legislators; P-12 teachers and higher education faculty, staff and policymakers; professional organizations; parents; and business leaders. The Joint Education Leadership Committee of the P-20 Council is comprised of the State's educational and economic development agencies, including ISBE, the Community College Board, the Board of Higher Education, the Illinois Student Assistance Commission, and the Department of Commerce of Economic Opportunity. This Joint Education Leadership Committee will provide guidance and advisory oversight for the implementation of this Plan and, where appropriate, make recommendations to the Governor, legislature, and State Board of Education on the resources necessary to sustain programs and practices that are shown to have a positive impact on student achievement.

Through RTTT, Illinois will establish the Illinois Collaborative for Education Policy Research (ICEPR), an independent research partner to the State but working in close consort with ISBE leadership (*see (C)(3), pp. 112-15*). The research agenda of ICEPR will be aligned to the major initiatives of this Plan, with the strongest focus on its teacher and leader components, and informed through collaboration with ISBE and the Joint Education Leadership Committee of the P-20 Council. This collaborative relationship will provide and sustain a robust and useful empirical foundation for decision-making and monitoring progress of implementation of the Plan by ISBE, LEAs, and schools.

## **II. Illinois State Board of Education**

The reform agenda presented within this Plan is the State's elementary and secondary education reform agenda. As such, the State's approach to implementation makes that agenda the focal point (rather than an add-on) of ISBE's work. The agency is being realigned and augmented around this agenda through a revamped structure that includes the following:

- The **RTTT Leadership and Implementation Team** will be made up of the State Superintendent of Education, two deputy superintendents, three new staff hires – a Director of Performance Management, a Director of Policy and Program Implementation, and a Statewide Professional Development Coordinator – and Assistant Superintendents with responsibility for areas of RTTT reform. It will spearhead all aspects of Plan implementation and ensure accountability at the State and LEA levels. This Team will meet weekly to review the status of RTTT policy and program implementation and to identify and address issues as they arise (utilizing external advisors and partners, as necessary). This Team will use information provided through this Plan's various data, evaluation, and monitoring systems (*e.g.*, Integrated Plans and Outcomes-Based Measurement, Quality Assurance reviews, and research findings) to lead a process of continuous improvement in the implementation of the State's reform agenda. In addition, this Team will: (1) share periodic reports on implementation efforts with the State Board of Education, the Governor, the P-20 Council, legislative leadership, and others; (2) approve State-developed RTTT scorecards to provide Participating LEAs and schools with meaningful reporting on their performance on key process and outcome indicators throughout the grant period (*see (D)(3), pp. 154-55, for a discussion of Equity Scorecards*); and (3) make decisions about which Participating LEAs, if any, are not

meeting requirements under the MOU and State law and determine the appropriate course of action/intervention.

- A **Division of Performance Management & Policy Implementation** will be created.

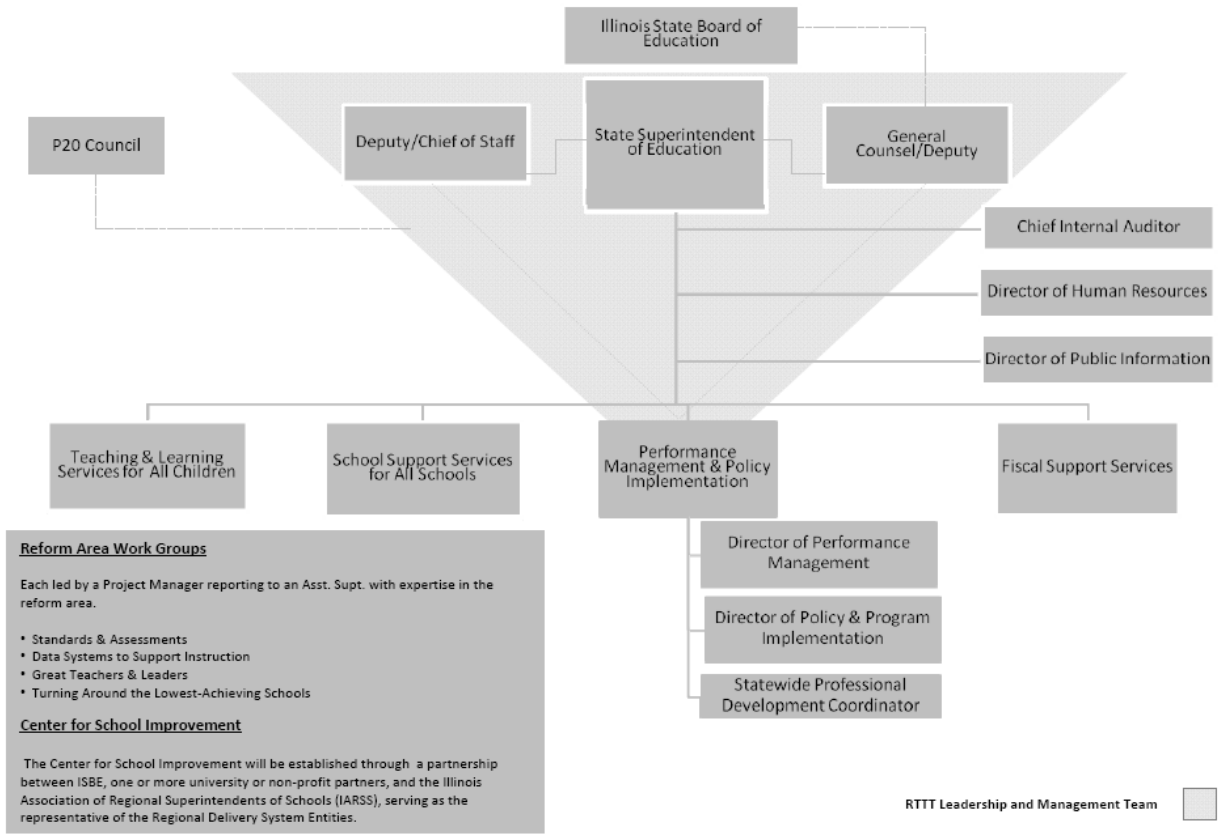
Key personnel within this division include the following:

- A new **Director of Performance Management** will be charged with gathering, analyzing and making available, as appropriate, all of the data sources noted above that will be utilized to gauge State and Participating LEA progress toward Plan implementation, including gains in student achievement. Working with the two Deputy Superintendents, agency staff in each of the four reform areas, and the Director of Policy and Program Implementation, the Director will oversee the development and implementation of the RTTT Outcomes Measurement Plan and the preparation of State, LEA, and school RTTT scorecards. The Director will work closely with the Illinois Collaborative for Education Policy Research (ICEPR) to integrate research and evaluation data into the State's performance management processes.
- A new **Director of Policy and Program Implementation** will be charged with managing and monitoring the intersecting work of the four reform area work groups, and ensuring there is coherence and coordination across all reform activities. This Director will serve as the "glue" that will bind the State's multiple reform efforts into a comprehensive and effective whole. The Director will work with the Director of the Center for School Improvement (*described in Section III, below*) to coordinate and leverage all aspects of the Center's work. The Director will be responsible for raising any implementation issues to the ISBE Leadership and Implementation Team for resolution. In addition, the Director will:
  - Design, implement and manage a process of coordinated Participating LEA outreach to ensure a common understanding of State and federal expectations, progress of districts and schools toward those expectations, and the availability of resources and supports.
  - Support ISBE's Director of Public Information, including through ongoing communications capacity building efforts, in developing and implementing strategies to ensure transparent, timely and coordinated

communications that will foster ongoing stakeholder and constituent support for the reform agenda. The RTTT communications strategy will build off a statewide communications campaign ISBE currently has underway relating to the adoption and implementation of the Common Core.

- Manage a process of stakeholder and partner engagement to sustain the strong support expressed for this Plan and follow-up on commitments made in letters of support (*see pp. 40-43 and Appendix A2-4, A2-5*).
- A new **Statewide Professional Development Coordinator** will help ensure that existing and new professional development and technical assistance programs outlined (including those outlined in this Plan) are implemented in a strategic and coordinated manner, taking into consideration the needs and capacity of Participating LEAs and timelines for implementation of the Plan's reforms. This coordinator will work closely with all reform area work groups, particularly the Center for School Improvement director and the Teacher and Leader Effectiveness project manager in efforts to strengthen the quality and impact of professional development offerings.
- Four new **reform area work groups** will be established to support policy and program coordination and implementation in each of the Plan areas – Standards and Assessments; Data Systems and Use; Teacher and Leader Effectiveness; and Turning Around the Lowest-Achieving Schools. Each work group will draw upon the expertise and leadership that exists among the ISBE Assistant Superintendents. A project manager, reporting to an Assistant Superintendent, will manage the day-to-day activities of each work group. The composition of these work groups will vary by area and, in addition to ISBE staff, may include key stakeholders, state and national experts, vendors and others, building upon existing advisory groups where appropriate.

Section (A)(2)(i)(a) Proposed Statewide Implementation and Oversight Structure



**III. Redesigning the Statewide System of Support**

The State's existing regional service delivery structure and the Statewide System of Support (SSOS) provide an important foundation for the implementation of the reforms in this Plan. The State's regional service delivery system consists of 44 statewide Regional Offices of Education (ROEs) serving 101 downstate counties and three Intermediate Service Centers (ISCs) serving the densely populated area of Suburban Cook County. This regional delivery system was used by ISBE to create 10 Regional System of Support Providers (RESPROs) to focus additional resources and expertise specific to schools and districts failing to meet Adequate Yearly Progress under No Child Left Behind. Six RESPROs cover the 6 geographical areas of ROEs and three RESPROs are aligned with the 3 ISCs, while the remaining RESPRO provides support to the Chicago Public Schools. At this time, more than 300 coaches and school improvement specialists are providing direct assistance to the schools and districts through the ROE/ISC/RESPRO system.

This Plan accelerates the State's efforts to better align and coordinate its regional service delivery model in a manner aligned to ARRA's four reform areas, thereby providing consistent, quality assistance to all Participating LEAs. These system enhancements reflect the work of ISBE staff as members of the Academy of Pacesetter States, an initiative supported by the Center on Innovation and Improvement (CII), a national content center. CII selected 9 state education departments to assist and support their efforts to improve upon their existing statewide systems of support. The Pacesetter initiative began in June 2009 and will be completed in June 2010. In addition, over the past twelve months the State Superintendent has chaired a task force established by the Illinois General Assembly charged with making recommendations on strengthening and streamlining the State's regional service delivery structure.

With or without RTTT, ISBE is moving forward with a redesign of the Statewide System of Support (SSOS), to be launched in spring 2011, that will include the components specified below. RTTT will enable ISBE to further expand and enhance these systems to support Participating LEAs in their implementation of this Plan.

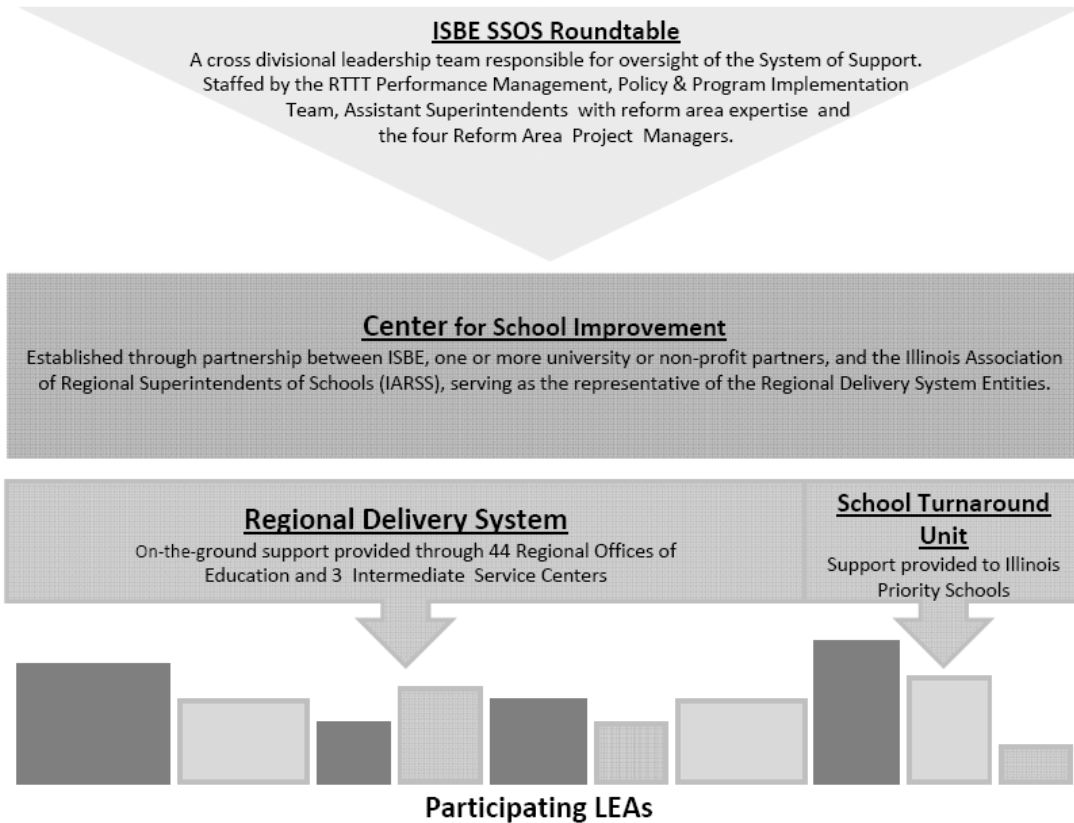
- **Center for School Improvement.** As the centerpiece of this effort, ISBE will establish the Center for School Improvement (CSI) to provide high-quality, coordinated and consistent support to the regional service providers. The CSI will be operated as a partnership between: (a) ISBE; (b) one or more university or nonprofit partners with a proven track record of effectively and efficiently providing high-quality support in each area of focus; and (c) the Illinois Association of Regional Superintendents of Schools (IARSS), serving as the representative of the regional delivery system. The CSI will provide ISBE with greater flexibility to quickly scale up capacity to address work across the RTTT reform agenda. The State Board of Education has authorized the agency to issue a Request for Proposals for the CSI, which the agency will issue in summer 2010. The CSI will be supported by guidance and direction from the ISBE Roundtable, a cross divisional leadership team responsible for oversight of the SSOS that includes the staff of the new Division of Performance Management & Policy Implementation as well as reform area work group staff. The ISBE Deputy Superintendent/Chief of Staff is responsible for convening the Roundtable, and the CSI Director will report directly to the Deputy Superintendent.



- **Content Centers.** The ISBE Roundtable and CSI staff will establish within the CSI four Content Centers designed to support policy and program implementation aligned to the State's reform agenda: Standards and Aligned Instructional Systems; Data Use and Analysis for Continuous Improvement; Educator Talent and Effectiveness; and Effective Practice Dissemination and Quality Assurance. ISBE and CSI, working through the Content Centers, will also oversee other statewide and regional technical support delivery systems that will carry out key reforms in this Plan and augment the CSI's capacity. For example, the work of the STEM Learning Exchanges (*see (B)(3), pp. 83-85*) will be overseen by the Standards and Aligned Instructional Systems Content Center to ensure STEM curricular resources are integrated with other standards alignment initiatives. The performance evaluation support system (*see (D)(2), pp. 137-38*) and the School Leadership Consortia (*see (D)(3), pp. 157-60*) will be overseen by the Educator Talent and Effectiveness Content Center to ensure alignment of these various reform strategies into a coherent LEA human capital system.
- **On-The-Ground Support.** The existing Regional Delivery System, consisting of the 44 Regional Offices of Education (ROEs) and 3 Intermediate Service Centers (ISCs), will coordinate the delivery of on-the-ground supports. CSI staff will work with staff from the ROEs and ISCs to coordinate the provision of services and oversight of RTTT implementation. Where an ROE or ISC does not have sufficient capacity or content expertise to meet the needs of Participating LEAs, CSI staff, working through the appropriate Content Center, will provide direct support for that LEA. Using the capacity assessment processes described in Section (A)(2)(i)(b) below, the CSI and Regional Delivery System will be able to tailor professional development and supports based on LEA capacity.
- **School Turnaround Unit.** The CSI will oversee a School Turnaround Unit that will leverage the expertise and resources of the Content Centers but work independently of the ROE/ISC regional delivery system. The School Turnaround Unit will coordinate the Illinois Partnership Zone initiative, oversee the implementation of interventions by LEAs receiving School Improvement Grant funds, and assist ISBE with direct interventions in LEAs that are unable or unwilling to undertake dramatic interventions in the State's

lowest-performing Schools. (Generally, see (E)(2), pp. 195-201, for a description of activities to be overseen by the School Turnaround Unit.)

(A)(2)(i)(a) – Statewide System of Support



**IV. Multi-state Collaborations**

In addition to joining multi-state consortia for standards and assessments, Illinois is joining three new multi-state efforts that will provide added capacity for critical Race to the Top-funded reforms. (See *Appendix A2-1* for more information on these multi-state collaborations.)

- The State Collaborative for Great Teachers and Leaders (with at least Florida, Illinois, and Louisiana participating) will support a network for states to lead the nation on improving key policies related to teacher and leader effectiveness.
- The Teacher Performance Assessment Consortium will establish high quality, evidence-based, performance assessments to improve measurement of preparation program effectiveness (Illinois is one of up 20 states participating).

- Illinois is one of six states in the Mass Insight Education & Research Institute Partnership Zone collaboration that will encompass a three-year, \$70 million effort to create scalable and sustainable turnaround strategies.

These multi-state collaborations will provide top national expertise for this Plan's key reform areas, and allow Illinois to work with other SEA partners to tackle common policy and implementation challenges.

## **V. Integrated Plans**

In 2006, ISBE launched a cutting edge web-based planning tool incorporated within the Interactive Illinois Report Card (*see (C)(2), pp. 92-97*) that provides all schools and districts a streamlined, interactive resource for improvement planning. In August 2010, following a beta testing period with 10 LEAs, this planning tool will be expand to a "**District Integrated Plan**" and "**School Integrated Plan**," serving as the required template for a variety of plans required by various State and federal funding sources (e.g., Title I, Title III, and technology implementation plans).

Once authorized LEA representatives enter the Integrated Plan web-based environment, they are prompted to: (i) reflect on longitudinal performance data on multiple measures pulled directly from State systems reported to them in convenient summary form on their dashboard; (ii) craft a targeted strategic planning and implementation process, including a fully integrated professional development component; and (iii) develop a stakeholder engagement plan for teachers, parents, and community. Each step in the process focuses on the development of outcomes and incorporates embedded budget details that are compiled automatically into a summary budget spreadsheet. Access to the plans up through review and approval is password protected with access levels controlled by the LEA for district administrators, school principals, teachers, and support staff, as appropriate. More limited external access is available for Statewide System of Support coaches who may be assisting the LEA. ISBE staff have global access to support plan preparation and approve plans as required by state and federal law.

Upon the State's receipt of an RTTT award, the Integrated Plans will be further upgraded to serve as each Participating LEA's RTTT implementation plan, including all federally required components and planning templates for each element of the Participating LEA MOU. The Integrated Plans will facilitate monitoring and support by ISBE and SSOS representatives, as the web-based template permits password-protected external access that can be used by ISBE and

SSOS staff to assist with plan preparation, provide plan approvals, or require modifications. The web-based template will permit multiple reviewers, in different locations, to review Participating LEA RTTT implementation plans for both support and compliance purposes.

**(A)(2)(i)(b): Building the Capacity of LEAs for Successful Implementation of Reforms**

The State's plan for supporting Participating LEAs (and other LEAs) in successfully implementing the education reform plans articulated in this application is based on three core strategies: (1) Enhancing the State Recognition Process as a Tool for Building LEA Capacity; (2) Measuring Progress and Intervening When Necessary; and (3) Expanding and Sustaining Effective Practices.

**I. Enhancing the State Recognition Process as a Tool for Building LEA Capacity**

Under State law, ISBE has the authority and responsibility to establish State requirements for the recognition of all schools (public and non-public). If a school or district fails to meet State requirements for Full Recognition status, ISBE can require further review, require probation, or ultimately change school or district status to "nonrecognized" thereby impacting the LEA's ability to claim General State Aid for students. The ROEs/ISCs currently perform an annual review of each LEA within their region, determining whether the LEA is meeting the requirements of the State's recognition system and forwarding that recommendation for status to ISBE. The ROEs/ISCs also complete an in-depth, multi-day compliance visit to all districts in a rotation. The results of this monitoring are also regularly reported to ISBE.

Illinois has initiated a pilot for strengthening the existing recognition process for schools. This mandatory review will be a strong tool for continuous improvement through the institution of standards, indicators of effectiveness, and completion of a Quality Assurance Review. The redesigned process will allow the State regional delivery system to assess the capacity of LEAs to deliver their RTTT MOU obligations at the outset and throughout implementation of this Plan. Based on diagnostic findings, regional service teams will work with local coaches and school-based improvement teams to customize an intervention plan that specifically identifies the intensity and duration of services along with a system for monitoring agreed upon outcomes.

Quality Assurance Reviews will be based on a set of indicators of effectiveness as measured by the Indistar tool developed by the Center on Innovation and Improvement (CII). Indistar is a web-based system designed for use in local districts and/or schools to inform, coach,

sustain, track and report on improvement initiatives and activities. Indistar uses assessment rubrics to determine indicators of evidence-based practices linked to research synthesis for student learning at the district, school, and classroom levels. Indistar results will guide improvement teams through a continuous cycle of assessment, planning, implementation, and progress monitoring. After a review and revision based on the outcomes of the pilot in SY 2010-11, the redesigned Quality Assurance Review process tool will be expanded to a subset of Participating LEAs in SY 2011-12 (focusing on those with Illinois Priority Schools) and to all Participating LEAs by SY 2012-13.

## **II. Measuring Progress and Intervening When Necessary**

This Plan's State and regional support infrastructure is built around a system of continuous monitoring and performance management based on State- and federally-established progress measures and, ultimately, student achievement outcomes. While the recognition process will become a tool for continuous improvement through the inclusion of the Indistar tool, it will also remain a compliance monitoring process. This Plan includes support for the ROEs to include within annual recognition reviews a monitoring of Participating LEAs' implementation of their MOU obligations, starting upon the State's receipt of an RTTT grant award.

The Integrated Plans will play an important role in both performance management and accountability. The web-based Integrated Plans will enable the State to monitor and track RTTT implementation across all Participating LEAs, as well as to provide support to the development of plans by Participating LEAs that need targeted assistance. Further, data submitted through the Integrated Plans will be combined with data collected by the State through its longitudinal data system to support the implementation of an **RTTT Outcomes Measurement Plan**. As further detailed in **Appendix A2-2**, the Outcomes Measurement Plan will allow ISBE, Participating LEAs, and the public to track both process and outcome indicators for work funded through RTTT. The Outcomes Measurement Plan will assess the progress of the State, LEAs, and schools in meeting key goals, addressing objectives, and undertaking each of the activities outlined in this application. It will incorporate all of the federally required and State-developed performance measures specified throughout this Plan, as well as supplemental indicators to provide enhanced transparency and reporting on performance outcomes. This data and information will roll up into publicly available scorecard reports that will enhance the State's existing report card system, thereby facilitating stakeholder engagement and informing State

policy and practice. More broadly, the Measurement Plan is intended to foster a performance measurement culture in the State, providing the State, LEAs, and other stakeholders with tools to closely monitor performance and progress and adjust implementation when necessary to achieve this Plan's objectives.

### **III. Expanding and Sustaining Effective Practices**

The Center on School Improvement, through its work with the ROE/ISC regional delivery system, will be responsible for identifying effective practices. In consultation with CSI leadership, the ISBE RTTT Leadership & Implementation Team and ISBE Roundtable (with additional information and data from the Illinois Collaborative for Education Policy Research and external evaluation efforts) will develop a set of strategies and a plan for disseminating information on, replicating, and sustaining effective practices. CSI staff will convert evidence based research into practice and train school improvement teams, coaches, and regional service teams across the State in these effective practices.

#### **(A)(2)(i)(c): Grant administration and oversight, budget reporting and monitoring, and fund disbursement**

Illinois will provide effective and efficient operations and processes for implementing its RTTT grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement. This Plan relies heavily on well-established and high-performing existing systems and process, and strengthens them through the use of the Integrated Plans, Outcomes Measurement Plan, and other targeted improvement efforts.

During the past 12 months, ISBE's internal control processes for grants administration have been reviewed by the US Government Accountability Office, the US Department of Education Office of Inspector General, the Illinois Office of Internal Audit, and the State's A-133 external auditors, KPMG, LLC. In addition, ISBE has devoted significant agency resources to its Electronic Grants Management System (eGMS) to allow for electronic submission and processing of grant applications and related documentation.

The Financial Reimbursement Information System (FRIS) performs edit checks to ensure that reported expenditures are within the limits of the approved budget and to confirm that grant recipients do not possess superfluous grant funds. When it is determined that a grant recipient

has excess grant funds, payments are withheld until a subsequent expenditure report is filed that demonstrates a zero or negative cash balance. On-site monitoring of grantees is conducted utilizing a Cycle-Based Risk approach to ensure that grant programs and sub-recipients determined to be high-risk are monitored on an annual basis. In addition, ISBE has a strong process for review and disposition of sub-recipient A-133 audits.

Given the unprecedented funding levels and transparency needed for RTTT, ISBE will further strengthen its grant oversight processes by entering into regionally-based contracts with Certified Public Accounting firms for fiscal monitoring of sub-grantee awards. These regional firms will expand the capacity of ISBE's existing External Assurance Division and report to the ISBE Chief Financial Officer, and their findings will allow ISBE to quickly provide assistance or monitoring at a Participating LEA if any problems arise relating to fund administration.

**(A)(2)(i)(d): Coordinating, reallocating, and repurposing funds**

Illinois will use the RTTT grant, as described in the State's budget and accompanying budget narrative (*see Appendix A2-3*), to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals. As the RTTT priorities are aligned with the State's education priorities, RTTT will accelerate, rather than redirect, reforms that are well underway. Therefore, Illinois does not need to significantly reallocate State and federal funds to pivot to RTTT, but instead plans to effectively leverage RTTT and other federal, State, and outside funds to build systems that will move reform at a faster pace and that can be sustained after the grant period. ISBE's RTTT Leadership and Implementation Team will engage in an ongoing process of performance management and monitoring that includes the identification of effective practices and, where necessary, may include repurposing or reallocating funds to support those practices.

Major RTTT expenditures such as new performance evaluation support systems, the Learning and Performance Management System/IlliniCloud, and STEM Learning Exchanges require a large up-front investment but can be transitioned to State and local funding streams after implementation. In particular, the Learning and Performance Management System and IlliniCloud are designed using a sustainable cost recovery model, and the State has re-purposed \$15 million in State capital funding for these systems (*see (C)(3), pp. 100-08*). Illinois has set aside a significant amount of its SEA budget allocation for the Super LEAs, using a funding

carrot to bring unions and districts together to accelerate and deepen the Plan's reform objectives. Other priorities of the Illinois plan are intended to coordinate with and build off of other significant existing federal and State programs, such as:

- The State's allocation of Section 1003(g) School Improvement Grants will be used to both support turnaround and as a key driver of adoption of redesigned performance evaluation systems;
- The Plan's focus on Programs of Study can leverage federal funding through the Perkins IV program; and
- State investments in early childhood and induction and mentoring will be used as a foundation for expanded investments through RTTT.

**(A)(2)(i)(e): Using the Fiscal, Political, and Human Capital Resources of the State to Sustain Reforms**

Illinois will use the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded through RTTT for which there is evidence of success.

As described in Section (A)(1), the recent success enacting legislation to support the State's RTTT agenda has built a state-wide coalition that will keep education reform and funding at the top of the Illinois policy agenda. The coalition included a broad range of stakeholders, including the School District Management Alliance (representing board members, superintendents, principals, and business officials), the two statewide teachers' unions, business and civic leaders, and a host of other organizations. The transparent process used to develop and advance the legislation contributed to its enactment and to the prospects for future success advancing the RTTT legislative policy and funding agendas.

Moving forward, Illinois will build upon its existing communications strategies to keep stakeholders informed about and engaged in this reform work, as well as continually inform the broader public of the reform plan progress and outcomes.



## RTTT APPLICATION REQUIREMENTS

### (A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

\* \* \*

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

(a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and

Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

## Stakeholder Support

The Illinois process to develop its plan and enact supporting legislation included transparency and extensive engagement with a broad range of stakeholders. On August 18, 2009, ISBE posted on its website a detailed Race to the Top planning document describing its intended plans across the four reform areas. This transparency gave key stakeholders a chance to review and react to the State's direction at the earliest possible stage. From that point forward, the State Superintendent convened school district management and union representatives on a frequent basis to discuss concerns, share ideas, and ensure these stakeholders had full input into the process. Members of the civic and business community were also frequently engaged, and took leadership on helping to develop solutions to the systemic challenge of high school reform. The State's legislative leaders held multiple hearings and helped drive agreement on performance evaluation reform, alternative certification legislation, and principal preparation reform enacted prior to both the RTTT Phase 1 and Phase 2 application dates.

**Appendix A2-4** describes the organizations submitting letters of support and their commitments, and **Appendix A2-5** contains their letters of support. The letters of support included in **Appendix A2-4** and **A2-5** demonstrate enthusiasm for the Illinois Race to the Top Plan from the K-12 education community as well as legislative leadership, higher education institutions, advocacy organizations, and the business and the civic community. Each supporting

organization has pledged to perform specific roles and tasks to actively participate in the Illinois Race to the Top Plan.

For example, State teachers' unions and other professional associations have pledged to support the State's reform efforts by providing support and assistance to teachers, principals, special educators, and other school leaders at the state and local levels. The Illinois Education Association has pledged to work with ISBE to help establish fair and effective evaluation systems across the State in response to this Plan's most far-reaching reform.

A wide range of education and advocacy organizations, such as Advance Illinois, the Alternative Schools Network, and the Large Urban District Association have indicated their support for the Illinois RTTT plan. These organizations will support, among other programs, efforts to overhaul teacher and principal preparation, implement centralized data management systems, develop new student assessments and readiness standards, and implement drop-out prevention and re-enrollment programs.

Many Illinois higher education institutions have also pledged support for RTTT. For example, Loyola University will partner with the State to implement the statewide Longitudinal Data System and improve the effectiveness of teacher and principal preparation programs, and Southern Illinois University's recently-formed STEM Center will coordinate STEM-related activities, research, and outreach. The Associated Colleges of Illinois will host intensive summer programs to prepare pre-service teachers for placements in high need schools. Also, the Illinois Board of Higher Education and the Illinois Community College Board will partner with ISBE to support development of STEM Programs of Study, the statewide Longitudinal Data System, and other college- and career-readiness initiatives.

In addition, the State's business community will be instrumental in supporting RTTT programs. Businesses and trade organizations from a range of industries, including information technology, healthcare, communications, biotechnology and pharmaceuticals, manufacturing, and transportation will actively support the State's educational reform efforts, particularly in implementing STEM Programs of Study and Learning Exchanges, enhancing career development and internship opportunities, and establishing career-readiness programs.

The efforts of these supporting organizations have been further enhanced by the Illinois legislature's commitment to educational reform and the Race to the Top Plan. The Illinois Senate President, House Speaker, Senate Republican Leader, and House Republican Leader have

all formally expressed their support for Race to the Top, building on their strong record of bipartisan legislation to promote education reform. This Plan has been championed by Governor Quinn, and is also supported by the Republican nominee for Governor in the fall gubernatorial election, State Senator Bill Brady.

The following quotations from letters highlight the broad support for the Illinois application. The State is committed to continuing to engage all stakeholders throughout the Plan's implementation and understands that stakeholder buy-in and ownership is necessary for the Plan to be successful. (See **Appendix A2-4** for a letters of support summary table and **Appendix A2-5** for the copies of all the letters.)

*The Illinois General Assembly has a proven track record of bipartisan support for education reform, and we will provide our continued support to ensure that every child in Illinois is prepared for success in postsecondary education and employment.*

--Hon. John J. Cullerton, Illinois Senate President  
--Hon. Michael J. Madigan, Illinois House Speaker  
--Hon. Christine Radogno, Illinois Senate Republican Leader  
--Hon. Tom Cross, Illinois House Republican Leader

*The Illinois Education Association, whose executive director and top leadership have considerable experience in the development of new evaluation systems (including systems that incorporate student growth), has pledged to work with the Illinois State Board of Education to help establish fair and effective evaluation systems across the state in response to the plan.*

--Ken Swanson, President, Illinois Education Association

*The IFT supports the state's RttT efforts and appreciates the collaborative manner in which ISBE engaged with stakeholders to develop its application for RttT funds. The IFT is committed to supporting the implementation of Illinois' RttT plan by working at both the state and local level.*

--Ed Geppert, Jr., President, Illinois Federation of Teachers

*Our member districts, who educate over half of the children of the state of Illinois, will be the recipients of the broad transformation that will occur due to our state's involvement in Race to the Top.*

--Diane Rutledge, Executive Director, Large Unit District Association

*Illinois' application builds rationally upon some of the great things we've been able to accomplish recently in Illinois.*

--Jeffrey Mays, President, Illinois Business RoundTable

*These reforms will transform the state's schools, replacing an input-driven, compliance-focused system that is failing with an outcome-based, results-oriented system that helps prepare every child in the state to be world-ready.*

--Robin Steans, Executive Director, Advance Illinois

*INCS intends to support the work on school turnaround and on ensuring an effective teacher in every public classroom in Illinois.*

--Andrew Broy, President, Illinois Network of Charter Schools

*The State of Illinois' STEM efforts are designed to improve academic achievement, increase high school graduation rates, and improve transition rates to postsecondary education and employment. This approach also promotes choice by providing students with a variety of options in programs of study that are connected with their academic and career interests.*

--Gerald Roper, President, Chicagoland Chamber of Commerce

*CCSR will work to support the implementation of a number of components of the state's plan including its efforts to develop data systems to support instruction, produce and support great teachers and leaders, and turn around the state's lowest achieving schools. Specifically, CCSR will work as an active partner on the proposed Illinois Collaborative for Education Policy Research (ICEPR), an innovative state research and development partnership modeled directly on the experience of CCSR in Chicago.*

--Paul Goren, Director, Consortium on Chicago School Research

*I am pleased to see the extent to which the RTTT proposal supports and aligns with current reform initiatives in the Chicago Public Schools. This includes closing or turning around underperforming schools, working with CPS teachers and administrators and private sector partners to open new schools, creating more choice for parents and guardians in neighborhoods that historically have been served by underperforming schools, and using student growth data to measure teacher and principal performance.*

--Mary B. Richardson-Lowry, President, Board of Education of the City of Chicago

### **External Foundation Support**

To support the State's planning and application process, a coalition of 18 national, state, and community-based foundations formed "The Race to the Top Initiative"—a collaborative fund of The Chicago Community Trust—to demonstrate their financial support to ISBE for this important endeavor. Those foundations included the Circle of Service Foundation, Grand Victoria Foundation, Joyce Foundation, Polk Brothers Foundation, Pritzker Traubert Family Foundation, and the Spencer Foundation.

The foundations remain committed to ongoing engagement with the State for the long-term improvement of education in Illinois, and ISBE has already begun to partner with the foundation community to drive this Plan's key reforms. To support this Plan's central focus on performance evaluations, the Joyce Foundation has funded a multi-state collaboration and a unique partnership between the Consortium for Educational Change, The New Teacher Project, and the Consortium on Chicago School Research (*see (D)(2), pp. 135-36*). The Grand Victoria and Joyce Foundations paid for or loaned specific staff members to the Governor's office to help with the development of the Race to the Top application. Grand Victoria Foundation has also invited proposals from the New Teacher Center to support the State's induction and mentoring program and expansion of the Consortium on Chicago School Research applied research model to the Super LEAs. The Chicago Public Education Fund (The Fund) has raised nearly \$50 million to create sustainable improvement in Chicago Public Schools, with a strong focus on the district's objectives to improve teacher and principal effectiveness. The Fund's investments in areas such as performance evaluation, teacher incentive compensation, and principal leadership will not only help CPS meet its obligations under this Plan, but will also support innovations that can be spread throughout the State (*see (D)(2), p. 141, for a description of the State's expansion of National Board Certification for Educational Leaders, supported by The Fund*). Finally, the State and Mass Insight Education have engaged a group of national, state, and community-based foundations to support the implementation of the Illinois Partnership Zone (*see (E)(2), pp. 193-201*) by building the capacity of local communities and nonprofit entities to undertake turnaround at scale.

**Evidence for (A)(2)(i)(d):**

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.
  - **APPENDIX A2-3: BUDGET SUMMARY AND PROJECT-LEVEL BUDGETS**

**Evidence for (A)(2)(ii):**

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.
  - **APPENDIX A2-4: LETTERS OF SUPPORT SUMMARY TABLE**
  - **APPENDIX A2-5: LETTERS OF SUPPORT**

**RTTT APPLICATION REQUIREMENTS**

**(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

\* \* \*

**(A)(3) Demonstrating Significant Progress in Raising Achievement and Closing Gaps**

Over the past several years, the State of Illinois has made significant progress in each of the four Race to the Top reform areas, preparing Illinois students, teachers, principals, and other education stakeholders for the broad reforms described in this Plan.

**A. Standards and Assessments**

**Standards.** In 2007, the State of Illinois entered into the Illinois College and Work Readiness Partnership—an agreement between the State Board of Education, the Office of the Governor, and The Bill & Melinda Gates Foundation to develop policies and programs to ensure more Illinois students are prepared for college and careers. From 2007 through 2009, this Partnership focused on three policy areas that are now central to the Race to the Top program: (1) college- and career-ready learning standards; (2) state education data systems; and (3) interventions in low-performing schools and districts.

As a result of the review of the Illinois Learning Standards undertaken as part of the College and Work Readiness Partnership, Illinois recognized the need to revise its Learning Standards to reflect college- and career-ready expectations. In October 2008, the State Board of Education, in partnership with the Illinois Board of Higher Education, Illinois Community College Board, Office of the Governor, and the Illinois Business Roundtable, joined 33 states in the American Diploma Project (ADP). Illinois' ADP involvement has included an external and internal review of the Illinois Learning Standards in English/Language Arts and Math. Teams of secondary and postsecondary educators have convened to compare the Illinois learning standards to the ADP exemplary standards and to clarify what it means to be ready for college success. The teams have been working to revise the Illinois standards in order to bring needed coherence

between standards, curriculum, assessments, and college entry requirements. The ADP highlighted the need for new, higher standards at all grade levels, and the State's adoption of the Common Core Standards will build off of its ADP foundation.

In addition, Illinois has participated in the Partnership for 21<sup>st</sup> Century Skills State Leadership Network because of the State's commitment to identify the knowledge, skills, abilities, and attitudes necessary for today's students to be successful in tomorrow's workplace. The State is using the Partnership to incorporate 21<sup>st</sup> century skills and expectations into the learning opportunities of all students and infuse these attributes throughout the State's educational system.

The Common Core implementation process will also build off of the State's efforts to develop a rigorous, standards-based approach to STEM education, as discussed in Section (B)(3), that focuses on addressing authentic real-world problems and integrated approaches to teaching and learning across multiple disciplines and academic and Career and Technical Education instructors.

**Assessments.** The 11<sup>th</sup> grade Prairie State Achievement Examination, which since 2001 has included the ACT college entrance examination and the ACT Work Keys, is a major asset in Illinois' student assessment system. In October 2009, Illinois was one of two states that received the ACT Systems of Excellence Award honoring states that have made significant progress toward improving students' college- and career-readiness and implementing coherent policies and initiatives that raise the expectations for and performance of all students. ACT acknowledged that Illinois was one of the first states in the nation to recognize that a state test could serve multiple purposes of measuring rigorous state standards, advancing college-readiness for all students, and providing increased value for students, parents, and institutions of higher education.

Illinois has been an enthusiastic supporter of the establishment of multi-state assessments, with State Superintendent Koch expressing his intention to use multi-state, commonly defined measures of college- and career-readiness "all the way to the cut score." Over the last several years, Illinois has been a leader within the World-Class Instructional Design and Assessment (WIDA) Consortium, a group of 22 states that have developed and implemented English language proficiency standards and a corresponding statewide proficiency assessment aligned with content area standards. Illinois has the largest number of English Language Learners in the

WIDA Consortium, but recognizes that it is a cooperative effort among participating states that has positioned Illinois to forge a strong link between English language proficiency standards, English language arts, and Spanish language arts.

## **B. Data Systems to Support Instruction**

Illinois has made remarkable strides in its build-out of the State longitudinal data system in recent years, as reflected in its improved standing in national benchmarks for data quality. In the *Data Quality Campaign/National Center for Education Accountability 2009-10 State P-12 Data Collection Survey*, Illinois demonstrated eight "essential elements" of a state longitudinal data system. None of these elements was present in 2005-06. The remaining two elements, teacher-student linkage and transcript data, will be included in the State longitudinal data system by September 30, 2011.

ISBE, the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE) recognized the need for new state legislation to frame the vision and requirements for the State's longitudinal data system, and led the effort to draft and pass the P-20 Longitudinal Education Data System Act (Public Act 96-0107) (*attached in its entirety in Appendix A1-3*). This Act, signed into law by Governor Quinn in July 2009, led to four Illinois policymakers receiving the Data Quality Campaign's 2009 Leadership Award. The Data Quality Campaign recognized that "Illinois has made tremendous progress in the codification and implementation of a statewide longitudinal data system," noting that the legislation will ultimately improve instruction and enhance educational decision-making.

The P-20 Longitudinal Education Data System Act:

- Sets forth a long-term vision for the State's education data system;
- Requires the State to implement all of the America COMPETES Act elements;
- Requires the longitudinal data system to support a broad array of state and school district educational functions;
- Ensures the necessary authority to collect postsecondary data (including data from private postsecondary institutions); and
- Establishes a framework for data sharing with outside entities to support research and evaluation consistent with privacy protection laws.



The legislation also requires connections to early learning data, and Illinois is already actively working to design a comprehensive early learning (birth through Pre-K) data system that will be incorporated into the longitudinal data system.

In addition to creation and expansion of the State longitudinal data system, ISBE has partnered with Northern Illinois University to create the Interactive Illinois Report Card (IIRC), a website with publicly available data and password-protected, student-level data with performance information on every Illinois school and LEA. ISBE has expanded support of the IIRC and collaborated with outside groups to make the report card available to every Illinois school, along with professional development for teachers, paraprofessionals, and administrators for its optimal use. (*see (C)(2), pp. 92-97.*)

### **C. Great Teachers and Leaders**

As set forth in the Illinois RTTT Reform Agenda in Section (A)(1), the State of Illinois recognizes that the two most significant factors for improving student learning are effective teachers and school leaders. The State is committed to developing highly effective teachers and leaders who are prepared to work to meet the instructional needs of each child, including those who have special needs and/or English Language/Bilingual learners. To meet the needs of our high poverty and lowest performing schools, Illinois is focusing on preparing teachers and principals who focus on differentiated instruction, student learning, and school improvement. The State's focus on quality instruction has been reflected in a series of efforts over the last few years to improve teacher and principal effectiveness and ensure the equitable distribution of effective teachers and principals.

**Performance Evaluation Reform.** The Performance Evaluation Reform Act (PERA), signed into law in January 2010, dramatically overhauls the State's teacher and principal evaluation systems. By aligning systems to measure educator effectiveness with student growth objectives, PERA serves as a strong foundation for all of the State's teacher and leader reforms (*see (D)(2), pp. 126-38*).

**Strengthening the Principal Workforce.** In 2007, the Illinois General Assembly established the School Leader Task Force to focus attention and resources on strengthening school leaders' capacity to improve classroom instruction, teacher knowledge and skills, and student performance. This Task Force, consisting of education stakeholders across the P-20 spectrum, issued recommendations in 2008 that included sweeping changes in the State's

approach to principal preparation and certification based on research and analysis of the critical importance of school leadership. Building on these recommendations, ISBE and IBHE have since led the work of School Leadership Redesign Teams tasked with formulating these recommendations into legislative and administrative action.

As a result of this multi-year effort involving a broad range of stakeholders and top state and national expertise, the General Assembly has enacted, and Governor Quinn has signed into law, an overhaul of the State's approach to principal certification and preparation: Senate Bill 226, signed into law on the date of this application.

This law constitutes a major step toward ensuring effective instructional leadership in every school building in Illinois, and includes the following provisions:

- Authorizes various types of qualified providers, including both institutions of higher education and not-for-profit entities operating independently from higher education, to offer principal preparation programs;
- Creates a principal endorsement, instead of a general administrative endorsement, that all principal preparation programs must be able to offer by no later than July 1, 2014. No candidate may be admitted to a principal preparation program after September 1, 2012 unless the program will offer the candidate the newly-created principal endorsement. Therefore, all principal preparation programs in the State will be required to redesign their principal preparation program offerings between now and the beginning of SY 2012-13, changing the focus of these programs from developing school leaders to only manage, to that of leading learning and being held responsible for student achievement.
- Requires the redesigned programs to prepare candidates to meet standards established by the State Board through administrative rule for principal skills, knowledge, and responsibilities, which standards must also be used for principal professional development, mentoring, and evaluation.

In developing administrative rules for principal preparation program standards, the State Board will be guided by the recommendations of the School Leadership Redesign Teams, which include: (1) programs must meet the Interstate School Leader Licensure Consortium Standards; (2) the strands of Distinguished Principal must be part of each program; (3) programs must strengthen content understanding for special education and English language learners; and (4)

programs must include a comprehensive internship requirement that includes a minimum of four weeks of full time residency and 200 additional hours of internship, with required assessments.

**Strengthening the Teacher Workforce.** Over the past year, the State of Illinois has taken important steps to further strengthen the caliber of the Statewide teacher workforce.

Raising the Cut Score: The State Board took action in December 2009 to raise the cut score on the basic skills test required for entrance into teacher preparation programs, and adopted rules to strengthen content knowledge for secondary teachers seeking certification endorsements. Research undertaken by the Illinois Education Research Council demonstrates that the State's 2001 introduction of the basic skills test raised teacher standards, and a higher cut score will further improve the quality of the State's workforce. In addition, at its October 2009 meeting, the State Board adopted administrative rules that:

- Limit the number of times an applicant can take the basic skills test—a rare step that few, if any, other states have taken; and
- Discontinue accepting grades below "C" for any course work counted towards an endorsement or an approved preparation program.

Improving Content Knowledge: At its October 2009 meeting, the State Board adopted rules for secondary teachers that require 24 credit hours and passing content knowledge test for secondary endorsements (except science and social science, which require 32 credit hours and passing the content knowledge test). Over the course of the next year, ISBE intends to take various steps to further improve content knowledge for teachers in all grade levels, as described in Section (D)(3)(ii) (*see pp. 166-73*).

**New Teacher Induction & Mentoring.** Providing high quality mentoring and induction for new teachers has been a state priority since 2003. Since 2004, Illinois law has defined requirements for mentoring and induction programs and identified the criteria for selecting mentors. Since SY 2006-07, the State has provided funding assistance on a competitive basis to Illinois public schools to establish induction and mentoring programs. Sixty-four State supported induction and mentoring programs, serving 356 districts and over 4,000 beginning teachers, have been established in districts throughout the State, primarily within the last four years. In 2009, Chicago Public Schools began providing intensive mentoring through the New Teacher Center (NTC) to all first- and second-year teachers. RTTT provides an opportunity to build upon the success of the existing new teacher support by using new teacher evaluation data

to better inform mentor support and to ensure that the most effective teachers are selected as mentors.

**Support for National Board Certified Teachers.** The policies of the State of Illinois demonstrate long-standing support for National Board Certified Teachers (NBCTs). Illinois is consistently ranked among the top 10 states for the number of new teachers achieving National Board Certification.<sup>2</sup> Since 2000, ISBE has issued Master Certificates in recognition of compliance with ISBE requirements for NBCTs. ISBE provides an annual stipend for NBCTs with Master Certificates, subject to availability of funding, and NBCTs are eligible to receive additional funds if they serve as mentors for other teachers or teach in hard-to-staff schools.<sup>3</sup> Through RTTT, the State will partner with the National Board for Professional Teaching Standards to expand the National Board Certification for Principals program, the first national advanced certificate for principals (*see (D)(2), p. 141*)

**Equitable Distribution of Effective Teachers and Principals.** Illinois has supported a variety of programs designed to attract effective teachers and principals to the State's neediest schools. The Illinois Student Assistance Commission offers teacher scholarship and loan programs in which recipients must each teach for five years in a hard-to-staff school or a shortage area. Illinois has promoted high-quality alternative route programs, including by providing a direct State appropriation to support the expansion of Teach for America (*see (D)(1), p. 118*). Through Public Act 96-0862, signed into law in January 2010, and SB 226 signed into law on June 1, 2010, certification programs for both teachers and principals in Illinois can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently of institutions of higher education.

Illinois was also one of the first states in the country to create a "Grow Your Own" initiative to recruit non-traditional students into teacher preparation programs who come from high need communities and who will remain in high need communities to teach for a minimum of 5 years after completion of programs. The Illinois General Assembly passed this initiative into state law in 2006 and has funded it every year since, resulting in the recruitment to date of 435 candidates/teachers, 85% of whom are people of color, who live in Illinois' highest poverty areas.

#### **D. Turning Around the Lowest-Achieving Schools**

Through the Illinois College and Work Readiness Partnership, during 2007 and 2008 ISBE analyzed current State intervention strategies in low-performing schools and districts and, working with Mass Insight Education & Research Institute, recommended State policies for intervening in low-performing schools. The analysis included a review of strategies employed by Chicago Public Schools and, in particular, its partner the Academy for Urban School Leadership (AUSL), both national leaders in the area of school turnaround. The 2007-08 analysis led to the October 2009 launch of the Illinois Partnership Zone (*see (E)(2), pp. 193-201*), through which ISBE has prequalified Lead and Supporting Partners to undertake interventions in the State's lowest-performing schools. Illinois is one of six states chosen by Mass Insight to participate in a three-year, \$70 million effort to create scalable and sustainable turnaround strategies, as further described in **Appendix A2-1**.

In several districts with systemic non-compliance issues, ISBE has engaged in intensive interventions to improve district operations, support student learning, and address areas of non-compliance. These interventions rely on a number of authorities existing under state and federal law, including the intervention authority in Section 2-3.25f of the School Code, NCLB corrective action rights, and authority to withhold funds and address noncompliance relating to specific student populations. ISBE's recent interventions are described in **Appendix E2-3-B**, and include an extensive multi-year State oversight and intervention effort in Calumet District 132 as the result of severe mismanagement and neglect of critical educational functions (in particular, the district's failure to properly educate its special education and bilingual student populations). The State Oversight Panel, established by State Board of Education in 2006, was recently terminated after the State Board found that the intervention helped the district meet requirements for compliance, establish financial stability, address board training and responsibility, and establish the local systems necessary to improve student outcomes. Moving forward, the State Board and State Superintendent will continue to lead and, as appropriate, expand and enhance these efforts to ensure LEAs fulfill their obligations to all Illinois students.

#### **E. Charter School Reform**

Public Act 96-0105, signed into law by Governor Quinn in July 2009, increases charter school options throughout the State by doubling the total number of permitted charter schools from 60 to 120: 70 in Chicago, 45 in the remainder of the State, and an additional 5 devoted

exclusively to re-enrolled high school drop-outs. This law establishes a "high" cap in Chicago, as defined by the RTTT criteria, and provides adequate flexibility outside of Chicago to enable the establishment of new charter schools.

#### **F. STEM Education**

As described in Section (B)(3) of this Plan (*pp.* 83-88), Illinois has convened public and private partners to develop a rigorous, standards-based approach to K-12 STEM education that focuses on addressing authentic, real-world problems and integrated approaches to teaching and learning across multiple disciplines using leading technological tools, equipment, and procedures. Through the Illinois Math and Science Partnership Program (*see (D)(3)(ii)*, *pp.* 167-68), the State has fostered partnerships involving high-need LEAs, institutions of higher education, business, and others to enhance teacher content knowledge and expertise in STEM areas.

#### **Use of ARRA, Other Federal, State, and Private Funding to Pursue Reforms**

Illinois has effectively leveraged ARRA, other federal grants, State funds, and private funding to drive its reform agenda across all of the RTTT priority areas.

*Standards and Assessments.* To advance the revision of the Illinois Learning Standards to align with college- and career-ready expectations, Illinois used both private foundation funding and State funding to support its American Diploma Project efforts. The State has directly funded the implementation of assessment systems needed to align instruction with college- and career-ready expectations through the State's support for the EXPLORE and PLAN assessments (*see (B)(3)*, *pp.* 80-81). Illinois is using \$10 million in ARRA Title II, Part D, Enhancing Education Through Technology Grant Funds and \$10 million in State capital funds to help high-need LEAs purchase low-cost laptops and peripheral technology (e.g, whiteboards, student response systems), all of which will help these LEAs implement standards-aligned instructional systems.

*Data Systems.* To advance the build-out of the State longitudinal data system, Illinois used foundation funding to undertake a needs analysis, received approximately \$20 million through two grants from the U.S. Department of Education, Institute of Education Sciences (IES) (including an ARRA grant award), and has also committed state funding for longitudinal data system improvement. ISBE has used state funding to establish and support the Interactive Illinois Report Card (*see (C)(2)*, *pp.* 92-97). To further the State's deployment of the Learning

and Performance Management System (LPMS) and IlliniCloud, as described in Section (C)(3), the State is re-purposing \$15 million in State capital funds for the hosting of STEM applications on the LPMS and to support broadband development and access for rural LEAs.

*Great Teachers and Leaders.* State funding has been used to expand new teacher induction and mentoring, support National Board Certified Teachers, and create the Illinois Grow Your Own program. The State has supported five Illinois partnerships in their successful efforts to secure funding through the Teacher Quality Partnership Grant program, partially funded through ARRA, which will accelerate the progress of Illinois institutions of higher education to prepare effective educators for high-need LEAs.

*Turning Around the Lowest-Performing Schools.* Private foundation funds supported the State's efforts to analyze strategies for intervening in its lowest-performing schools. State funds have been used to undertake direct interventions in districts with systemic non-compliance issues. ISBE has leveraged its \$124 million ARRA School Improvement Grant award to launch the Illinois Partnership Zone, described in Section (E)(2).

*State Fiscal Stabilization Fund.* In addition, Illinois used all of its \$2 billion State Fiscal Stabilization Fund (SFSF) award to support P-20 education. Although the State had discretion under ARRA to allocate the \$374 million in SFSF Government Services funds to non-education purposes, the State budgeted the entire amount to support critical preschool, public elementary and secondary, and higher education programs. Data obtained by ISBE indicates that through March 31, 2010, ARRA funds have helped to create or retain 57,939 jobs in Illinois' preschool programs, public schools, community colleges, and public universities.

## **RTTT APPLICATION REQUIREMENTS**

### **(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)**

The extent to which the State has demonstrated its ability to—

\*                      \*                      \*

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

## **Improving Student Outcomes Overall and by Subgroup**

Over the last decade, Illinois has demonstrated its capacity to improve student outcomes for all students and for student subgroups, on national and state assessments and other measures. RTTT provides a critical opportunity for Illinois to further improve student outcomes at the elementary and middle school levels, accelerate increased student achievement at the high school level, and further narrow the achievement gap.

### **A. Elementary and Middle School Level**

Student performance at the elementary and middle school levels has improved greatly during the previous decade. Through RTTT, Illinois will continue to build on this progress.

#### **ISAT:**

The Illinois Standards Achievement Test (ISAT) is the State's Grade 3-8 assessment. Since 2006, the ISAT has been administered to students in Grades 3-8 in reading and math. Before 2006, only students in Grades 3, 5, and 8 took ISAT reading and math tests. With the addition of additional grades, the ISAT cut scores were modified in 2006 after the performance of extensive statistical "bridge studies" to accommodate the introduction of a vertical scale and so as to be "scale neutral." The 2006 change in cut scores and bridge studies are further discussed in **Appendix A3-1-E**.



### Improvement in Overall Student Outcomes on ISAT

Since 2003, overall ISAT achievement results have shown significant increases for all tested grades in both reading and math. Table A.3(a), below, illustrates increases in the percentage of 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade students meeting and exceeding State reading and math standards on the ISAT from 2003 – 2009. In less than a decade, the overall percentage of students meeting and exceeding State standards increased by at least 10 percentage points at each grade level. In several instances, the percentage of students at the meets and exceeds level increased by more than 20 percentage points during the 2003-2009 timeframe.

<b>Table A.3(a)</b>		
<b>% "All" Students Meets &amp; Exceeds on ISAT</b>		
	<b>Reading</b>	<b>Math</b>
<b>2003 Grade 3</b>	62.0%	75.7%
<b>2009 Grade 3</b>	72.2%	85.2%
<b>2003 Grade 5</b>	60.4%	68.3%
<b>2009 Grade 5</b>	73.5%	82.4%
<b>2003 Grade 8</b>	63.7%	53.1%
<b>2009 Grade 8</b>	83.6%	81.7%

(**Appendix A3-1-B** contains ISAT data for all students and student subgroups.)

### Improvement in Student Subgroup Outcomes on ISAT

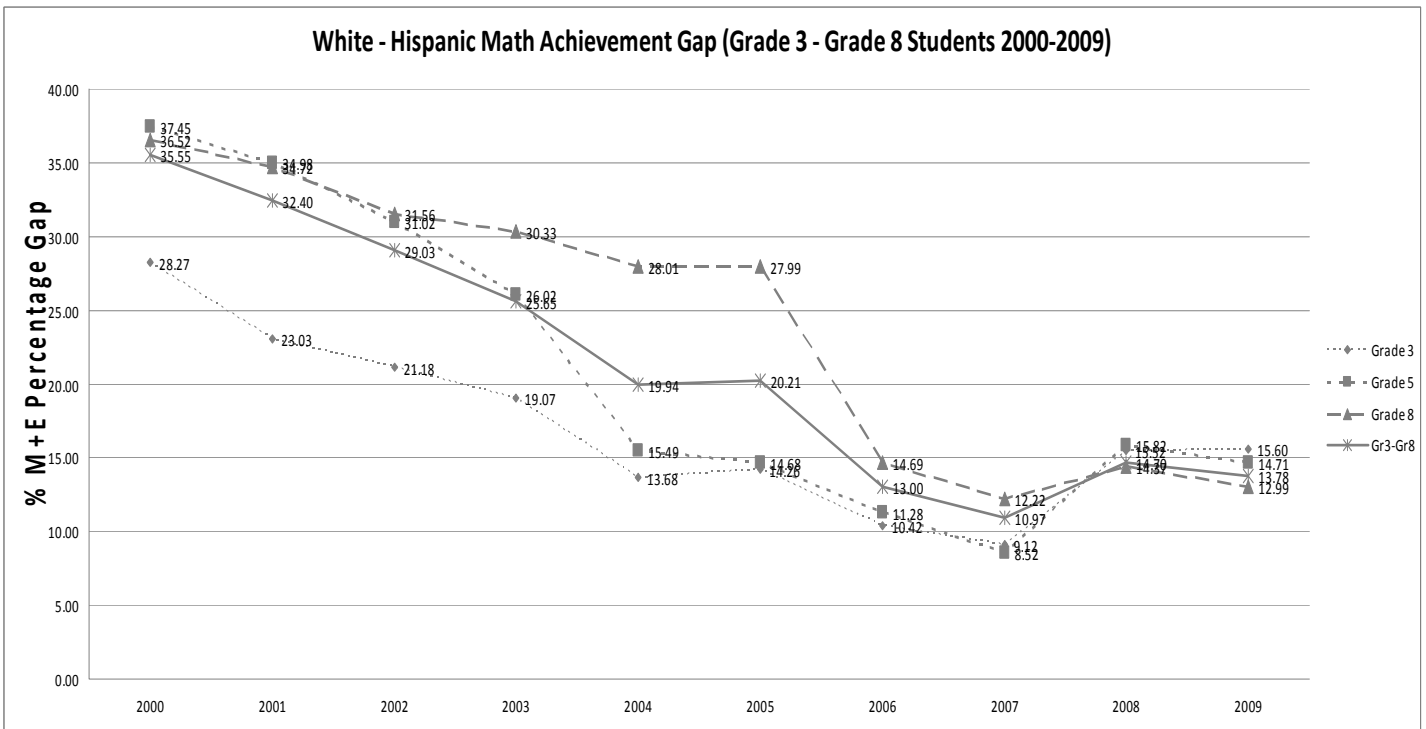
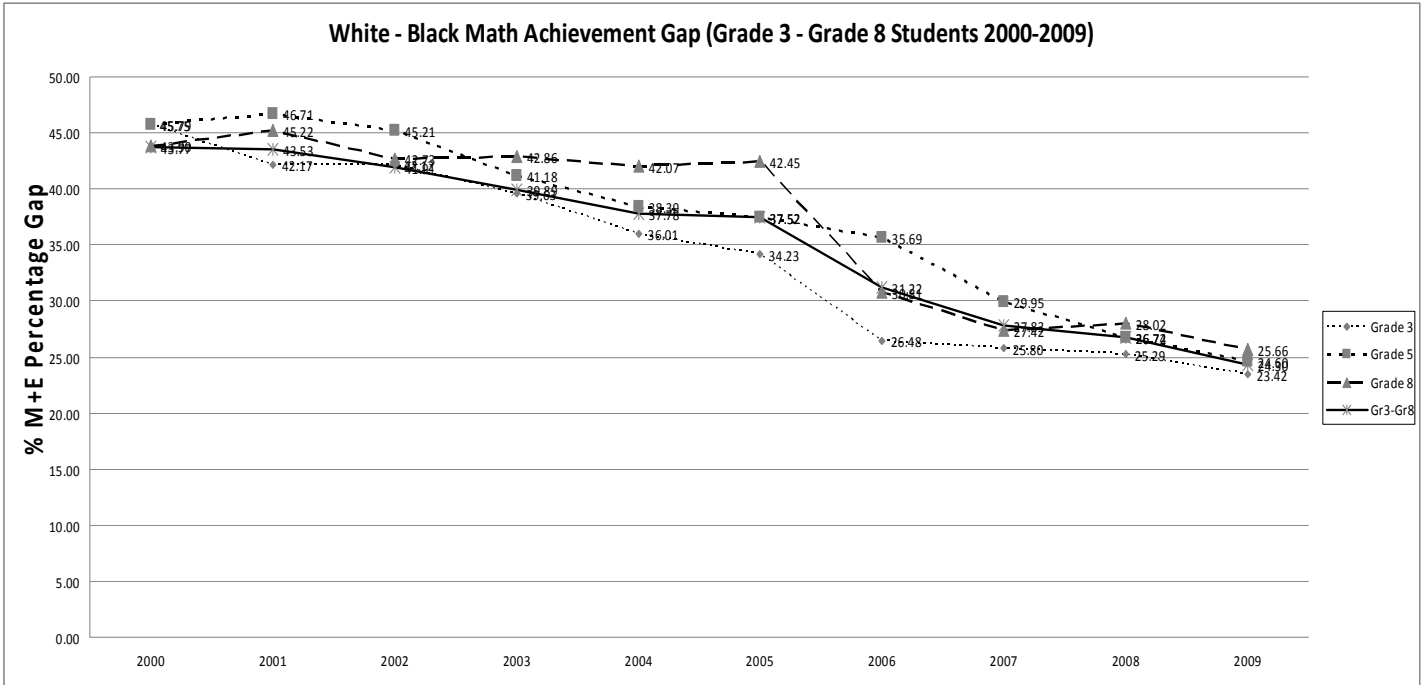
In addition to gains in overall student outcomes, ISAT data from the past 10 years reveals increasing scores and decreasing achievement gaps in key subgroups, including Black, Hispanic, and Low-Income students. The graphs below illustrate the State's substantial progress in closing the Black-White and Hispanic-White achievement gaps in math over the last decade.<sup>1</sup> Similar progress in closing the Low Income – Non-Low Income achievement gap in math and the achievement gap for Black, Hispanic, and Low Income students in reading is demonstrated in

### **Appendix 3-2.**

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<sup>1</sup> Prior to 2008, Limited English Proficient (LEP) students in Illinois took the Illinois Measure of Annual Growth in English (IMAGE) test. After several years of analyses, modifications, and negotiations with the federal government, Illinois determined that a state accountability test for LEP students cannot be built using the IMAGE platform. Therefore, starting in 2008, LEP students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, comparisons between pre- and post-2008 achievement levels for LEP students and Hispanic subgroup performance must account for this change in assessment approach.

## Illinois Progress in Closing the Math Achievement Gap



The following are key data points highlighting Illinois' progress in closing the achievement gap for the Black, Hispanic, and Low-income Subgroups in both reading and math:

- From 2000 to 2009, the achievement gap between Black and White subgroups in Grades 3-8 combined decreased around 13 percentage points in reading and almost 20 percentage points in math.
- From 2000 to 2009, the achievement gap between Hispanic and White subgroups in Grades 3-8 combined decreased around 9 percentage points in reading and more than 20 percentage points in math.
- From 2001 to 2009, the achievement gap between low-income and non-low-income subgroups in Grades 3-8 combined has also shown a decrease of more than 9 percentage points in reading and over 15 percentage points in math.
- The data demonstrates that the achievement gap is closing as students progress through the public school system, with achievement gaps in 3<sup>rd</sup> grade generally significantly higher than achievement gaps in 8<sup>th</sup> grade.

**NAEP:**

On the National Assessment of Educational Progress (NAEP), Illinois has distinguished itself from other states in terms of improving student achievement both overall and within subgroups. In 2007, the National Center for Education Statistics (NCES) recognized Illinois as one of four states that had made the most progress in closing performance gaps between White and Black and White and Hispanic students in 4<sup>th</sup> and 8<sup>th</sup> grade reading and math between 2003 and 2007. Illinois' progress was also reflected in significant score increases for Black, Hispanic, and low-income students.<sup>4</sup> Key NCES findings about Illinois' improving student achievement on NAEP include the following:

Closing Achievement Gaps:

- The performance gap between low and higher income students decreased between 2003 and 2007 in 4<sup>th</sup> grade reading. This was true of only three states.
- The performance gap between low and higher income students decreased between 2003 and 2007 in 4<sup>th</sup> grade math. This was true of only two states.

African-American Scores on the Rise:

- 4<sup>th</sup> grade African-American students had a significant increase in math and reading scores.

#### Hispanic Scores on the Rise:

- 4<sup>th</sup> grade Hispanic students had a significant increase in math and reading scores.
- 8<sup>th</sup> grade Hispanic students also had a significant rise in math scores.

#### Scores for Students with Disabilities on the Rise:

- 4<sup>th</sup> grade students with disabilities had a significant increase in math and reading scores between 2003 and 2007.

#### Scores for Low Income Students on the Rise:

- Math and reading scores for low income 4<sup>th</sup> graders significantly increased.
- Low income 8<sup>th</sup> graders also had a significant increase in math scores.

#### Scores for English Language Learners on the Rise:

- 4<sup>th</sup> and 8<sup>th</sup> graders who are English Language Learners had a significant increase in math scores between 2003 and 2007.

With respect to overall trends, Illinois' data is consistent with NCES' observations about the State's progress toward improving student outcomes. Math assessment results showed dramatic improvement for grades 4 and 8 between 2003 and 2009. Since 2003, every subgroup in grade 4 mathematics has demonstrated significant increases in performance. The same is true with 8<sup>th</sup> grade mathematics, with the exception of the Asian/Pacific Islander and non-low income subgroups. In reading, the assessment results showed no significant gain for grade 4 students and no significant gain for grade 8 students between 2003 and 2007, although the State has progressed in closing the achievement gap as described above.

**Appendix A3-1-A** contains NAEP data for all students and student subgroups, including White, Black, Hispanic, Asian/Pacific Islander, American Indian, Unclassified, SD, and ELL subgroups.

#### **B. High School and Beyond: College- and Career-Readiness**

Illinois recognizes that high school performance in the State, which is consistent with national trends, needs to be significantly improved. Through RTTT, Illinois plans to drive results and supports, especially at the high school level. Future success will build on progress Illinois has seen to date preparing more students for college and careers, as explained below.

**PSAE.** Starting in 2001, the Prairie State Achievement Examination (PSAE) has been administered to grade 11 students in reading and math. The PSAE is a two-day test. Day one includes the national ACT exam, and day two includes Illinois Science and ACT Work Keys

tests. Over the course of the past 7 years, the overall PSAE achievement results have generally remained the same in reading and in math. **Appendix A3-1-C** contains PSAE performance data from 2003 – 2009 for all students and student subgroups. While PSAE performance has not significantly improved, various other measures demonstrate that Illinois is succeeding in preparing more Illinois high school students for the challenges of postsecondary education and careers that can be expected to result in future PSAE achievement gains.

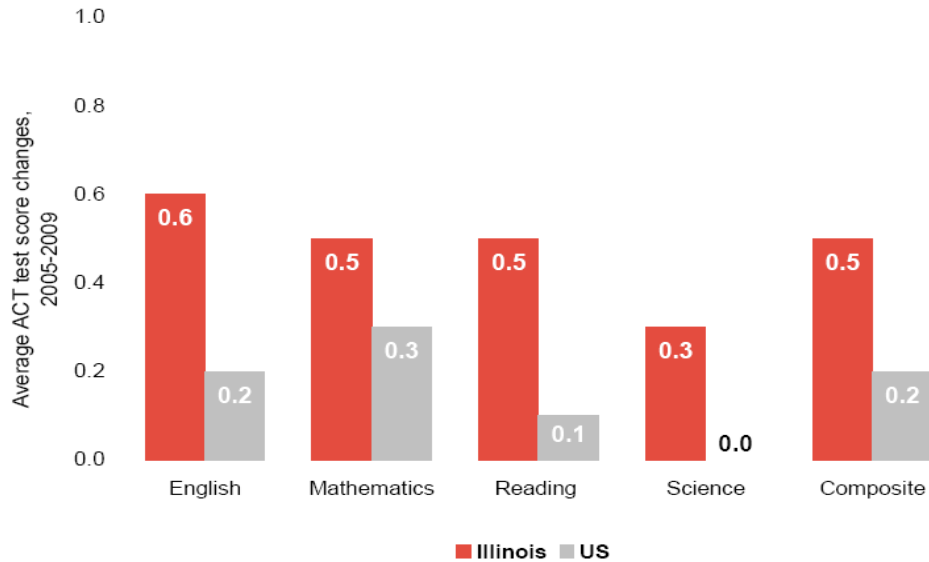
**ACT Performance.** Since Illinois began incorporating the ACT college entrance examination in the PSAE in 2001, Illinois has experienced across-the-board improvements in Illinois students' college readiness as measured by the ACT assessment, as demonstrated in the charts below.

**Five Year Trends—Percent of Students Meeting College Readiness Benchmarks**

Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2005	135,967	1,186,251	63	68	38	41	45	51	25	26	20	21
2006	137,399	1,206,455	65	69	38	42	46	53	25	27	20	21
2007	140,483	1,300,599	65	69	38	43	47	53	25	28	21	23
2008	143,734	1,421,941	66	68	40	43	47	53	27	28	22	22
<b>2009</b>	<b>143,791</b>	<b>1,480,469</b>	<b>66</b>	<b>67</b>	<b>40</b>	<b>42</b>	<b>48</b>	<b>53</b>	<b>27</b>	<b>28</b>	<b>22</b>	<b>23</b>

**Five Year Trends—Average ACT Scores**

Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2005	135,967	1,186,251	19.9	20.4	20.2	20.7	20.3	21.3	20.4	20.9	20.3	20.9
2006	137,399	1,206,455	20.2	20.6	20.3	20.8	20.6	21.4	20.4	20.9	20.5	21.1
2007	140,483	1,300,599	20.2	20.7	20.4	21.0	20.5	21.5	20.4	21.0	20.5	21.2
2008	143,734	1,421,941	20.4	20.6	20.7	21.0	20.6	21.4	20.5	20.8	20.7	21.1
<b>2009</b>	<b>143,791</b>	<b>1,480,469</b>	<b>20.5</b>	<b>20.6</b>	<b>20.7</b>	<b>21.0</b>	<b>20.8</b>	<b>21.4</b>	<b>20.7</b>	<b>20.9</b>	<b>20.8</b>	<b>21.1</b>



Key points from the ACT assessment data as reflected in the charts above include the following:

- Illinois has seen steady increases in the percentage of graduates meeting ACT's College Readiness benchmark scores, even as the number of students taking the exam steadily increases.
- Illinois has similarly seen steady increases in students' ACT scores.
- Illinois score gains over the five-year period from 2005 to 2009 exceed national gains.

**Improvements in Illinois students' ACT performance as compared to national data is particularly impressive because Illinois data includes *all students*, whereas national data primarily includes only those students who elect to take the ACT exam.** ACT reports that the academic achievement reflected above has been seen across all racial/ethnic groups. In addition, many more Illinois students are now in the college pipeline, particularly underrepresented racial/ethnic minority students and lower-income students. ACT has recognized that the number of students taking a college-ready curriculum has improved during the past two years from 38% to 53%.

Within the context of the Educational Planning and Assessment System ("EPAS"), comprised of EXPLORE, PLAN, and the ACT assessments (*see (B)(3), pp. 80-83*), Illinois is experiencing very positive trends in improving student outcomes. Through EPAS, student growth from the administration of EXPLORE in 8<sup>th</sup> grade to the ACT taken in 11<sup>th</sup> or 12<sup>th</sup> grade<sup>5</sup>

can be measured, as these tests are scored on a common scale. Data in Table A.3b below, provided by ACT, reflects trend growth data in four cohorts of Illinois high school students from EXPLORE to the ACT assessment, as measured by the mean score gain. Even as the number of students tested is increasing over time, the mean gains are increasing -- reflecting more growth with each passing year.

<b>Table A.3b</b>						
<b>Illinois Student Gains on EPAS Assessments</b>						
<b>Analysis Variable : English Gain</b>				<b>Analysis Variable : Reading Gain</b>		
cohort	N	Mean		cohort	N	Mean
2006	23924	5.45		2006	23924	5.73
2007	27063	5.45		2007	27063	5.73
2008	34606	5.55		2008	34606	5.87
2009	42913	5.69		2009	42913	5.95
<b>Analysis Variable : Math Gain</b>				<b>Analysis Variable : Science Gain</b>		
cohort	N	Mean		cohort	N	Mean
2006	23924	4.84		2006	23924	3.70
2007	27063	4.92		2007	27063	3.84
2008	34606	5.10		2008	34606	3.84
2009	42913	5.10		2009	42913	4.00

**Advanced Placement.** The State of Illinois has also seen increases in the number of students taking and passing AP exams, including increased participation among subgroups. According to the 5<sup>th</sup> Annual AP Report to the Nation, Illinois ranked 18<sup>th</sup> in the United States in percentage of seniors posting a 3 or higher on an AP exam in 2008, with 15.2% of students attaining this level. This percentage has increased since 2003, when 13% of Illinois students scored a 3 or higher on an AP exam. Illinois has also seen an increase in the number of African American, Latino, American Indian, low-income, and female students taking AP exams, as described in **Appendix A3-2-C**.

**Graduation Rates.** Graduation rates in Illinois are above the national average, and continue to improve slightly. The statewide graduation rate has increased 1.1% since 2003. Illinois will implement a four-year adjusted cohort graduation rate, as defined by the U.S. Department of Education (34 CFR 200.19(b)(1)), with reporting following SY 2010-11. **Appendix A3-1-D** contains graduation rate data for all students and student subgroups.

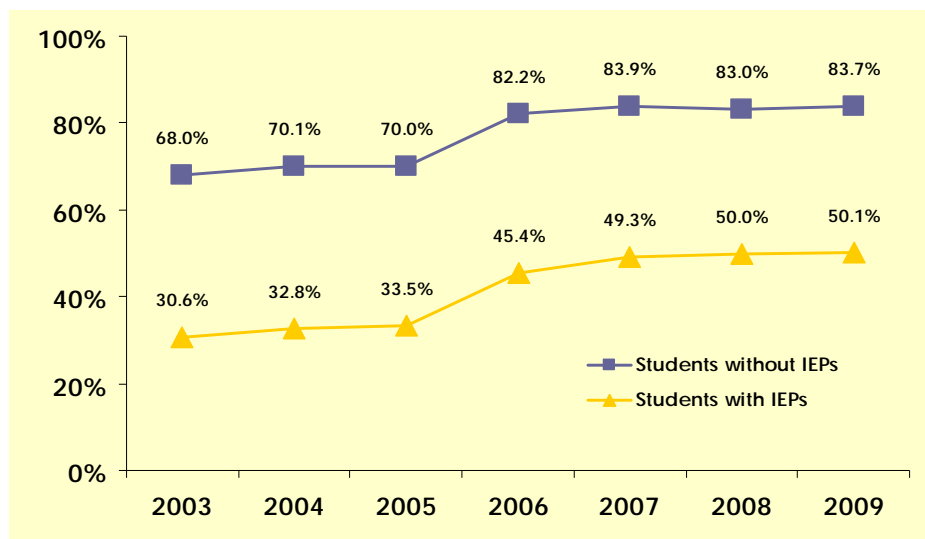
Certain districts are making significant progress toward improving graduation rates above and beyond overall state gains. Since SY 2006-07, the Chicago Public Schools district-wide

"on-track to graduation rate"<sup>6</sup> has improved from 57% to 64%. If the gains seen in Chicago are sustained over the next three years, approximately 1,700 more students will graduate from high school in 2012 than graduated in 2007. It is important to recognize that improvements in CPS were made with the assistance of a data-driven improvement approach. Under this model, CPS developed a series of data reports that provide schools with individual student data. The reports include a "Watchlist" that flags incoming 9<sup>th</sup> graders at risk of weak attendance and poor academic performance; a "Freshman Success" report that provides monthly updates to schools about whether students are on-track; and a "Credit Recovery" report that flags all students in the spring who need to make up core classes to be on pace to graduate.

### **C. Students with Disabilities**

Statewide performance for students receiving special education services has steadily improved since 2003, and the gap between performance for students with IEPs and without IEPs has decreased.

The chart below illustrates the percent of students performing at "Meet Standards" or "Exceed Standards" on the State Mathematics assessment for the past seven years (ISAT for grades 3 through 8; PSAE for grade 11). Mathematics test performance for students receiving special education services has improved since 2003. The gap between special education and general education students has decreased from 37.4 percentage points in 2003 to 33.6 percentage points in 2009.



### **Students With Disabilities: Performance on State Math Test 03-09**



The State has made similar improvements in reading performance; reading test performance for students receiving special education services has improved since 2003, and the gap between special education and general education has decreased since 2003; as shown in **Appendix A3-2**.

ISBE has focused statewide monitoring efforts on ensuring students with disabilities are educated in the least restrictive environment, ensuring equity for students with disabilities, and ensuring access to the general education curriculum and the most challenging learning environment. As a result of this focus, the percentage of students receiving special education services inside the general education classroom greater than 80% of the school day has increased from 41.8% in 2003 to 50.4% in 2009. Through monitoring and technical assistance activities, ensuring the appropriate placement of students with disabilities remains a statewide priority.

**D. English Language Learners**

For English language learners (ELLs), Illinois has been a national leader in providing transitional bilingual education in which students are taught academic content in their native languages while learning English (*see (D)(3)(ii), pp. 166-70*). Because Illinois law mandates bilingual services, the English Language Proficiency among Illinois ELLs has improved demonstrably. The State's 2009 annual English Language Proficiency assessment results show that approximately 33.1% of ELLs (49,458 students) attained state proficiency levels. In grades K-2, approximately 20% of ELLs attained proficiency. This Plan expands Illinois' commitment to language instructional programs by supporting ELL education through aligned programs across early learning and K-3 grades.

**E. Past Actions Contributing to Improved Outcomes and Decreased Achievement Gaps**

Myriad state and local actions have contributed to improving student outcomes and decreasing achievement gaps in Illinois in recent years, including:

**Attention to Data and Subgroup Deficiencies**

The attention to data and accountability for subgroup performance resulting from the implementation of the No Child Left Behind Act of 2001 has caused LEAs throughout the State to shift increased focus to closing the achievement gap. As described in Section (C)(2), since 2003 the State has provided a robust system for providing data on test results and accountability

information to LEAs and the general public, ensuring that this data is available for analysis and planning interventions to address subgroup and individual student deficiencies.

### Improving Teacher Academic Qualifications

Improvements in student outcomes can be attributed in part to the constantly improving quality of teachers in Illinois. Research reveals that over the last decade, the level of academic qualifications of new Illinois teachers statewide has improved. For example, the percentage of new teachers in Illinois public elementary schools that scored greater than or equal to 25 on the ACT was 20.2% in 2001 and 25% in 2006. The percentage of new Illinois high school teachers that scored greater than or equal to 25 on the ACT was 37.1% in 2001 and 38.3% in 2006.<sup>7</sup> In particular, CPS has seen marked increases in the academic qualifications of new teachers during recent years as a result of the district's efforts in this area. From 1997-2006, the average ACT composite scores of new teachers in CPS increased from 19.8 to 22.1, and the percentage of new teachers who graduated from the most selective colleges increased from 6% to 16%.<sup>8</sup> Such high levels of teacher capacity facilitate student improvement, and when combined with other factors, make it 10 times more likely that students will see gains in reading and math.<sup>9</sup>

### Statewide System of Support

In 2003, ISBE established a regional Statewide System of Support (SSOS) to provide technical assistance to districts and schools in academic status. The regional SSOS offices provide districts and schools in their regions with programs and processes representing best practices, focused on the following three areas: (i) effective school and district improvement planning, (ii) alignment of curriculum to standards, and (iii) use of data for continuous improvement. Priority status is given to those districts with schools subject to restructuring, and corrective action and school improvement, as well as Title I schools with marginal academic performance.

The success of the Statewide System of Support is reflected in part by the growing number of "Illinois Spotlight Schools" -- high-poverty schools with high academic performance. In order to be designated a Spotlight School in 2009, schools were required to meet the following rigorous criteria: (1) At least 50% of students in the schools are reported as being from low-income families in 2009; (2) At least 70% of students met or exceeded standards in both reading and mathematics in 2009; (3) At least 50% of students met or exceeded standards in both reading and mathematics in the two previous years (2008 and 2007); and (4) Made Adequate Yearly

Progress in the two previous years. In 2009, ISBE recognized 425 Spotlight Schools located throughout the State. ISBE has also funded research projects to identify the factors contributing to Spotlight Schools' success in decreasing the achievement gap and to provide recommendations to improve student outcomes throughout the State.<sup>10</sup>

Aligning State Accountability Systems and Supports to College- and Career-Readiness

The State's early decision to incorporate a college placement examination into its high school assessment system is paying dividends. Underrepresented racial/ethnic minority and lower-income students who may not otherwise have taken the ACT are obtaining a score to permit access to postsecondary education, and the State's overall performance on this nationwide measure of college- and career-readiness have steadily climbed. Illinois has targeted its federal Advanced Placement Program funds to increase participation by historically underrepresented groups, and has also provided additional state funding to support and expand Advanced Placement opportunities. School districts, such as Chicago Public Schools, are effectively using data to identify whether students are on-track to college and careers, and targeting necessary supports.

**F. RTTT Initiatives Will Lead to Future Dramatic Gains in Student Improvement and Closing the Achievement Gap in Illinois**

While none of the measures described above come near meeting the State's expectations, overall progress on nearly all the measures and significant decreases in achievement gaps are assets on which Illinois can build with RTTT. Gains in student outcomes are highly dependent on multi-faceted initiatives. Higher standards combined with improved formative and summative student assessments, increased focus on measurement, and the use of data, performance evaluation, and interventions in the lowest performing schools will dramatically accelerate progress of Illinois students. The State is confident that the components of Illinois' RTTT plan will lead to improved student outcomes and decreased achievement gaps, as reflected in the State's student achievement goals in Section (A)(1).

**Evidence for (A)(3)(ii):**

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.
  - **APPENDIX A3-1: DATA ON STATE PROGRESS (NAEP, ISAT, PSAE, HIGH SCHOOL GRADUATION)**

## **B. STANDARDS AND ASSESSMENTS**

### **RTTT APPLICATION REQUIREMENTS**

#### **(B)(1) Developing and adopting common standards (40 points)**

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

- (i) The State's participation in a consortium of States that— (20 points)
  - (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
  - (b) Includes a significant number of States; and
- (ii) — (20 points)
  - (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
  - (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.\*

\* Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

#### **(B)(1) Illinois Reform Conditions Developing and Adopting Common Standards**

The State of Illinois will adopt the Common Core State Standards in mathematics and English language arts through a revision to the Illinois Learning Standards by no later than August 2, 2010. Illinois is part of the Common Core State Standards Initiative involving 48 states, 2 territories, and the District of Columbia, and has executed the Memorandum of Agreement among participants in the Initiative. (See *Appendix B1-1* for list of participants. See *Appendix B1-2* for copy of Memorandum of Agreement.) The states and territories participating in this initiative are collectively developing and will adopt a core set of internationally-benchmarked academic standards in mathematics and English language arts. The final draft

standards are expected to be released on June 2, 2010. (See *Appendix B1-3* for a copy of the current draft standards. See *Appendix B1-4* for documentation of international benchmarking.) The Common Core State Standards Initiative will also create economies of scale around areas such as curriculum development and common assessments. The Common Core State Standards Initiative is being jointly led by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers in partnership with Achieve, ACT, and the College Board.

Illinois' membership in the Common Core State Standards Initiative builds off of the State's participation in the American Diploma Project (ADP). In October 2008, ISBE, in partnership with the Illinois Board of Higher Education, Illinois Community College Board, Office of the Governor, and the Illinois Business Roundtable, joined 33 states in the American Diploma Project. This effort has involved both an external and internal review of the Illinois Learning Standards in English/Language Arts and Math. Teams of secondary and postsecondary educators compared the Illinois learning standards to the ADP exemplary standards in order to clarify what it means to best prepare to succeed in college. This process has helped build support and awareness for the State's revision of the Learning Standards through the Common Core State Standards Initiative.

On June 24, 2010, the State Board of Education will act to revise the Illinois Learning Standards to adopt the entire Common Core State Standards, ensuring that the Common Core Standards comprise at least 85% of the revised Illinois Learning Standards as expected in the Initiative's Memorandum of Agreement. ISBE's rulemaking process must be undertaken in accordance with the Illinois Administrative Procedure Act, 5 ILCS 100/1-1 *et seq.* See School Code, 105 ILCS 5/2-3.6. The Illinois Learning Standards are incorporated into the State Goals for Learning set forth in Title I, Part 23, of the Illinois Administrative Code, 23 Ill. Adm. Code 1, Appendix D, and therefore adoption of the Common Core State Standards will require revision of the State Goals for Learning.

The State's adoption of the Common Core Standards will be effective immediately upon filing of notice with the Secretary of State, which will occur within days of the State Board's adoption at its June 24, 2010 meeting. At its June 24, 2010 meeting, the State Board will also commence a process under the Illinois Administrative Procedures Act to solicit public comment on the adopted rules which may lead to subsequent amendments based on comments and

feedback received by ISBE. However, this process will not undermine the effectiveness of the Common Core Standards in Illinois or inclusion of the Common Core as 85% of the revised Illinois Learning Standards. At all times after the filing of the notice with the Secretary of State in June, the Common Core State Standards will be adopted in Illinois, and will constitute at least 85% of the Illinois Learning Standards.

The State intends to submit an amendment to this application containing additional information regarding adoption of the Common Core Standards after June 1, 2010 but by August 2, 2010.

**Evidence for (B)(1)(i):**

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
  - **APPENDIX B1-2: COMMON CORE STATE STANDARDS INITIATIVE MEMORANDUM OF AGREEMENT**
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
  - **APPENDIX B1-3: DRAFT COMMON CORE STANDARDS**
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
  - **APPENDIX B1-4: OUTLINE OF INTERNATIONAL BENCHMARKING OF COMMON CORE STANDARDS**
- The number of States participating in the standards consortium and the list of these States.
  - **APPENDIX B1-1: COMMON CORE STANDARDS INITIATIVE CONSORTIUM PARTICIPANTS**

**Evidence for (B)(1)(ii):**

**The State will submit an amendment to this application containing information regarding adoption of the Common Core State Standards.**

**RTTT APPLICATION REQUIREMENTS**

**(B)(2) Developing and implementing common, high-quality assessments (10 points)**

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

**(B)(2) Illinois Reform Conditions  
Developing and Implementing Common, High-Quality Assessments**

The State of Illinois is committed to improving the quality of its assessment systems, as evidenced by its participation in a consortium working to develop and implement common, high-quality benchmark and summative assessments. The assessments being contemplated for implementation in Illinois will be aligned with the Common Core Standards that Illinois will adopt in June 2010.

The State's ability to successfully participate in an assessment consortium is not without precedent. As described in Section (A)(3)(i), Illinois has been a leader within the World-Class Instructional Design and Assessment (WIDA) Consortium, a group of 22 states that have developed and implemented English language proficiency standards and a corresponding statewide proficiency assessment aligned with content area standards.

**Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium**

On May 11, 2010, Illinois signed a Memorandum of Understanding for the Partnership for Assessment of Readiness for College and Careers ("PARCC Consortium"). (*Please see Appendix B2-1 for a copy of the PARCC Memorandum of Understanding and Appendix B2-2 for a list of consortium participants.*) The PARCC Consortium includes a majority of states, and a majority of State Education Agencies (counting the District of Columbia and Puerto Rico).

The primary goal of the PARCC Consortium is to measure and document students' college and career readiness against common academic standards and to measure students' progress toward this target throughout the rest of the system. The PARCC Consortium will collaborate on the development of common, high-quality assessments aligned to the Common Core State Standards in English language arts and mathematics for grades 3-8 and high school.

These new assessments are anticipated to provide a valid and reliable manner to measure student growth that will be incorporated into the State's reformed performance evaluation systems. The PARCC Consortium will utilize technology for efficiency of delivery and scoring. It is projected that verified student results will be available within two weeks of assessment administration.

The PARCC Consortium will employ a multi-level governance and management structure comprised of governing states, a proposal design team, and participating states. Illinois seeks to become a governing state within the PARCC Consortium. Serving as a governing state will place Illinois among a limited number of states responsible for leadership and driving progress for the implementation of the consortium's work. Through participation in the PARCC Consortium and the assessment strategies proposed in this Plan (*see (B)(3), p. 77*), Illinois will shift the focus of the State assessment system from primarily measuring student proficiency to a system that is directed toward measuring student growth throughout the school year, measuring teacher and school impact on student learning, and supporting alignment of instruction to college- and career-ready expectations.

**Evidence for (B)(2):**

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
  - **APPENDIX B2-1: PARCC CONSORTIUM MEMORANDUM OF UNDERSTANDING**
- The number of States participating in the assessment consortium and the list of these States.
  - **APPENDIX B2-2: PARCC CONSORTIUM PARTICIPANTS**



## **RTTT APPLICATION REQUIREMENTS**

### **(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

### **(B)(3) Illinois Reform Plan Supporting the Transition to Enhanced Standards and High-Quality Assessments**

The Illinois Learning Standards do not constitute a state curriculum; LEAs and schools still must determine how to provide curriculum, instruction, and local assessments aligned to the expectations set forth in the Standards. Participating LEAs, with State support, will undertake a series of actions during the first two years of the RTTT grant period that will improve classroom instruction, align instruction to the Common Core and across P-20 transition points, and prepare for the implementation of improved State assessment systems. These actions will establish the foundation for accelerating student achievement, decreasing achievement gaps, and increasing graduation rates and college attainments over the course of the RTTT grant period and beyond.

To support an accelerated transition by Participating LEAs to the Common Core State Standards and high quality assessments, this Plan relies on two central strategies:

(1) Establishing an action framework so that Participating LEAs can effectively implement the Common Core State Standards in every classroom, and for every student, by the end of the second year of the grant period. The core elements of this framework include (a) aligning curriculum, (b) implementing interim and formative assessments, (c) ensuring Response to Intervention plans are aligned to the Common Core State Standards, and (d) implementing Programs of Study in middle and high schools that define clear student pathways, related to

student academic and career interest, that help students successfully transition to high school, college, and careers.

(2) Providing LEAs with comprehensive State supports to implement the elements of the action framework. The State will focus its supports on (i) assisting LEA implementation of assessment systems to inform classroom instruction and promote instructional alignment, and (ii) creating a statewide network of partners delivering high quality instructional resources supporting Programs of Study in key STEM application areas.

**(B)(3) GOAL I. Participating LEAs Deliver Standards-Aligned Instruction in Every Classroom, and for Every Student.**

**KEY ACTIVITIES.**

**A. Standards Aligned Instructional Systems in All Schools.** As Illinois moves to adopt revised Learning Standards that are internationally benchmarked and focused on readiness for college and careers, the Participating LEA MOU ensures that these LEAs will establish the instructional systems necessary to implement these standards in every classroom and for every student by the end of the second year of the grant period. Specifically, Participating LEAs must undertake a process during SY 2010-11 and 2011-12 that includes all of the following:<sup>11</sup>

- 1. Aligning curriculum** to the revised Illinois Learning Standards that include the Common Core through activities including: (i) the development of learning targets and "pacing" to connect the Standards to classroom instruction in each grade level; (ii) unit planning that aligns instruction plans to learning benchmarks; and (iii) assisting teachers with training in the alignment of instruction with the revised Standards.
- 2. Implementing Assessments for Learning** in at least grades K-10 aligned to the learning benchmarks in English/language arts and math. As revised Learning Standards are adopted by the State in science, Assessments for Learning should be implemented in science as well. The term "Assessments for Learning" is defined in Section (I)(A) of the Participating LEA MOU in a manner aligned to the U.S. Department of Education's definition of interim and formative assessments.<sup>12</sup>
- 3. Ensuring the district's plan for **Response to Intervention (RtI) implementation provides for targeted interventions and differentiated supports****, aligned to the revised Learning Standards, for students that are not on pace to meet college- and career-ready expectations. As Illinois requires all LEAs to implement an RtI-based instruction,

intervention, and assessment process, RtI is a critical component of the State's framework for ensuring all students can access a rigorous, standards-based curriculum. (*See Section (D)(5) for a further description of RtI and the Illinois RtI system.*)

**B. Programs of Study as a Framework for High School Reform.** In high schools, the development of standards-aligned instructional systems will require comprehensive reforms that seek to re-shape the current high school delivery model – a key objective of this Plan and a critical need for the State. Programs of Study serve as a model for restructuring high school instructional systems by (1) enabling students to choose a focused Program of Study related to their academic or career interests that they can continue into postsecondary education; (2) assisting teachers, parents, students, and counselors in creating individualized plans of study for a diverse student body; and (3) promoting public-private partnerships between schools, communities, and businesses/industries.<sup>13</sup> Generally, Programs of Study address student transitions from middle into high school, commence a specific course sequence in the 9<sup>th</sup> grade, and then continue through post-secondary education including community colleges and universities.

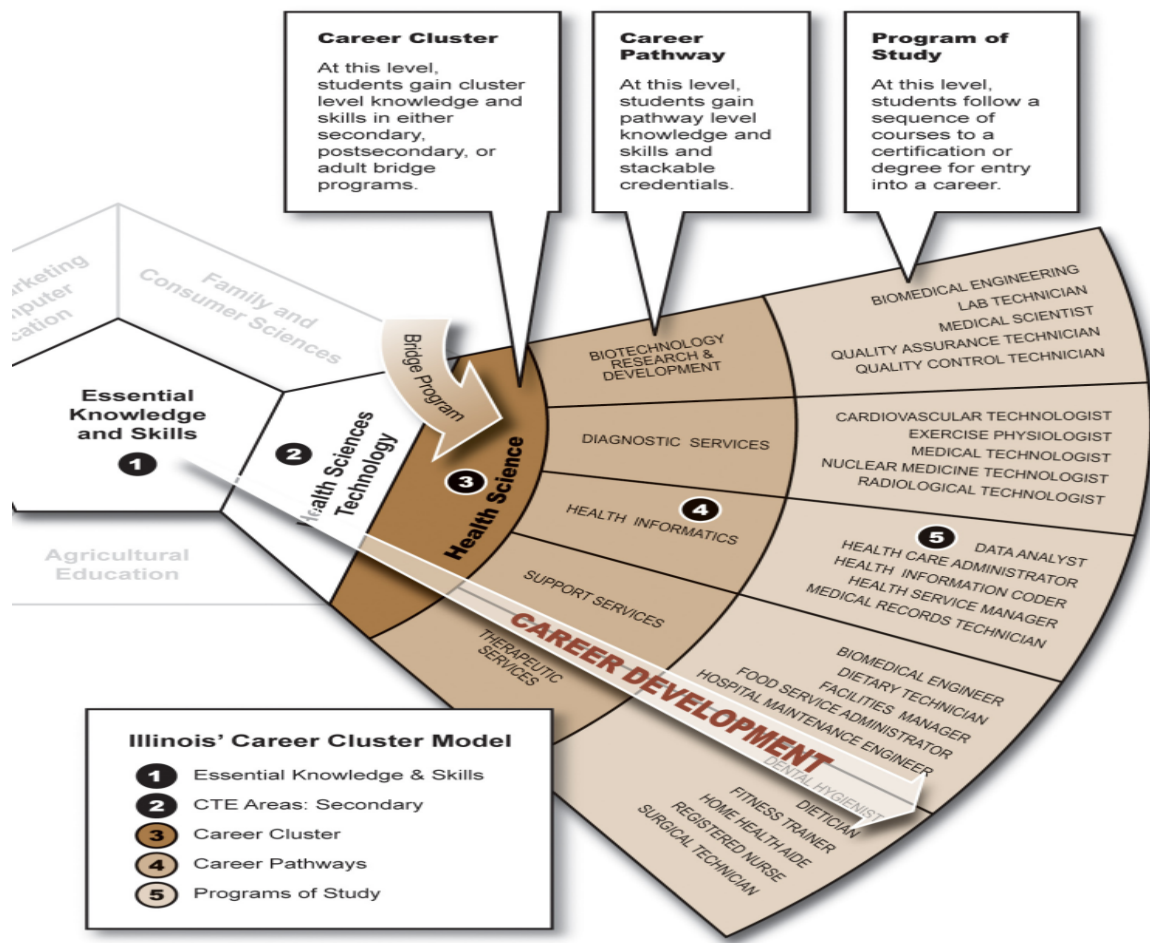
Building on a multi-year high school reform strategic planning process (further described in **Appendix B3-1**), the Illinois Programs of Study model provides recommended sequences of courses aligned to particular Career Pathways, which include opportunities to earn dual credit, secondary or post-secondary credentials or certificates, and an associate or bachelor's degree, promoting integration and application of academic and technical content and providing valuable information and experiences to help students make better choices regarding their education and future career goals. The Participating LEA MOU includes clear expectations for the development of Programs of Study at both the middle and high school level based on design principles adopted by the State.<sup>14</sup> For Participating LEAs serving grades 9 through 12, the LEA must establish a broad range of Programs of Study as a structural approach to high school reform, with a specific focus on establishing at least two Programs of Study promoting critical Science, Technology, Engineering, and Math (STEM) application areas. As specified in the MOU, LEA action to establish Programs of Study must include:

1. Develop Program of Study course sequences in a broad range of academic and career areas;

2. Strengthen academic integration within all Programs of Study to promote stronger linkages between core academic disciplines and technical content;
3. Support professional development for academic and Career and Technical Education (CTE) instructors to implement these Programs of Study and provide opportunities for instructors to gain additional professional certifications;
4. Support real-world connections with adult mentors outside of the school building through strategies such as work-based learning opportunities, problem-based learning projects, and mentoring programs;
5. Implement education and career guidance systems, in coordination with feeder middle schools, to provide students with the opportunity to develop career and education plans; and
6. Form collaborative partnerships with postsecondary education institutions to increase dual credit opportunities and develop structured programs to improve the transition to postsecondary education. These programs must include early identification of students who may need remedial assistance before transitioning, particularly in math, and programs to address the needs of these students before high school graduation.

Recognizing that high school reform requires an intensive focus on the middle to high school transition, Participating LEAs serving grades 6 through 8 must (i) establish systems for educators to align curriculum with high schools and feeder middle schools to support Programs of Study implementation; and (ii) implement education and career guidance systems to provide students with the opportunity to develop career and education plans starting in middle school that align to a Program of Study model at the high school level. The alignment of curriculum and instruction to the Common Core, with the Common Core's clear articulation of grade-level expectations, will support alignment across elementary and middle school instruction, as well establish a comprehensive STEM talent pipeline.

Illinois will work with Participating LEAs to provide all students with a wide variety of options ranging from academic Programs of Study (e.g., humanities) to more career focused areas (e.g., Health Science) based on the Illinois Career Clusters Programs of Study model. However, because the Illinois Programs of Study model is critical to the State's efforts to prepare more students for advanced study and careers in STEM areas, Race to the Top resources will be focused on expanding Programs of Study promoting critical STEM application areas.



The Career Cluster model, illustrated above, provides a wide set of highly flexible options for students to enter STEM-related pathways, especially for students that have not performed well in traditional science and math courses and other underrepresented groups in STEM fields (including women and minorities). Illinois Performance Measures for this Section (B)(3) reflect the State's commitment to addressing the needs of underrepresented groups, including women and girls, in STEM areas. Specifically, the State has set targets for Participating LEAs of 55% of students and 65% of underrepresented students participating in STEM-related Programs of Study by the final year of the RTTT grant period (SY 2013-14). (*See Performance Measures for Section (B)(3).*) Under the Participating LEA MOU,<sup>15</sup> Participating LEAs must establish two or more Programs of Study in key STEM application areas using the resources of the "STEM Learning Exchanges" described later in this Section.

**(B)(3) GOAL II: The State Delivers Comprehensive LEA Supports for Standards Implementation, With a Focus on (i) Assessment Tools to Inform Classroom Instruction and Promote Instructional Alignment, and (ii) High Quality STEM Instructional Resources.**

**KEY ACTIVITIES.**

A comprehensive system of State supports is critical to Participating LEAs' ability to effectively implement the elements of the State's Standards implementation framework. Coordinated by ISBE and the Standards and Aligned Instructional Systems Content Center within the Center for School Improvement (*see (A)(2), p. 31-32*), the State will provide Participating LEAs with a full continuum of supports that address: (i) alignment of curriculum to the revised Learning Standards, including curriculum mapping, aligning instruction plans to learning targets, assessment frameworks, and pacing guides; (ii) technology upgrades for low-cost laptops/netbooks, on-line assessments, and other technological infrastructure needed to deliver world-class instructional systems; and (iii) an extensive array of Response to Intervention supports (*See (D)(5), pp. 184-85*). While these programs are critical, the State must develop new capacities and undertake new investments if all schools in Participating LEAs are to effectively implement the revised Learning Standards incorporating the Common Core on an aggressive timeline, as described in the remainder of this Section.

**A. LEA Assessment Systems that Measure Growth and Student Readiness.** As described in Section (B)(2), Illinois has joined the PARCC consortium of states to jointly develop and implement common, high quality assessments aligned with the Common Core. Through this consortium, Illinois will move as quickly as possible to invert the current system of State assessments – which are focused on annual summative determinations of student proficiency – and instead focus State assessment resources on tools designed to measure student growth and support classroom instruction. While Illinois will move expeditiously to adopt new State assessments, Participating LEAs cannot wait for new State assessments to aggressively align instruction to the Common Core State Standards. Nor can they rely on existing State assessments due to their lack of alignment with college- and career-ready expectations and their limited usefulness for measuring student growth. Therefore, the State will focus its efforts during the first two years of the RTTT grant period on:

(1) Establishing new capacities to assist LEAs with the adoption and implementation of Assessments for Learning;

(2) Building off of the strengths of the current State high school assessment to promote alignment of middle and high school instruction with college- and career-ready expectations;

(3) Developing and implementing a kindergarten readiness measure to promote the alignment of PreK-3 instruction and student supports.

The new State capacities and local systems developed during the first two years of the RTTT grant period will, as new State assessments are developed and implemented, transition into a comprehensive State and local system of high quality assessments for the remainder of the RTTT grant period and beyond.

1. Statewide Contract and Supports for Assessments for Learning. During the summer and fall of 2010, the State will launch a new program to support LEA integration of Assessments for Learning into Standards-aligned instructional systems. ISBE will procure a statewide contract to ensure best available pricing and a simplified procurement/contracting process for districts seeking to purchase commercially available Assessments for Learning, including end-of-course assessments for middle and high schools. All procured assessments must be able to measure student growth in a manner aligned to the Common Core State Standards. Through the guidance of the panel of technical experts and practitioners (discussed below), ISBE will define minimum criteria for validity, reliability, and usability. Assessments meeting these criteria will be made available through the statewide contract.

As part of the statewide contract, in addition to alignment to the Common Core, ISBE will establish certain other "non-negotiables" for vendors to ensure that the assessments:

- a. are coupled with appropriate training and professional development linked to the use of the assessment;
- b. can be incorporated into an RtI-based instruction, intervention, and assessment process;
- c. where appropriate, permit the integration of data from these assessments with data from the State's standardized tests and the ACT Education Planning and Assessment System (EPAS) in order to measure student growth; and
- d. can be integrated with and delivered on the Learning and Performance Management System platform, upon this System's development (*see (C)(3), pp. 100-08*).

As part of ISBE's process to procure the statewide contract, ISBE will convene a panel of technical experts and practitioners to provide guidance and expertise on, at minimum, the following areas: (i) alignment to the Common Core State Standards, as integrated within the

Illinois Learning Standards; (ii) appropriate use of the assessments, including for instructional purposes, evaluative purposes, predictive purposes, or multiple purposes; (iii) the demonstrated technical quality of the assessment, including item quality; (iv) the design of reporting systems ensuring accessibility to actionable data relating to appropriate uses; and (v) recommendations for professional development necessary to effectively use the assessments and results for instructional change. For assessments that are appropriate for evaluative purposes, ISBE will work in consultation with the vendors and the panel of technical experts and practitioners to differentiate student growth reporting into four categories consistent with the State's performance evaluation framework: (i) high rates of growth (equivalent to one and one-half grade levels in an academic year); (ii) effective rates of growth (equivalent to at least one grade level in an academic year); (iii) "needs improvement" growth; and (iv) unsatisfactory growth.

Race to the Top funding sub-granted to Participating LEAs can be used to adopt and administer Assessments for Learning, including the purchase of commercial systems available through the statewide contract or the development of locally-developed or customized approaches to Assessments for Learning. The State will support educators in Participating LEAs to effectively use data from Assessments for Learning and State assessments for instructional change through: (i) providing data dashboards that integrate Assessments for Learning data and state assessment data, with predictive benchmarking aligned to proficiency targets, through the Interactive Illinois Report Card (IIRC) (*see (C)(2), pp. 92-97*); (ii) enforcing vendor professional development responsibilities as part of its oversight of the statewide contract; and (iii) providing regionally-based, on-the-ground support for incorporating Assessments for Learning into a standards-aligned instructional system through the Center for School Improvement and regional delivery system (*see (A)(2), pp. 31-32*).

2. Build off of the Strengths of the Current State High School Assessment to Promote Immediate Alignment of Middle and High School Instruction with College- and Career-ready Expectations.<sup>16</sup> While the current State assessment system has limitations, it also has a key strength—its incorporation of the ACT college entrance examination into its statewide high school assessment, the Prairie State Achievement Examination (or "PSAE"). The ACT has been administered to all public high school juniors as part of the PSAE since 2001, making Illinois one of the first states in the nation to recognize that a state test could serve multiple purposes of measuring state standards; advancing college readiness; and providing value to students, parents,



and postsecondary institutions. A recent study by ACT concluded that ACT's College Readiness Benchmarks match well with the Common Core State Standards for College and Career Readiness in multiple subject areas,<sup>17</sup> thereby making the ACT and its College Readiness Benchmarks appropriate foundational tools for supporting LEA alignment of middle and high school instruction. The State will use ACT's College Readiness Benchmarks as a primary outcome indicator of the RTTT Outcomes Measurement Plan (*see (A)(2), pp. 36-37*) to determine whether this Plan's comprehensive high school focus is preparing more students for college and careers.

In addition to including the ACT college entrance examination, the PSAE also includes other components that can be used to assess student readiness for workforce training programs and success in employment. The State will build on these strengths to ensure Participating LEAs can immediately access tools necessary to promote the alignment of middle and high school instruction with college- and career-ready expectations.

a. *Strengthen EPAS as a Tool to Address Middle and High School Alignment.* All Participating LEAs will have access to a consistent, rigorous measure of "on track" readiness to address alignment of expectations across middle and high school instruction. Since SY 2007-08, the State has funded the cost for school districts to implement the EXPLORE test in 8<sup>th</sup> or 9<sup>th</sup> grade and the PLAN test in 10<sup>th</sup> grade. Collectively, EXPLORE, PLAN, and ACT constitute the Educational Planning and Assessment System ("EPAS"). The EPAS system assessments are scored on a common scale and can be used to identify a lack of alignment in instruction resulting in student achievement falling short of college- and career-ready expectations.

The State will continue to fund the cost for all LEAs in the State to implement the EXPLORE and PLAN assessments, and will strengthen EPAS as a tool for Participating LEAs to address middle and high school alignment with college- and career-ready expectations through the following actions during the first two years of the RTTT grant period:

- a. The State will: (i) require that Participating LEAs administer EXPLORE during 8<sup>th</sup> grade; and (ii) establish a consistent testing window for administration of the EXPLORE and PLAN by Participating LEAs.
- b. ACT has agreed to partner with the State of Illinois to enhance the timeliness and functionality of EXPLORE and PLAN reporting through more detailed intervention rosters, advanced item analysis, and predictive scores for Advanced Placement

performance.

- c. As an outgrowth of the State's participation in the American Diploma Project, the Illinois Community College Board (ICCB) will adopt standardized ACT placement scores for credit-bearing coursework in public community colleges. ICCB, working with its member postsecondary institutions, will implement standardized ACT placement scores for credit-bearing coursework in advance of SY 2011-12. The Illinois Board of Higher Education (IBHE) has also pledged to work with its member postsecondary institutions to implement standardized ACT placement scores for credit-bearing coursework in the State's public universities. With standardized ACT placement scores "back-mapped" to corresponding EXPLORE and PLAN scores, LEAs will have the tools to measure and clearly communicate whether a student is on-track for credit-bearing postsecondary coursework as early as 8<sup>th</sup> grade.

Under the Participating LEA MOU,<sup>18</sup> Participating LEAs must make a series of commitments to effectively use the EPAS system by (i) clearly communicating to students that a student's scores are a predictor of the student's readiness for non-remedial coursework; (ii) establishing systems for educators to discuss patterns and instructional needs identified through EPAS data; (iii) aligning school improvement activities and targeted student intervention systems across high schools and feeder elementary/middle schools; and (iv) creating intensive instructional programs and student support services to increase the number of students prepared for non-remedial coursework. Similar to the State's use of the ACT College Readiness Benchmarks, 8<sup>th</sup> grade EXPLORE performance will be a primary outcome indicator in the RTTT Outcomes Measurement Plan (*see (A)(2), pp. 36-37*) to determine whether Participating LEAs are effectively addressing the middle to high school transition.

b. *Establish a Statewide Career Readiness Certificate Program Validating Student Readiness for the Workplace.* In addition to including the ACT college entrance examination, the PSAE includes ACT WorkKeys assessments that can be used to confirm whether high school graduates have achieved the foundational skills needed for success in workforce training programs and, ultimately, in careers. The use of WorkKeys assessments in Illinois high schools can be enhanced, however, through implementation of ACT's National Career Readiness Certificate program and promotion of access to the National Career Readiness System. ACT has developed the National Career Readiness Certificate program in conjunction with the WorkKeys

assessments to validate that an individual has developed key job skills relevant to a wide range of employment sectors.<sup>19</sup> The National Career Readiness Certificate demonstrates students' mastery of "career-ready" skills recognized by employers throughout the nation.<sup>20</sup>

In order for Illinois to launch a statewide National Career Readiness Certificate program, the State must offer the WorkKeys Locating Information assessment in addition to the WorkKeys Applied Math and Reading for Information assessments already included within the PSAE. Through Race to the Top funding, Illinois will provide funding for high schools in Participating LEAs to implement the Locating Information assessment and participate in the National Career Readiness Certificate program, commencing with SY 2010-11. Participating LEAs that elect to participate in the National Career Readiness Certificate program will be required to implement the Locating Information assessment prior to the PSAE (either in the spring of the sophomore year or fall of the junior year) so that students can obtain a Certificate as the direct result of performance on the WorkKeys assessments included within the PSAE. As reflected in the letters of support summarized in **Appendix A2-4** and included in **Appendix A2-5**, the statewide business community has enthusiastically endorsed the State's implementation of the National Career Readiness Certificate program and agreed to work with individual businesses to promote the Certificate as a tool to verify workplace skills.

3. Develop and Implement a Kindergarten Readiness Measure to Promote PreK-3 Instructional Alignment. Research indicates that a significant percentage of the achievement gap opens up well before children even enter kindergarten.<sup>21</sup> Having a robust and reliable snapshot of where students are developmentally as they begin kindergarten allows parents and educators to address student deficiencies at an early stage in a child's development and promotes alignment of instruction and student supports across early learning and grades K-3. Given Illinois' national leadership and considerable investment in pre-kindergarten access and expansion (*see (F)(3), pp. 222-23*), deployment of a kindergarten readiness measure is especially critical in Illinois to better understand the impact of early childhood education programs.

With RTTT funding, the State will develop and implement a kindergarten readiness measure for Participating LEAs during the first two years of the RTTT grant period. Data from the kindergarten readiness measure will then be used to support alignment and create joint and integrated professional development across State-funded early learning programs and grades K-3 in Participating LEAs. Cross-sector discussions can improve teaching and practice in both areas,

and ensure alignment of instruction and student supports to both the State's early learning content standards and the revised Learning Standards. Under the Participating LEA MOU,<sup>22</sup> following development and piloting of the measure, Participating LEAs are expected to administer the kindergarten readiness measure and integrate and align professional development across early learning and grades K-3.

**B. Investing in High Quality STEM Instructional Resources Supporting Programs of Study in Key STEM Application Areas.** To support LEA implementation of comprehensive high school reforms, the State must invest in high quality instructional resources that will support expansion of the Programs of Study model. These investments are particularly necessary in key Sciences, Technology, Engineering, and Mathematics (STEM) application areas that are critical to the future Illinois economy. Illinois currently has a wide variety of STEM-related educational initiatives sponsored by industry and professional organizations, museums, universities and colleges, community-based non-profit organizations, and state agencies.

Illinois recently convened public and private partners to develop a rigorous, standards-based approach to K-12 STEM education in Illinois that incorporates a strong technology and engineering component, while considering the National Assessment of Educational Progress (NAEP) Framework in Technological Literacy (the NAEP Framework integrates the National Education Technology Standards (NETS) and International Technology Education Association (ITEA) standards). The resulting common vision focuses on addressing authentic, real-world problems and integrated approaches to teaching and learning across multiple disciplines using leading technological tools, equipment, and procedures. These authentic, real-world problems could range from basic research and development to more applied problems in specific application areas such as agriculture, manufacturing, construction, information technology, transportation, finance, energy, and health science technologies.

The adoption of the Common Core Standards and Illinois' participation in the Partnership for 21<sup>st</sup> Century Skills State Leadership Network provides a comprehensive framework for STEM education by integrating and vertically aligning STEM efforts at the elementary, middle school, and high school levels across multiple areas. Building off of this framework for STEM education, Illinois will use Race to the Top Fund funding to establish "STEM Learning Exchanges" through partnerships among public and private entities working together to expand access to STEM opportunities. The statewide partnerships for the STEM Learning Exchanges

will be modeled after a long-standing, successful model for Illinois agricultural education,<sup>23</sup> and will include representatives from school districts, postsecondary institutions, businesses, industry experts, labor unions, professional associations, local workforce investment boards, state government agencies, student organizations, museums, research centers, and other community partners.

The STEM Learning Exchanges will be organized as collaborative communities governed by and orchestrated through a public-private steering group consisting of representatives from the above-referenced stakeholders. Each Exchange will be supported by a lead non-profit organization or governmental entity that will serve as the administrative and fiscal agent, receiving tax-deductible donations and other funding from both public and private sources. STEM Learning Exchanges will be coordinated by ISBE, with in-kind support from the Illinois Business RoundTable, through an overarching public-private advisory council that will include representatives from each STEM Learning Exchange and will advise ISBE and its partners on the guidelines for the operation of STEM Learning Exchanges.

A separate STEM Learning Exchange will be developed in up to nine critical STEM application areas, as further defined in **Appendix B3-1-C**:

1. Agriculture and Natural Resources;
2. Energy;
3. Manufacturing;
4. Information Technology;
5. Architecture and Construction;
6. Transportation, Distribution, and Logistics;
7. Research and Development;
8. Health Sciences; and
9. Financial Services.

STEM Learning Exchanges will provide the curricular resources, assessment tools, professional development systems, and IT infrastructure necessary for LEAs to develop STEM-related Programs of Study in these application areas. Each STEM Learning Exchange will deliver instructional resources through the Learning and Performance Management System (*see (C)(3) pp. 104-05*), and will leverage the resources and expertise of its membership to provide an extensive array of STEM instructional supports to students and educators as described in **Table B.3(a)**. RTTT funding will help support the establishment of the Exchanges and the integration of their services with middle school, high school, and community college instruction.

Since the development of the State's plan for the STEM Learning Exchanges as part of its RTTT Phase I application, the State has continued to engage public and private partners with involvement in all of the STEM application areas to raise awareness and support for the State's

launch of the Exchanges. As reflected in the strong letters of support from these organizations summarized in **Appendix A2-4** and included in **Appendix A2-5**, Illinois is poised to leverage significant public and private sector expertise and resources to deliver high quality STEM instructional supports to all Participating LEAs.

<b>Table B.3(a): STEM LEARNING EXCHANGES: RESOURCES AND FUNCTIONS</b>	
<b>Curricular Resources and Related Student Supports</b>	E-learning curriculum resources, including on-line courses, assessments and feedback systems, reference materials, databases, and software tools that prepare students to meet state academic standards and industry-recognized standards in STEM-related careers. (A strong example of the type of interactive computational tools that the Exchanges will provide is the Blue Wave project supported by the National Center for Supercomputing Applications; <i>see Appendix B3-1-D</i> , which will be integrated with the appropriate Exchanges.) The delivery of these resources to LEAs will be coordinated through the Statewide System of Support to ensure appropriate integration with LEA efforts to align curriculum with the Common Core.
	Access to classroom and laboratory space, equipment, and related educational resources necessary to support programs of study through regional partnerships and other strategies.
	Support for student organizations and their major activities, including conferences, internships and professional networking experiences, competitions, and community projects that build leadership, communication and interpersonal skills and provide professional and peer support networks.
<b>Real-world Connections</b>	Internships and other work-based learning opportunities that connect students with adult mentors.
	Sponsored challenges and project management resources for students to work in collaborative teams addressing real-world interdisciplinary problems.
<b>College and Career Pathways</b>	Career development and outreach resources to expand awareness of STEM-related programs and careers to K-12 students.
	Tools and resources to assist schools with transitioning students to post-secondary academic and training programs, including establishing course articulation, advanced placement, and dual credit opportunities.
<b>Educator Supports</b>	Professional development resources for teachers and school administrators integrated and aligned across middle school, high school, and community college instruction, including STEM externships, support for web-based networks, and integrated professional development for academic and CTE instructors ( <i>e.g.</i> , including CTE instructors in Advanced Placement (AP) and Pre-AP professional development).
	Externship programs offering educators real-world experience ( <i>see (D)(3)(ii), pp. 168 for further discussion of STEM externships</i> ).
<b>Progress Monitoring</b>	Evaluation tools, continuous improvement assessments, and performance review resources for STEM-related Programs of Study.

**(B)(3): Supporting the Transition to Enhanced Standards and High-Quality Assessments**  
**Activities, Timelines and Responsible Parties Summary Table**

Activities	2010	2011	2012	2013	2014	Responsible Parties
<b>Aligning Instructional Systems</b>						
Adoption of Common Core	JUNE 2010					ISBE
Align curriculum to the revised Learning Standards that include the Common Core		SEPTEMBER 2010 - SEPTEMBER 2012				Participating LEAs, with support from ISBE and State-wide System of Support (SSOS)
Ensure RtI plan provides for targeted interventions, differentiated supports		SEPTEMBER 2010 - SEPTEMBER 2012				Participating LEAs, with support from ISBE and SSOS
<b>Assessments for Learning</b>						
Convene technical experts, develop and issue RFP for statewide contract for Assessments for Learning	JUNE - SEPTEMBER 2010					ISBE
Finalize contract for Assessments for Learning		JANUARY 2011				ISBE
Implement assessments for learning in at least K-10 in English Language Arts & Math, either through State contract or independently		SEPTEMBER 2010 - SEPTEMBER 2012				Participating LEAs, with support from ISBE and SSOS
<b>Kindergarten Readiness</b>						
State Kindergarten Readiness Task Force makes final recommendations, issues findings		MAY 2011				Kindergarten Readiness Task Force
Development and pilot of kindergarten readiness measure		JUNE 2011 - JUNE 2012				ISBE and Kindergarten Readiness Task Force
Full implementation of readiness measure; data used to support alignment, create joint and integrated professional development across State-funded early learning programs and Grades K-3 in Participating LEAs			SEPTEMBER 2012 - THROUGH END OF RTTT GRANT PERIOD			State-funded early learning programs Participating LEAs Grades K-3
<b>Programs of Study/STEM Learning Exchanges</b>						
Programs and Study systems established in middle and high schools		SEPTEMBER 2010 - SEPTEMBER 2012				Participating LEAs, with support from ISBE and SSOS
RFP for Lead Entities for STEM Learning Exchange Partnerships; Lead Entities selected	JUNE - SEPTEMBER 2010					ISBE
STEM Learning Exchanges develop curricular resources, assessment tools, PD systems		SEPTEMBER 2010 - SEPTEMBER 2011				STEM Learning Exchanges
Participating LEAs implement Programs of Study in key STEM application areas		SEPTEMBER 2011 - THROUGH END OF RTTT GRANT PERIOD				Participating LEAs, with support from STEM Learning Exchanges, ISBE, and SSOS

**(B)(3): Supporting the transition to enhanced standards and high-quality assessments**

Evidence for (B)(3) [\*optional]: Any performance measures to be used by the State re: this criterion, and baseline data for current school year or most recent school year.

**RESPONSE:** Please complete the data table below; list performance measures for Criteria (B)(3), baseline data, and annual targets through end of SY 2013-2014. (This table only needs to be completed if the State has identified the performance measures for (B)(3). If such indicators have not yet been selected, the table does not need to be completed at this time.)

<b>Performance Measures (B)(3)</b>		<b>Actual Data: Baseline (Current/ most recent school year)</b>	<b>End of SY 2010- 2011</b>	<b>End of SY 2011- 2012</b>	<b>End of SY 2012- 2013</b>	<b>End of SY 2013- 2014</b>
If the State wishes to include performance measures, please enter in rows below, and provide baseline data and annual targets in the columns provided.						
<b>Aligning curriculum to revised IL Learning Standards</b>	% of Participating LEAs implementing revised IL Learning Standards via curricular supports	NA	65%	100%	100%	100%
<b>Implementing Assessments for Learning</b>	% of Participating LEAs implementing articulated district Assessments for Learning plan for at least grades K-10 in English and math	NA	85%	100%	100%	100%
<b>Response to Intervention</b>	% of Participating LEAs implementing RtI plan aligned to the Common Core Standards	NA	65%	100%	100%	100%
<b>Kindergarten Readiness &amp; PreK-3 Alignment</b>	% of Participating LEAs administering a kindergarten readiness measure and aligning professional development across PreK and K-3	NA	10%	25%	85%	100%



<b>Performance Measures (B)(3)</b>		<b>Actual Data: Baseline (Current/ most recent school year)</b>	<b>End of SY 2010-2011</b>	<b>End of SY 2011-2012</b>	<b>End of SY 2012-2013</b>	<b>End of SY 2013-2014</b>
If the State wishes to include performance measures, please enter in rows below, and provide baseline data and annual targets in the columns provided.						
<b>Programs of Study</b>	% of Participating LEAs implementing required Program of Study elements in grades 9-12 (as defined by the MOU)	NA	75%	100%	100%	100%
	% of Participating LEAs with grade 6-8 education and career guidance systems that align to a specific Program of Study model at the high school level	NA	30%	50%	75%	100%
	% of Participating LEAs implementing a National Career Readiness Certificate program	NA	45%	80%	80%	80%
<b>STEM Implementation</b>	% of students in Participating LEA participating in STEM Program of Study	NA	20%	30%	40%	55%
	% of underrepresented students in Participating LEAs participating in STEM Program of Study	NA	30%	40%	50%	65%

## C. DATA SYSTEMS TO SUPPORT INSTRUCTION

### RTTT APPLICATION REQUIREMENTS

(C)(1) **Fully implementing a statewide longitudinal data system** (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

**CONTAINED IN NARRATIVE**

### (C)(1) **Illinois Reform Conditions** **Fully implementing a statewide longitudinal data system**

As described in Section (A)(3) of this Plan, the P-20 Longitudinal Education Data System Act (Public Act 96-0107) establishes the requirements and framework for the development of the State's longitudinal education data system. This legislation, for which four Illinois policymakers received the Data Quality Campaign 2009 Leadership Award, requires the State to implement all of the America COMPETES Act elements. Currently, the State of Illinois has all of the America COMPETES Act elements in place other than:

- A teacher identifier system with the ability to match teachers to students; and
- Student-level transcript information, including information on courses completed and grades earned.

Both of these elements will be added to the State's longitudinal education data system by September 30, 2011 in accordance with the plans set forth in the State's Application for Phase 2 of the State Fiscal Stabilization Fund program and with funding support through an ARRA Statewide Longitudinal Data System Grant awarded in May 2010 by the U.S. Department of Education, Institute of Education Sciences (SLDS Grant). As specified in the Participating LEA MOU, all Participating LEAs must fully cooperate with ISBE on data collections necessary for the longitudinal data system, including efforts by ISBE to ensure data quality.

In regard to the twelve elements of the America COMPETES Act, the chart on the following pages provides relevant documentation of each element in Illinois, including the current status of each element.

America COMPETES Act and Illinois' State Longitudinal Data System		
Documentation and Status of Elements		
System Elements (12)	Current Status	Relevant Documentation/Outcomes
<b><u>Pre-K – 12 and postsecondary</u></b>		
A unique statewide student identifier that does not permit a student to be individually identified by users of the system.	Implemented.	ISBE, in order to improve accountability and better respond to federal and state reporting requirements, has developed and implemented a state-level student information system (SIS). Through SIS, each student is now assigned a unique identification number that does not permit a student to be individually identified by users of the system. All data to and from the state now uses that unique identifier. <i>See Appendix C1-1, ISBE SIS webpage indicating inclusion of data.</i>
Student-level enrollment, demographic, and program participation information.	Implemented.	Through SIS, ISBE gathers student-level enrollment, demographic, and program participation information. <i>See Appendix C1-1, ISBE SIS webpage indicating inclusion of data.</i>
Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	Implemented.	Through SIS, ISBE gathers student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-12 education programs. Separate data systems on these points for community colleges and 4 year institutions of higher learning are maintained by Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), and the Illinois Shared Enrollment and Graduation Consortium (ISEG). All P-20 data is linked and made available through intergovernmental data sharing agreements.
Capacity to communicate with higher education data systems.	Implemented.	ISBE, IBHE, and ICCB have existing statutory authority and an intergovernmental data sharing agreement to link P-20 data.
A State data audit system assessing data quality, validity, and reliability.	Implemented.	ISBE's systems include data edit checks that compare data to prior years' data to identify discrepancies. ISBE has also implemented a data steward system to improve data quality, validity, and reliability. The responsibilities of the data stewards include working with LEAs and agency staff to make sure that data collected are current, reliable, and of high quality. The stewards will also undertake a data audit process developed by ISBE.

America COMPETES Act and Illinois' State Longitudinal Data System		
Documentation and Status of Elements		
System Elements (12)	Current Status	Relevant Documentation/Outcomes
<b><u>Pre-K – 12</u></b>		
Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA.	Implemented.	Through SIS, ISBE gathers yearly standardized assessment results, including the ISAT and PSAE. <i>See Appendix C1-1, ISBE Student Assessment webpage indicating inclusion of data.</i>
Information on students not tested, by grade and subject.	Implemented.	Through SIS, ISBE has gathered information on students not tested, by grade and subject. <i>See Appendix C1-1, ISBE SIS webpage indicating inclusion of data.</i>
A teacher identifier system with the ability to match teachers to students.	To be implemented with the SLDS Grant.	Through the SLDS Grant, ISBE will redesign its teacher and administrator data collection systems to permit the integration of student level data with teacher and administrator data.
Student-level transcript information, including information on courses completed/grades earned.	To be implemented with the SLDS Grant.	Through the SLDS Grant, ISBE will establish a Statewide Transcript System for Middle and High School Students.
Student-level college readiness test scores.	Implemented.	Through SIS, ISBE collects student-level college readiness test scores from the EPAS assessments (including ACT data). <i>See Appendix C1-1, ISBE Student Assessment webpage indicating inclusion of data.</i>
<b><u>Postsecondary</u></b>		
Data that provides information re extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework.	Implemented.	ICCB and the Illinois Shared Enrollment & Graduation File (ISEG) collect remediation data. ISBE, ICCB, IBHE, and ISEG have established a High School Feedback Report. This Report includes data which will allow an assessment of the extent to which students successfully transition from secondary to postsecondary education, including remedial coursework enrollment data.
Data that provides other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	Implemented.	The Illinois longitudinal data system includes student-level college readiness test scores that can be used to determine alignment of K-12 curriculum with postsecondary expectations. Further, CTE program completion data included within ISBE systems and dual credit data captured by ICCB systems is used to address alignment and preparation for postsecondary education.

## RTTT APPLICATION REQUIREMENTS

### (C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

### (C)(2) Illinois Reform Plan Accessing and Using State Data

The State of Illinois has invested significant effort and resources to establish the reporting tools and legal framework to make data from the State's longitudinal data system accessible to a broad range of stakeholders. Through actions described in this Plan, the State will broaden the accessibility of data from the State's longitudinal data system and ensure that longitudinal student data is used by LEAs, researchers, policymakers, and parents, including users who have not historically used data, to support continuous improvement of the State education system.

**(C)(2) GOAL. Ensure that data from the State's longitudinal data system are accessible to, and used to inform and engage, key stakeholders, as well as support continuous improvement efforts.**

#### **KEY ACTIVITIES.**

**A. Provide Accessible and Actionable Data Through the Interactive Illinois Report Card.** The foundation for the State's education data accessibility system is the **Interactive Illinois Report Card (IIRC)**, whose purpose is the direct delivery of student data and instructional resources to Illinois schools. The IIRC is administered by Northern Illinois University through a partnership with ISBE that enables it to access data from the State's longitudinal data system (which includes ISBE's Student Information System and other state data collection systems). Since 2003, the IIRC has provided publicly available data on test results and accountability information on all Illinois public schools and students and since 2007, has provided school districts with access to student-level data for analysis and planning. During the school year, IIRC currently attracts on average 50,000 users per month.

IIRC provides both summary and detailed views of performance over time in clearly arrayed, **color coded graphs of student performance in aggregated or subgroup categories** for each grade and subject area for all Illinois schools and districts. The publicly accessible data screens link directly with an array of instructional information screens that show the percent and number of students in each performance category year-to-year, giving a quick read of status growth in performance. Additional **publicly accessible drill-down screens** report longitudinal student performance by subgroups (gender, low vs. non-low income, IEP vs. non-IEP, ELL vs. non-ELL, and other AYP subgroup categories), showing at a glance areas of achievement and needs among subgroups. The reports also include **school and district performance on subscore areas** to break out content coverage (for example, for Math, subscore areas include: Number Sense, Geometry, Algebra, Data and Statistics, etc.). The subscore area reports allow teachers and principals to understand the specific areas of need of their students so they can respond with specific and differentiated instruction. The IIRC incorporates EXPLORE, PLAN, and ACT data (*see (B)(3), pp. 80-81*) and **identifies students off-track for college readiness** by measuring student performance against ACT's college readiness benchmarks. IIRC includes other analytical tools, such as **cohort trend reports and scatterplots**, which allow apples-to-apples comparisons among districts with similar demographic characteristics. Along with the performance reporting, on the IIRC site are **instructional tools** that give teachers resources to impact instruction. These include lesson plans developed by the Statewide System of Support to aid standards alignment, tools to search and review the Illinois Learning Standards and Assessment Frameworks, and on-line practice test questions aligned to subscore areas that teachers can use to construct their own formative assessments. During SY 2010-11, the instructional tools will be updated to ensure alignment with the Common Core. (*See Appendix C2-I-A for "screen shots" of IIRC performance data and drill-down screens.*)

A **comprehensive professional development system** through IIRC, ISBE, and the Statewide System of Support ensures the system's resources are used to engage educators and impact instruction. During the first two years of roll-out of the system (2004 and 2005), IIRC staff presented approximately 50 workshops annually to stakeholders around the state that were attended by district administrators, principals, and teachers. In 2006 and again in 2007, ISBE, IIRC, and the Illinois Principals Association sponsored eight day-long data retreats around the State for in-depth user training. More recently, IIRC has moved its professional development

offerings to webinars to reach an even broader audience, at any time and at any internet accessible location. In addition to the direct training of district administrators, principals, and teachers, IIRC and ISBE have trained regional superintendent staff on the use of the system so that IIRC data and resources are used routinely in their on-the-ground support to districts. Continuing professional development has been instrumental in building the user base for IIRC among Illinois educators, and will continue to do so.

The following enhancements to the IIRC will be undertaken over the course of the RTTT grant period to further expand the breadth and reach of access to State longitudinal data:

1. **Dashboards and Permission Management:** Planned upgrades to the IIRC will enhance its ability to provide student-level data to teachers and principals to drive instructional improvement. In July 2010, the IIRC will launch **student-level data dashboards** for teachers and principals with informative, easy-to-use screens to monitor, benchmark, and document progress for students and groups of students. The dashboards will include a live chat line for immediate responses to user-questions, maintained during business hours by one of IIRC's knowledgeable staff. The dashboards will be coupled with a **permission management system** to permit LEA superintendents to provide district-level, school-level, and classroom-level permissions to authorized users. The dashboards will integrate both state and local assessment data, with predictive benchmarking aligned to proficiency targets. The data dashboards can be migrated to the Learning and Performance Management System (*see (C)(3), pp. 100-08*) to ensure full adoption and use by all Participating LEAs. (*See Appendix C2-1-B for "screen shots" of data dashboards to be launched in July 2010.*)
2. **High School-to-College Success Reports:** Through a partnership among ISBE, the Illinois Board of Higher Education, Illinois Community College Board, and ACT, the State is in the process of creating and publishing High School-to-College Success Reports that utilize 9-12 and postsecondary data from the State's longitudinal data system to report on how well public high school students transition into the first two years of college. In fall 2010, these reports will be directly accessible to the public through the IIRC. (*See Appendix C2-1-C for an example of the High School-to-College Success Reports.*)

3. **Partnership with Illinois State Library to Address the Digital Divide:** In many Illinois communities, public libraries serve as the primary access site to the world-wide web, confirming the recent study that found one-third of U.S. residents age 14 and older use public library computers to connect to the web.<sup>24</sup> This is particularly the case with low-income and immigrant families who have not historically accessed student and school data via the internet. To ensure universal access to school and district performance data, ISBE has entered into a cooperative agreement with the Illinois State Library, which provides grants and distributes information to the statewide public library system, to launch a "Know More About Your Schools" campaign. (See Illinois State Library letter of support, included in **Appendix A2-5**). In support of this initiative, IIRC will develop hosted web video presentations to guide librarians throughout the State in how to access, display and assist users with understanding information on the IIRC platform. In addition, IIRC will develop and work with the Illinois State Library to publicize a librarians' user guide to the site and create an email community to update librarians throughout the State on new features and additional information posted to the IIRC. The Illinois State Library will publicize these resources throughout the state library system and partner with IIRC to engage librarians in the system's ongoing development.
4. **Multi-lingual Reports and Guides:** To facilitate public access among Illinois' large and diverse linguistic communities, ISBE will make available on the IIRC site translated versions of key IIRC resource screens. As Spanish-speakers represent the largest non-English community in Illinois and are widely distributed across the State, Spanish will be the first language to be posted by the end of SY 2010-11, along with a user-friendly on-line guide for new visitors to the IIRC. The development of the Spanish-language version of IIRC will involve culturally-sensitive translators and reviewers able to evaluate both the translation and the appropriate content needs of the audience. Additional languages will be added as requested by local districts in the 2011-12 school year and beyond.
5. **Exportable Spreadsheet for Data Use:** To enhance the IIRC's capabilities to support educational research and evaluation, the IIRC will install an on-line data access portal by which individual researchers can initiate, configure, and customize



web-delivery of non-confidential data variables from IIRC's substantial educational data warehouse via Excel- or .csv-format files. The design of the access portal will allow researchers, both within Illinois and nationally, to configure the particular data variables and selection criteria they wish to obtain. IIRC's statewide data warehouse is compiled from the ongoing data feeds of approximately 4,000 variables annually sent by ISBE, including the complete array of State Report Card information. Results are reported at school, district, and state levels for the period from 1999-present, and include school characteristics, performance trends, student learning measures, test results, district finances, and measures of teacher quality, among many others. The portal will launch in fall 2011, with the release of 2011 school performance and test results. Confidential data such as student-level information will not be accessible unless a data sharing agreement is approved by ISBE, per the mechanisms described in Subsection (B) below.

6. **Customer-Driven Feedback System:** While IIRC's extensive professional development offerings have led to ad hoc feedback that has led to system improvements, IIRC has not had a system for obtaining regular feedback to tightly align system upgrades to the needs and opinions of users. To establish such a system, IIRC will install a number of user-feedback options increasingly found on client-centered sites. For example, information screens will have user-options offering "I found this information presentation useful – yes or no," followed by "Please send us your comments or suggestions." Technical report screens will post "send us your questions about how to use this information." The site will maintain a review of user feedback to build ongoing service upgrades.
7. **Integrated Plans:** In August 2010, ISBE and IIRC will launch the District Integrated Plan and School Integrated Plan – a web-based, interactive planning portal that pulls student, financial, and educator data from state systems to guide a comprehensive LEA planning process (*see (A)(2), pp. 34-35*). During SY 2010-11 the District Integrated Plan will be upgraded to include all RTTT planning and reporting requirements. Through the Integrated Plan system, the State will provide data directly from the State's longitudinal data system to all Participating LEAs to support

planning, operations, management, resource allocation, and continuous improvement, in a manner aligned with the State's RTTT plan.



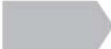


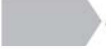
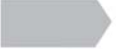
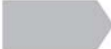
**B. Create the Framework and Mechanisms for Researcher Access and Use of State Longitudinal Data.** Illinois has created both the legal framework and mechanisms necessary to make data from the State's longitudinal data system accessible to key stakeholders and researchers. The P-20 Longitudinal Education Data System Act provides a statutory framework for the State education agencies to enter into data sharing agreements in accordance with privacy protection laws with other governmental entities, institutions of higher learning, and research organizations to support research and evaluation activities authorized by law. (*see Section 25 of Public Act 96-0107, Appendix A1-3-B, pp. 90-91*)

In addition, ISBE, ICCB, IBHE, and the Illinois Shared Enrollment & Graduation File (ISEG), housed at Southern Illinois University - Carbondale, executed an intergovernmental data sharing agreement in August 2009 ("Intergovernmental Data Sharing Agreement") that accomplishes a number of critical objectives for the State. This Agreement establishes a framework and streamlined process to allow P-20 data to be made available for State-sponsored P-20 research and evaluation projects *and* to outside researchers and organizations. In addition, the Intergovernmental Data Sharing Agreement includes a form that any entity seeking to access data from the State longitudinal data system for non-commercial research purposes can submit for consideration by the State education agencies. If the data request is approved, the State education agencies have established a standard data sharing agreement that governs the use of longitudinal data from the system in a manner consistent with privacy protection laws.

Finally, as further described in Section (C)(3) of this Plan, the State will establish the Illinois Collaborative for Education Policy Research (ICEPR) as an independent organization to support high quality research and analysis, building off of the successful model for research and development employed by the Consortium on Chicago School Research. The ICEPR's functions and processes for using both State and LEA data to improve instruction and policymaking are further described in Section (C)(3) of this Plan. The ICEPR will access State longitudinal data through the framework provided in the Intergovernmental Data Sharing Agreement, discussed above, and LEA data to support the continuous improvement of policymaking and instruction. Consistent with the Intergovernmental Data Sharing Agreement and privacy protection laws, ICEPR will obtain a comprehensive license to access data from the State longitudinal data

system, with a structure for granting sub-licenses to institutional researchers. As further discussed in Section (C)(3), ICEPR will also have access to LEA data from instructional improvement systems to support its research and evaluation activities.

**(C)(2): Accessing and Using State Data**  
**Activities, Timelines, and Responsible Parties Summary Table**

Activities	2010	2011	2012	2013	2014	Responsible Parties
Updating of Illinois Interactive Report Card (IIRC) instructional tools to ensure alignment with the Common Core.			SEPTEMBER 2010 - SEPTEMBER 2011			IIRC, in coordination with ISBE
Launch of student-level dashboards for teachers and principals and a permission management system to ensure appropriate confidentiality safeguards.		JULY 2010 - SEPTEMBER 2010				IIRC, in coordination with ISBE
Launch of public reporting through IIRC of the High School-to-College Success Reports which report on how well public high school students transition into the first two years of college.		SEPTEMBER 2010 - NOVEMBER 2010				IIRC; ISBE; Illinois Community College Board; Illinois Board of Higher Education; ACT
Development and launch of "Know More About Your Schools" campaign in order to ensure universal access to school and district performance data, available through IIRC, by utilizing Illinois' public library system and effectively training its librarians on IIRC.			SEPTEMBER 2010 - SEPTEMBER 2011			ISBE; Illinois State Library; IIRC
Creation of translated versions of key IIRC resource screens, starting with Spanish.		SEPTEMBER 2010 - JANUARY 2011				IIRC, in coordination with ISBE
Installation of an on-line data access portal allowing individual researchers to initiate, configure and customize web-delivery of non-confidential data variables from IIRC's educational data warehouse.			MARCH 2011 - JUNE 2011			IIRC, in coordination with ISBE
Installation of various user feedback options within IIRC.			MAY 2011 - SEPTEMBER 2011			IIRC, in coordination with ISBE
Launch of School and District Integrated Plans.		AUGUST 2010 - SEPTEMBER 2010				IIRC, in coordination with ISBE

**(C)(2): Assessing and using State data**

Evidence for (C)(2) [\*optional]: Any performance measures to be used by the State re: this criterion, and baseline data for current school year or most recent school year.

RESPONSE: Please complete the data table below; list performance measures for Criteria (C)(2), baseline data, and annual targets through end of SY 2013-2014. (This table only needs to be completed if the State has identified the performance measures for (C)(2). If such indicators have not yet been selected, the table does not need to be completed at this time.)

<b>Performance Measures (C)(2)</b>		<b>Actual Data: Baseline (Current/ most recent school year)</b>	<b>End of SY 2010-2011</b>	<b>End of SY 2011-2012</b>	<b>End of SY 2012-2013</b>	<b>End of SY 2013-2014</b>
If the State wishes to include performance measures, please enter in rows below, and provide baseline data and annual targets in the columns provided.						
<b>Interactive Illinois Report Card</b>	LEAs using IIRC Student level data dashboard w/ longitudinal data to benchmark performance, target interventions, set goals	30% (current system)	65%	95%	100%	100%
	High schools using High School-to-College Success Reports to incorporate longitudinal performance data in improvement planning (%=high schools)	NA	90%	100%	100%	100%
	Library partnership to address digital divide (%=libraries using service)	0	50%	80%	90%	95%
	Multi-lingual Reports & Guides (%=LEAs accessed)	0	50%	60%	80%	90%
	Number of IIRC unique users	298,000/yr	520,000/yr	680,000/yr	920,000/yr	1,100,000/yr
	Number of times IIRC is accessed	459,000/yr	729,000/yr	990,000/yr	1,620,000/yr	1,890,000/yr

**RTTT APPLICATION REQUIREMENTS**

**(C)(3) Using data to improve instruction (18 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

\* \* \*

**(C)(3) Illinois Reform Plan  
Using Data to Improve Instruction**

**(C)(3) GOAL I. Ensure that all Participating LEAs can implement local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness.**

**KEY ACTIVITIES.**

**A State-District Partnership for Next-Generation Instructional Improvement Systems**

At the heart of the State's RTTT strategy is a shared environment for LEAs, principals, teachers, and students to quickly access critical data and information, instructional tools, and resources that are central to the key reforms described in this Plan. The Participating LEA MOU requires the implementation of instructional improvement systems (as defined in the RTTT application). However, the State firmly believes that the development of more than 500 separate LEA systems, all of which require their own data centers, hardware, software, and equipment would be a waste of resources and a missed opportunity. As a result, the State proposes to partner with its school districts to implement a statewide instructional improvement platform consisting of the following two related systems:

- The "**Learning and Performance Management System**" (LPMS) is designed to support instructional improvement tools and systems that can be delivered at economies of scale far beyond what districts can achieve on their own. The Interactive Illinois Report Card (IIRC) (*see (C)(2) pp. 92-97*) serves as a proof of concept for many of the planned features of the LPMS, and includes many of the components of an "instructional improvement system" as defined in the RTTT

application—longitudinal and formative assessment data to manage continuous instructional improvement, early warning indicators, linkage to resources to support instructional planning, and, through the linkage to the Integrated Plan, systems to evaluate the effectiveness of actions taken. With the LPMS, the IIRC will be expanded with the integration of student data from multiple local systems, the addition of rapid-time reporting capabilities, the inclusion of multiple new applications, and the addition of collaboration features.

- The "**IlliniCloud**" – a shared, cloud-based technology infrastructure upon which the LPMS and other hosted services can be accessed by all Participating LEAs. The "cloud" generally refers to an approach to computing where hardware infrastructure management, software upgrades, and physical location are independent from users who can access the centrally-hosted capabilities through a web-based interface. (*See Appendix C3-1-B, Cloud Computing Infrastructure*).

Business is undergoing an information technology transformation, where increasing numbers of businesses are transitioning from the complexities and inefficiencies of a client-server computing model to a centrally-hosted cloud environment.<sup>25</sup> The LPMS and its hosting infrastructure, the IlliniCloud, will apply this same transformative model to education by allowing any user with high-bandwidth access to access and utilize all of the instructional resources hosted on the LPMS without having to operate a separate data center or manage individualized software applications. The IlliniCloud also offers equity among districts, as currently some Illinois districts have robust instructional improvement systems while many others have none whatsoever. The LPMS and IlliniCloud will level the playing field by providing high quality reports and instructional tools to all districts, regardless of size or technical expertise. The LPMS and IlliniCloud will also deliver cost savings for Illinois school districts and, more importantly, consolidate silos of data from across the Illinois educational system into a central location for use by local districts, principals, teachers, parents, and students.

**A. Developing and Validating the Vision and Requirements.** In developing the vision and requirements for the LPMS and IlliniCloud, the State has undertaken an extensive twelve-month discovery and requirements development process that has included engaging stakeholders (including school district and union representatives), analyzing an existing Illinois multi-district proof of concept project, and using multiple Requests for Information processes with vendors. In

addition, beginning in fall 2009, a core group of district tech coordinators and regional Learning Technology Center Directors, in coordination with ISBE, began to formally meet to support a grassroots effort to explore the need and interest in "building" a shared, cloud-based technology infrastructure. As of the date of this application, this grassroots effort has grown to include over 200 Illinois districts that have, through a needs assessment survey, validated the immediate need and desire for shared, cloud-based services. (See *Appendix C3-1-A, LPMS/IlliniCloud Stakeholder Engagement and Requirements Development.*) In summary, the requirements gathering and stakeholder engagement performed by the State and school districts have validated that this plan for the LPMS and IlliniCloud, while ambitious, is both achievable and necessary.

**B. Learning and Performance Management System Components.** Within the shared environment for instructional improvement systems described in this Plan, the Learning and Performance Management System (LPMS) serves as the interface for administrators, principals, teachers, students, and parents. The LPMS integrates data across multiple systems, provides the portals through which the data is accessed, and includes the applications through which the data can be used to drive instructional improvement. The critical components of the LPMS are the (1) Data Integration and Reporting Platform; (2) Software as a Service (SaaS) Applications; and (3) Collaboration Features. The IlliniCloud, as described in more detail in Subsection (C), serves as the back-end hosting infrastructure for the LPMS.

1. Data Integration and Reporting Platform. A primary objective for the LPMS is to enable districts to integrate and use data from a host of systems and make that data accessible for instructional improvement purposes. Currently, districts have multiple transactional systems for managing student demographic and enrollment data, state and local assessment data, transcript data, special education, transportation, food service, and more. Rarely do these systems integrate with each other, resulting in silos of information, redundant data entry, and separate reporting. Under systems currently in place in many LEAs, teachers must interact with at least 10 or more different applications and paper files in order to gain access to the same student data. Those districts that have invested in integrating their systems have expended large amounts of dollars and personnel time in doing so, and still have not found a solution to sufficiently address all of their needs.

The LPMS will enable districts to integrate and use data across multiple systems through a standards-based, regional solution that will reduce the points of management for local districts.

Disparate local systems will be integrated through the use of a standardized data model and standard networking infrastructure (as has been done in a "proof of concept" system used by two Participating LEAs). Data from school districts will be fed to three regional integration servers through an automated process on a predefined interval that provides data updates in a timely fashion. The regional integration servers will, in turn, feed data to a centralized data warehouse within the IlliniCloud (as described in Subsection (C), below), which will support the applications hosted on the LPMS. The State will be able to access district-level data maintained within the data warehouse only at intervals and for purposes defined through clear governance rules. A key benefit of aggregating data from the State longitudinal data system and from other Illinois school districts is that LPMS functions will be able to include PreK data, historical data on students new to a district, and longitudinal data on student performance as they move through postsecondary institutions and eventually into employment. (See *Appendix C3-1-D, State and LEA Data Integration Requirements.*)

By aggregating real-time student and instructional data from multiple systems, the LPMS will be able to provide a portal interface to the data contained in the IlliniCloud that provides high value to the day-to-day operations of district administrators, principals, and classroom teachers. Educators will have access to consolidated, easy-to-navigate reports and dashboards, as well as ad hoc capabilities, through reporting and dashboard features that build off of the State's investment in the Interactive Illinois Report Card (*see (C)(2), pp. 92-97*). Common navigation and search features will enable educators to quickly find information about a particular student across multiple data-sets. The LPMS will also include "Single Sign-on" and personalization features, so that standard pages expose different layouts, functions, and reports depending on the role of the authenticated user.

The LPMS is envisioned as more than just a tool for educators. Students and their parents will also have access to their own data. As the LPMS matures, Illinois will seek to expand these functions into a more dynamic "Student Vault" that can enable students to develop an electronic portfolio of their work, allow teachers to use student portfolios to demonstrate the outcomes of lessons that were implemented and as a component of a balanced assessment system, and support college and career planning and application processes. **Appendix C3-1-E** includes a more complete description of the Student Vault.



2. Software as a Service (SaaS) Applications. The LPMS will not only provide the data to identify district needs, it will also support and link tools that support instructional strategies and interventions. The LPMS will use a Software as a Service (SaaS) distribution model in which applications are hosted and maintained by the LPMS governing entity or an external service provider and made available to school districts, either free of charge or through a subscription or usage basis. The advantages of an SaaS model over a traditional software licensing system are that it avoids a costly and time-consuming local integration, typically involves much lower ongoing costs, and the ubiquitous availability through the IlliniCloud ensures all districts have access to high quality instructional tools. It also allows for access to resources that may only be needed on an interim basis, allowing classroom teachers to pursue innovations without incurring the cost for applications that are not needed on a daily basis.

To drive Participating LEA integration with the LPMS, the State will prioritize implementation and integration of a few key high-value SaaS applications, while developing an extensible framework that can later support a much broader application set. Through this approach, the phasing of the system's development will promote early integration as the system develops.

The highest priorities for SaaS implementation will be the integration of Assessments for Learning and instructional supports to create the State infrastructure to quickly and effectively implement the Common Core. As described in Section (B)(3), the State intends to procure a statewide contract for Assessments for Learning that will ensure that commonly used interim and formative assessments can be integrated with and delivered on the LPMS. The Assessments for Learning integration will offer a key incentive for LEAs to integrate with the LPMS by making these instructional tools easily accessible and cost-effective, ensuring data is delivered by vendors in a standardized format, and providing the ability to easily integrate that data with reporting and other instructional tools. The State will also include within the LPMS an array of supports developed by the State and its multi-state partners to assist LEAs with the implementation of a Common Core aligned curriculum, such as curricular frameworks, lesson plans, and assessment items linked to Common Core-aligned learning targets. The instructional resources developed by the STEM Learning Exchanges (*see (B)(3), pp. 83-85*) will be specifically designed for delivery on the LPMS through an SaaS distribution model, and the State has repurposed \$5 million in State capital funds to support the build-out of STEM

applications on the LPMS. Vendor-developed content delivery systems and curriculum management systems will also be prioritized for SaaS implementation to support alignment of local instructional systems to the Common Core.

The LPMS governing board (described in Subsection (D)) will oversee the expansion of its initial applications into a broader "Applications Exchange" that can host a range of SaaS applications developed by third-party entities, including school districts, universities, nonprofits, and vendors. The Applications Exchange will be vendor neutral – any entity can develop an application that can be hosted on the System, provided the application is web-based, cloud ready, and able to abide by the LPMS Service Level Agreement addressing hosting, operability of data, and, if applicable, payment for access. Future SaaS hosted services may include Student Information Systems, financial management systems, web hosting/services, IEP applications, and others authorized by the LPMS governing board.

3. Collaboration Features. Collaboration among educators within an LEA, in various user groups, and across the State is central to the LPMS vision. The LPMS will provide a series of communication and collaborative tools that allow educators to connect through profile pages, online communities, and the identification of common interests through tagging and bookmarking. These tools will help remove the current isolation of many educators and allow models of promising practice to quickly disseminate across the State.

**C. Enabling the IlliniCloud.** The stakeholders involved in the creation of this Plan reached a clear consensus that a "cloud" environment will allow LEAs to focus resources and effort on the use of data, rather than technology infrastructure, and will advance current efforts to use data more effectively to support instruction and operations. The grassroots effort that shaped the IlliniCloud vision realized there was a great potential for districts to share facilities, hardware, applications, data structures, services, and support, potentially saving between 30% to 50% of the costs districts are presently incurring to operate and maintain their own systems,<sup>26</sup> while ensuring all districts have access to high quality instructional tools.

The State's requirements development for the IlliniCloud, as the hosting infrastructure for the LPMS, has addressed the need to ensure this infrastructure can serve all school buildings, principals, and teachers in Illinois. The Illinois Century Network (ICN) will serve as the telecommunications backbone for the IlliniCloud ensuring low-cost, high-speed access to the LPMS by all Illinois school districts. Presently, ICN is the largest broadband network in the

nation, serving nearly 8,000 local governments, school districts, and nonprofit entities throughout all 102 counties in Illinois. To ensure all districts can effectively access resources hosted on the IlliniCloud, the State has developed a plan for ICN upgrades, regionally based data centers, and "middle mile" and "last mile" augmentation. The State has also re-purposed \$10 million in State capital funds to ensure rural Participating LEAs have adequate broadband access to connect to the IlliniCloud.

In addition to ensuring network access to instructional improvement tools, the IlliniCloud will provide districts with data storage and processing capacity at the lowest possible cost. Currently, districts must purchase their own servers to house a variety of applications. This requires extensive resources in power, personnel, and ongoing maintenance. The design of IlliniCloud will provide districts with access to massive amounts of on-demand elastic computing resources, regardless of a district's size, through an Infrastructure as a Service (IaaS) model. In the IaaS model, the school district is able to "carve out" its own data storage and processing resources through a self-service portal. This provides districts' respective servers/applications automatic access to additional data storage and processing capabilities at peak demand, thereby allowing districts to ride out spikes in usage without the purchasing of hardware locally to meet those peak demand needs. This effectively reduces a school district's budgetary spends from a capital expenditure model into small, sustainable operating expenditures which can instantly be scaled up or down based on computing or budgetary needs.

Through an intergovernmental agreement with ISBE, the National Center for Supercomputing Applications (NCSA) at the University of Illinois will serve as a consulting partner on the design and implementation of the IlliniCloud. The NCSA will provide at cost a world-renowned team of computer scientists and educators to assist the State with the design, acquisition, deployment, and operation of the IlliniCloud for the LPMS. (*See Appendix C3-1-C for further information on NCSA.*)

**D. Governance and Implementation Systems.** The LPMS and IlliniCloud will be developed as a partnership among ISBE, participating school districts, regional Learning Technology Centers, the NCSA, the College of Education at the University of Illinois, and other partners. The governance structure will establish a partnership approach to data use and management; fully address student and educator privacy; and clearly define decision rights,

processes, and accessibility to data. If LEAs do not have adequate trust in the State's use of data maintained within the LPMS and IlliniCloud systems, they will not use them.

The proposed governance framework ISBE has developed with its stakeholders identifies: (a) a Governance Board that includes voting representation from ISBE, the Illinois Century Network, LEAs from across the State, and Regional Superintendents; with (b) consulting representation from NCSA, the University of Illinois College of Education, the Illinois Collaborative for Educational Policy Research (ICEPR), and Northern Illinois University – Interactive Illinois Report Card. The Governance Board is initially charged with the selection of a project manager, initial fiscal startup, and management of the procurement of necessary development services. As development of the LPMS and IlliniCloud progresses, the Governance Board will have the responsibility to provide consistent management, cohesive policies, processes, and decision-rights, including the designation of dedicated staff to manage the ongoing operations and management of the LMPS and IlliniCloud.

The State's Learning Technology Centers, located in 15 regional centers throughout the State, will provide critical support to LEAs in the migration to the new systems. These offices and their staff are funded by ISBE, and now provide an array of instructional and technology services to all Illinois districts. The Learning Technology Centers function under the joint direction of ISBE and a Governing Board specific to each center. These boards are comprised of superintendents, principals, teachers, and technology directors of the LEAs served by the LTC. LTC staff provide on-site consulting and training in the areas of technology integration planning, hardware acquisition and support, and instructional use of technology by teachers.

The Learning Technology Centers will also ensure LEAs are meeting their obligations under the MOU with respect to instructional improvement systems. Under the MOU, each Participating LEA must either (i) directly rely on the LPMS as its instructional improvement system serving all teachers or principals, or (ii) implement a locally developed instructional improvement system serving all teachers and principals. The State permitted flexibility in recognition of the extensive resources many Participating LEAs have already devoted to their own instructional improvement systems. (Preliminary assessments performed by ISBE indicate that approximately 25% of school districts have developed or are developing their own local instructional improvement systems.) However, if an LEA is not directly relying on the LPMS as its primary system, it must still integrate local systems with the LPMS to ensure teacher and

principal access to the State-supported applications that will be hosted on the LPMS (such as the STEM Learning Exchanges applications and Common Core instructional supports). For any Participating LEA that is not primarily relying on the LPMS as its instructional improvement system, its regional Learning Technology Center will be responsible for: (i) auditing the local system to ensure that it meets all of the RTTT application criteria for a "local instructional improvement system," including providing all teachers and principals in the LEA with actionable data and high quality instructional tools; and (ii) certifying to ISBE as part of the RTTT plan approval process that the LEA's system meets this criteria. As districts realize the instructional benefits and cost savings associated with using the LPMS and IlliniCloud, ISBE anticipates that many of the districts that currently maintain their own separate instructional improvement systems will choose not to incur these ongoing costs and migrate to the State platform.

The LTC Governing Board for each region will provide the opportunity for input of teachers and principals in the development and rollout of the LPMS and IlliniCloud. Additionally, teacher and principal focus groups have been convened to support the development of the State longitudinal data system. These existing focus groups will be utilized by ISBE to provide school-based educators with the opportunity to participate in the overall design and implementation of the LPMS and IlliniCloud as well.

**E. Sustainability.** To minimize costs associated with the development of the LPMS and IlliniCloud, Illinois is maximizing the use of existing State assets such as the IIRC and the Learning Technology Center support system. As reflected in the budget narrative (see *Appendix A2-3*), the State will use RTTT funds as a catalyst for the development of systems that can continue to be operated through a cost recovery model. As determined by the needs assessment, school districts are currently budgeting for the services offered by the LPMS and IlliniCloud and, due to economies of scale, the LPMS and IlliniCloud will be able to match services at a much reduced cost. These reduced costs will drive fiscally responsible districts to choose and budget for cloud-based computing services in lieu of operating and maintaining "siloes" district systems. In addition, the system's governing board will manage access to the LPMS by external service providers delivering SaaS applications on the LPMS platform. The governing board will be able to charge for this access, thereby creating a revenue stream for future maintenance and upgrades.

**RTTT APPLICATION REQUIREMENTS**

**(C)(3) Using data to improve instruction (18 points)**

\* \* \*

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

\* \* \*

**(C)(3) GOAL II. Teachers, principals, and administrators receive effective professional development and training on how to use Assessments for Learning, the LPMS, and other local instructional improvement systems so that the resulting data supports continuous instructional improvement.**

**KEY ACTIVITIES.**

A core component of the Statewide System of Support (SSOS) has been, and will continue to be, improving local use of data to improve instruction. The State's investment in the Learning and Performance Management System (LPMS) and IlliniCloud, in concert with its focus on Assessments for Learning, will enhance the State's support for instructional alignment and continuous instructional improvement across all Participating LEAs.

**A. LPMS Professional Development and Training.** Ensuring effective professional development and training on the use of the LPMS will be a central focus of the system's development. Training will need to be differentiated and customized for various types of LPMS users, including classroom teachers, principals and coaches, media specialists, district and state leadership, and parents and students. With the scale and scope of this project, ISBE assumes that a training of trainers model will be used for professional development for district and school personnel. The LPMS developer will train a cadre of staff from the regional Learning Technology Centers and the Center for School Improvement's Data Use and Analysis Content Center (*see (A)(2), p. 32*) who will work with districts and individual schools.

At the district level, the trainers will work with "District Technology Leadership Teams" composed of teachers, tech directors, and principals from each school to guide the change management process involved with moving district systems to the IlliniCloud and to deliver professional development at the school level so that all teachers and principals can become effective users of the LPMS. Training for teachers and principals will be highly experiential, including analyzing classroom data (for teachers) and school-level data (for both teachers and

principals), and supporting their understanding of how to analyze and use the data to plan instruction and improvement activities.

Once the LPMS is implemented, two approaches will be used to provide ongoing support to the District Technology Leadership Teams so that they continue to serve as support references for users in their location:

1. **Regional and On-line Support Networks:** Each Learning Technology Center will develop a regional support network of District Technology Leadership Teams to provide support and collaboration opportunities for teachers and principals in effectively integrating the tools provided through the LPMS into their daily work with students. These educational leaders will receive continuous professional development opportunities through the Learning Technology Centers, in coordination with the Statewide System of Support, including facilitating the change process, data analysis, data-driven decision making, use of collaboration and communication tools, and curriculum and instruction applications. In addition, District Technology Leaders will participate in on-line collaborative communities formed on the LPMS to exchange effective implementation strategies.
2. **Portable Institutes.** LPMS professional development will also build off of the existing portable technology institutes led by the Learning Technologies experts at the University of Illinois College of Education in collaboration with staff from districts across the state. For over 12 years, educators throughout Illinois have come to know these institutes as "Moveable Feasts." The Moveable Feasts have provided professional development to approximately 10,000 Illinois educators since their inception in 1997. The Feasts will develop strands designed to assist LEAs with the movement to the IlliniCloud and effective use of the LPMS. Due to their portability, these opportunities are offered regionally and are easily accessible to teachers, principals, and technology staff representing all Illinois districts.

Combining the flexibility of the Moveable Feast model with the ongoing, sustained professional development and coaching to be provided in partnership by the Learning Technologies experts at Illinois and the Learning Technology Centers creates a comprehensive and intensive system of support for the successful implementation of the IlliniCloud and LPMS.

Over the course of the RTTT grant period, this Plan will result in the training of 16,000 teachers, technology staff, and administrators serving as District Technology Leadership Team members.

Training must also be provided for non-traditional LPMS users—particularly students and parents. On-line training modules and support will be leveraged to the extent possible to lower cost and permit large-scale implementation; however, the training of trainers model should also provide for direct in-person training of these user groups. The comprehensive nature of the training and support for the District Technology Leadership Team members will allow for these same individuals to provide direct training for students and parents in the schools they serve. Finally, training will also be provided to in-State teacher and principal preparation programs so that pre-service teachers and administrators are prepared to effectively access LPMS resources. The redesign of principal preparation programs resulting from SB 226 (*see (A)(3)(i), pp. 48-50*) provides an ideal opening to integrate training on the use of these new systems.

**B. Statewide System of Support and Assessments for Learning:** As part of its establishment of the statewide contract for Assessments for Learning, the State will integrate into the Center for School Improvement's support offerings direct assistance to LEAs for the implementation of Assessments for Learning as part of a data-driven, continuous improvement model. This assistance will supplement vendor professional development support, which will be a "non-negotiable" element of the statewide contract. Assistance from the Center for School Improvement, through its Data Use and Analysis Content Center (*see (A)(2), p. 32*) will include:

- Assisting districts with establishing the goals and visions for the Assessment for Learning system, as part of an overall Standard-aligned instructional system;
- Assisting the district with aligning the assessments to its goals and vision and to learning targets aligned to Common Core State standards;
- Training educators on effective use of data from Assessments for Learning and State assessments.

As described under Goal I, a priority application for the LPMS will be to ensure that Assessments for Learning can be integrated with and delivered on the system. Integration with the LPMS platform will ensure that Assessments for Learning are also aligned with other district databases and systems that support critical district instructional programs, such as the district's systems to support Response to Intervention (RtI) (*see (D)(5), pp. 184-85*).



**RTTT APPLICATION REQUIREMENTS**

**(C)(3) Using data to improve instruction (18 points)**

\* \* \*

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

**(C)(3) Goal III. Data from instructional improvement systems, together with statewide longitudinal data system data, is available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students.**

**Key Activities.**

As has been demonstrated by the Consortium on Chicago School Research at the University of Chicago (CCSR), researchers can move beyond after-the-fact analysis to turn data into actionable tools that drive LEA policy, school improvement, and classroom instruction. The Illinois Collaborative for Education Policy Research (ICEPR), to be established through RTTT support, will extend this same model of research and development to a broader number of Participating LEAs, using data obtained from the State longitudinal data system and LEA instructional improvement systems through data sharing arrangements.

**A. Governance and Functions.** The ICEPR will be an independent organization with a governance structure linking it closely to State agencies, participating universities, and other educational stakeholders in Illinois. The ICEPR's Steering Committee will leverage Illinois' deep "bench strength" in educational research to inform practice and policy, including membership from CCSR, the Illinois Education Research Council (IERC) at Southern Illinois University at Edwardsville, the Center for the Study of Education Policy (CSEP) at Illinois State University, Northern Illinois University, the University of Illinois at Chicago, and the Forum on the Future of Public Education at the University of Illinois at Urbana-Champaign. The ICEPR Board will consist of 15-20 members, including the Steering Committee and representatives from state education agencies, the Illinois Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Human Services (DHS), practitioner organizations, Chicago Public Schools (CPS), regional public universities, private universities, and independent research and policy organizations. ICEPR's functional responsibilities will include recruiting researchers

and coordinating their work across multiple institutions; facilitating data sharing arrangements with LEAs and easing administrative demands of research projects; communicating research findings in a way that informs ongoing practice, policy development, and innovative program implementation; and seeking and securing external funding for projects.

**B. Access to LEA and State Data.** The Participating LEA MOU ensures that Participating LEAs will cooperate with ICEPR to build local capacity to support research and development activities and share data with ICEPR in a manner consistent with all State and federal privacy protection laws. The creation of the IlliniCloud will provide ICEPR with ready access to LEA data, as historical data will be retained in a standardized format in the IlliniCloud data warehouse, with access to that data overseen by the governing board of the LPMS/IlliniCloud. The ICEPR will have representation on this governing board to ensure that the data warehouse is developed in a way that facilitates researcher access and that a standard process exists to review and authorize data requests. As described in Section (C)(2), the Intergovernmental Data Sharing Agreement in place among the state education agencies will provide ICEPR access to state longitudinal data.

**C. Research Agenda.** The State of Illinois has initiated priority setting for the ICEPR research agenda with a major event on November 17, 2009 attracting over 80 state agency leaders, university researchers, policy makers, and analysts. To align its work with the key objectives of this Plan, the focus for the ICEPR research agenda will be on how policies and programs in the following areas promote student growth and close achievement gaps: (1) systems to attract, develop, and support effective teachers and leaders; (2) P-20 alignment and college- and career-readiness; (3) innovations and interventions in low-performing schools and districts; (4) assessment and management of learning (formative vs. summative); and (5) approaches to teaching math and science (including STEM education), language, and literacy, and enhanced outcomes for traditionally low-achieving student groups. Already, the members of the ICEPR Steering Committee have begun research and development initiatives to move this Plan forward. The Forum on the Future of Public Education at the University of Illinois at Urbana-Champaign has initiated a study to assess the capacity of districts to use data to inform practice and improve student achievement that will inform the design and implementation of the LPMS. CCSR, through its partnership with The New Teacher Project and Consortium for

Educational Change (*see (D)(2), pp. 135-36*), will provide critical documentation and feedback for the accelerated implementation of performance evaluation systems in Super LEAs.

**D. PERA Evaluation.** The State priority of establishing systems to attract, develop, and support effective teachers and leaders will be the immediate priority for the ICEPR. In particular, ICEPR will provide critical support to the State's implementation of the redesign of performance evaluation systems through its management of an independent analysis of performance evaluation implementation. The Performance Evaluation Reform Act specifically requires that the State contract for a research-based study of performance evaluation reform by no later than September 1, 2011 (a year later if the State does not receive an RTTT grant) (the "PERA Evaluation").<sup>27</sup>

The PERA Evaluation will use data collected by the State including, but not limited to, performance ratings for teachers and principals, district recommendations to renew or not renew non-tenured teachers, and student achievement data. In addition, the LEA data made available through the IlliniCloud will allow the PERA Evaluation to incorporate information from local assessment and HR systems for evaluation in a statewide manner that has never before been possible.

The ICEPR's role in this effort is to partner with ISBE to select the entity responsible for the PERA Evaluation and, working closely with ISBE and stakeholders, provide consultation and oversight for its implementation. A leading model for the PERA Evaluation is the Excellence in Teaching pilot in Chicago, where CCSR has partnered with Chicago Public Schools on every element of the design, implementation, and reporting, while still delivering an independent assessment of successes and challenges. Extensive access to individual student and teacher data was a critical element of the success of CCSR's work, as will be true for the PERA Evaluation.

The PERA Evaluation is a major priority because of its important link to RTTT and to establishing the credibility and repertoire of the ICEPR. The ICEPR, including partners such as CCSR, will play a critical role in building relationships with local districts through its hands-on approach to research that is highly connected to practice and policy. In particular, researcher access to both State and local assessment data will support the State's efforts to ensure that rigorous methods for measuring student growth are employed by all teachers, and not just those in State-tested grades and subjects. The PERA Evaluation will serve as a model for using the

State longitudinal data system and local instructional improvement systems and ensuring that local and statewide decision-making are focused on improved school performance.

<b>(C)(3): Using Data to Improve Instruction</b>						
<b>Activities, Timelines and Responsible Parties Summary Table</b>						
Activities	2010	2011	2012	2013	2014	Responsible Parties
<b>Development and Implementation of the Learning and Performance Management System (LPMS) and the IlliniCloud</b>						
Continued stakeholder engagement and requirements development.		JUNE 2010 - NOVEMBER 2010				ISBE; LPMS/IlliniCloud Governance Board
Development of the RFSP for LPMS and IlliniCloud.		SEPTEMBER 2010 - NOVEMBER 2010				ISBE; LPMS/IlliniCloud Governance Board
Issuance of RFSP for LPMS and IlliniCloud.		NOVEMBER 2010				ISBE, in coordination with the LPMS/IlliniCloud Governance Board
Selection of LPMS developer through a process ensuring input from stakeholders and necessary technical expertise.		JANUARY 2011				ISBE, in coordination with the LPMS/IlliniCloud Governance Board
• Development and design of LPMS, including professional development components.			FEBRUARY 2011 - JUNE 2012			ISBE; LPMS/IlliniCloud Governance Board; LPMS Developer
• Usability testing of LPMS with key stakeholders (teachers, admins, etc.) and refinement of design		JULY 2011				LPMS Developer
• Piloting and evaluation of LPMS in selected Participating LEAs.			AUGUST 2011 - DECEMBER 2011			LPMS Developer
• Continued pilot in more LEAs and data collection				JANUARY 2012 - AUGUST 2012		LPMS Developer
• Modifications based on analysis of data (ongoing)						
The IlliniCloud expands to support all Participating LEAs.			FEBRUARY 2011 - AUGUST 2012			ISBE; LPMS/IlliniCloud Governance Board
Full Implementation of LPMS and IlliniCloud in Participating LEAs			SEPTEMBER 2012 - SEPTEMBER 2013			ISBE; LPMS/IlliniCloud Governance Board; LPMS Developer
Extension of LPMS and IlliniCloud statewide				SEPTEMBER 2013 - SEPTEMBER 2014		ISBE; LPMS/IlliniCloud Governance Board; LPMS Developer
<b>Establishment of the Illinois Collaborative for Education Policy Research (ICEPR)</b>						
Formalization of organizational structure and research agenda.		JUNE 2010 - DECEMBER 2010				ICEPR Steering Committee and Board, in coordination with ISBE
Initial research Requests for Proposals (RFPs) issued.		JANUARY 2011 - JUNE 2011				ICEPR Steering Committee and Board, in coordination with ISBE
• Continuation of research/reform projects.				JUNE 2011 - JUNE 2014		ICEPR Steering Committee and Board, in coordination with ISBE
• Additional RFPs issued.						
• Independent evaluation of performance evaluation commenced and conducted						

**(C)(3): Using data to improve instruction**

Evidence for (C)(3) [\*optional]: Any performance measures to be used by the State re: this criterion, and baseline data for current school year or most recent school year.

**RESPONSE:** Please complete the data table below; list performance measures for Criteria (C)(3), baseline data, and annual targets through end of SY 2013-2014. (This table only needs to be completed if the State has identified the performance measures for (C)(3). If such indicators have not yet been selected, the table does not need to be completed at this time.)

<b>Performance Measures (C)(3)</b>		<b>Actual Data: Baseline (Current/ most recent school year)</b>	<b>End of SY 2010-2011</b>	<b>End of SY 2011-2012</b>	<b>End of SY 2012-2013</b>	<b>End of SY 2013-2014</b>
If the State wishes to include performance measures, please enter in rows below, and provide baseline data and annual targets in the columns provided.						
<b>Learning and Performance Management System (LPMS)</b>	% of Participating LEAs relying on either the LPMS system as their primary data platform or a locally developed platform pre-approved by the State	NA	35%	55%	90%	100%
	% of teachers in Participating LEAs accessing the LPMS or a locally developed instructional improvement system on a daily basis	NA	35%	55%	90%	100%
	% of principals in Participating LEAs accessing the LPMS or a locally developed instructional improvement system on a daily basis	NA	35%	55%	90%	100%
	Number of teachers, technology staff, and administrators trained on LPMS use:	NA	0	2,000	8,000	16,000
<b>IL Collaborative for Education Policy Research (ICEPR)</b>	% of Participating LEAs with direct data sharing arrangements with ICEPR		10%	20%	35%	50%

**D. GREAT TEACHERS AND LEADERS**

**RTTT APPLICATION REQUIREMENTS**

**(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and

\* \* \*

**(D)(1) Illinois Reform Conditions  
Providing High-Quality Pathways for Aspiring Teachers and Principals**

**A. Overview.** Illinois has a variety of alternative certification programs for teachers, administrators and principals, as described in this Section. These programs were designed to meet shortages and to shorten the time to become certified for individuals who currently hold four-year degrees. Each program has specific entrance requirements and an intensive course of study.

On January 15, 2010, Public Act 96-0862 was signed into law by Governor Quinn to allow the following alternative certification programs described below to be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education: The Alternative Teacher Certification Program, the Alternative Route to Teacher Certification, the Alternative Route to Administrative Certification, and the Alternative Route to Administrative Certification for National Board Certified Teachers. Public Act 96-0862 has an immediate effective date. Further, Senate Bill (SB) 226, signed into law on the date of submission of this application, allows all administrator/principal certification programs to be provided by various types of qualified providers, including both institutions of higher education and not-for-profit entities operating independently from institutions of higher education. SB 226 has a July 1, 2010 effective date. Any and all programs, regardless of provider type, must be approved by the State Board of Education, in consultation with the State Teacher Certification Board (and the Board of

Higher Education for principal preparation programs), in accordance with generally applicable program approval requirements and held accountable to the same standards.

In addition to expanding the types of providers that can offer alternative certification programs, the State of Illinois has provided direct financial assistance to one of the State's largest alternative certification providers. Since 2003, the Illinois General Assembly has provided a direct line-item appropriation to support Teach for America, averaging over \$400,000 per State fiscal year. This support has helped Teach for America support over 1,625 corps members in Illinois since 2003, 1566 of whom were placed in Chicago Public Schools. In addition, Teach for America alumni in Illinois continue to serve as teachers (350), assistant principals (49), and school leaders (27).

## **B. Legal Framework and Program Elements.**

### **Teacher Alternative Certification Programs**

1. The Alternative Teacher Certification Program. This program is authorized by Section 21-5b of the School Code, 105 ILCS 5/1-1 *et seq.* While the Alternative Teacher Certification Program was designed specifically to address the shortage of teachers in Chicago Public Schools, the program may be offered statewide. This program complies with all the requirements set forth in the definition of "alternative routes to certification" contained in the application notice. Specifically, the Alternative Teacher Certification Program may be provided by both not-for-profit institutions as well as certain 4-year institutions of higher learning.<sup>28</sup>

In addition, all candidates complete an intensive course of study and an academic year internship while holding a provisional teaching certificate. A provisional certificate will not be issued unless the candidate has: earned a bachelor's degree, successfully completed the program's course of study, passed the basic skills and content knowledge tests, and been employed for at least 5 years in an area requiring application of the candidate's education.<sup>29</sup> For programs preparing teachers for the Chicago Public Schools, the requirement of 5 years of work experience is waived. As demonstrated through these requirements, the Alternative Teacher Certification Program is selective in accepting candidates for this accelerated teacher certification program. After completing the academic year internship, the candidate's teaching performance is thoroughly assessed by school officials and the partnership participants.<sup>30</sup> As a

result, through this program design, each candidate is provided supervised, school-based experiences and ongoing support throughout the program.

Successful completion of this program satisfies any other practice or student teaching and subject matter requirements established by law. Consequently, this program significantly limits the amount of coursework required and allows participants to bypass certain otherwise required courses. Similar to traditional teacher preparation programs, upon program completion, an "Initial" Alternative Teaching Certificate valid for four years is issued.<sup>31</sup>

2. Alternative Route to Teacher Certification. This program is authorized by Section 21-5c of the School Code, 105 ILCS 5/1-1 *et seq.* The Alternative Route to Teacher Certification complies with all requirements set forth in the definition of "alternative routes to certification" contained in the application notice. Specifically, the Alternative Route to Teacher Certification Program may be provided by a not-for-profit institution, certain 4-year institutions of higher learning, or a combination thereof.<sup>32</sup>

Under this program, like the Alternative Teacher Certification Program, all candidates complete an intensive course of study and are assigned to a full-time teaching position for a full school year while holding a provisional teaching certificate. During this school year, each candidate is assigned a mentor teacher to advise and assist the candidate.<sup>33</sup> A provisional certificate will not be issued unless the candidate has: earned a bachelor's degree, been employed for at least 5 years in an area requiring application of the individual's education, successfully completed the program's course of study, and passed the required basic skills and content knowledge tests.<sup>34</sup> As demonstrated through these requirements, the Alternative Route to Teacher Certification is selective in accepting candidates for this teacher certification program.

After completing the full-time academic year teaching position, the candidate's teaching performance is thoroughly assessed by school officials and the program participants. As a result, through this program design, each candidate is provided supervised, school-based experiences and ongoing support and mentoring throughout the program. Successful completion of this program satisfies any other practice or student teaching and subject matter requirements established by law.<sup>35</sup> Consequently, this program significantly limits the amount of coursework required and allows participants to bypass certain otherwise required courses. As with traditional teacher preparation programs, upon program completion, an "Initial" Teaching Certificate valid for four years is issued.<sup>36</sup>



3. Illinois Teachers Corps. This program is authorized by Section 21-11.4 of the School Code, 105 ILCS 5/1-1 *et seq.* The Illinois Teachers Corps Program is designed to encourage the entry of qualified professionals into teaching as a second career and provide them with an accelerated means to certification. This program substantially complies with the definition of "alternative routes to certification" contained in the application notice. The Teachers Corps Program is selective in accepting candidates. As set forth in Section 21-11.4 of the School Code, program candidates must hold a bachelor's degree, have a GPA of 3.0 or higher, show proof of five years of professional work experience in the area the applicant wishes to teach, pass the Illinois basic skills and content test, and enroll in a Master's of Education degree program approved by the State Board of Education.<sup>37</sup>

The program may be offered by a regionally accredited institution that offers an approved Master's Degree in Education program in partnership with a school district. A school district may hire an Illinois Teacher Corps candidate after he/she receives a resident teacher certificate. The requirements for obtaining a resident teacher certificate are set forth in Section 21-11.3 of the School Code, 105 ILCS 5/1-1 *et seq.* The Teachers Corps program is specifically designed to ensure resident teachers have the opportunity to earn an initial certificate within three summers and two academic years, and the program in general must be completed within four years.<sup>38</sup> Program participants must be mentored by a teacher within the district throughout the program. With this program design, candidates are provided supervised, school based experiences and ongoing support and mentoring throughout the program. The holder of a resident teacher certificate is deemed to have satisfied the requirements for the issuance of a "Standard" Teaching Certificate if the candidate has completed 4 years of successful teaching, passed all appropriate tests, and earned a master's degree in education.<sup>39</sup> As a result, the Illinois Teacher Corps program significantly limits the amount of coursework required and allows participants to bypass certain otherwise required courses.

### **Administrator/Principal Alternative Certification Programs**

1. Alternative Route to Administrative Certification. This program for administrators is authorized by Section 21-5d of the School Code, 105 ILCS 5/1-1 *et seq.* The Alternative Route to Administrative Certification is designed to be a "fast-paced" program to obtain the Superintendent's certificate. As set forth in Section 21-5d of the School Code, it requires a master's degree in a management field or a bachelor's degree and life experience equivalent to a

master's degree in a management field. The candidate completes an intensive course of study and then completes a full-time administrative position in a school for one year. Upon successful completion an individual earns a "Standard" Administrative certificate.<sup>40</sup> This program substantially complies with the definition of "alternative routes to certification" contained in the application notice. As described above, the program may be provided by a not-for-profit institution or certain 4-year institutions of higher learning; is selective in accepting candidates; provides supervised, school-based experiences and ongoing support throughout the program; significantly limits the amount of coursework required to obtain the "Standard" Administrative certificate; and upon completion, the program awards the same level of certification as is awarded in traditional preparation programs.<sup>41</sup>

2. Alternative Route to Administrative Certification for National Board Certified Teachers. Illinois enacted Section 21-5e of the School Code, 105 ILCS 5/1-1 *et seq.*, authorizing the creation of alternative routes/programs for administrative certification for National Board Certified Teachers. This statute substantially complies with the definition of "alternative routes to certification" contained in the application notice. Programs approved under this statute may be provided by a not-for-profit institution or certain 4-year institutions of higher learning.

In order to participate in this program, the "teacher leader" must be a certified teacher who has already received National Board certification and who has a teacher leader endorsement as further described in the statute.<sup>42</sup> The program content and skills must meet the Illinois Professional School Leader Standards for State certification, with the exception of content and skills that the candidate demonstrates she/he has already attained through National Board certification or a teacher leaders master's degree program. In order to complete the program, a candidate must complete a master's degree in a teacher leader program, 15 hours of coursework in which the candidate must show competency in content and skills aligned to the Illinois Professional School Leader Standards, and obtain a passing score on the Illinois Administrator Assessment.<sup>43</sup> As a result, this program significantly limits the amount of coursework required to obtain the "Standard" Administrative certificate. Upon completion of the program, a "Standard" Administrative certificate is awarded, which allows the certificate holder to serve as a principal.<sup>44</sup>

3. National Louis University/New Leaders for New Schools (CPS). Prior to the enactment of SB 226 (see Subsection (4) below), Illinois authorized programs for principals that

include the elements for alternative routes to certification, as defined in the RTTT criteria, under the statutory authority that governs traditional principal preparation programs. New Leaders for New Schools Chicago, a not-for-profit organization, administers the New Leaders Program in partnership with National Louis University. The New Leaders fifteen-month program consists of rigorous coursework delivered by nationally recognized experts, a full-time year-long residency in a Chicago Public School, and intensive work with successful veteran principals. Through this program, New Leaders earn a Master of Education in Administration and Supervision and an Administrative Certificate.

Upon program completion, New Leaders for New Schools offers placement support and provides the new leaders with ongoing support and networking. New Leaders commit to serving in their school districts for 4 years as urban public school principals. In return, New Leaders receive more than \$100,000 in coursework, instruction, and support at no cost to them. New Leader applicants must meet rigorous selection criteria, and Chicago applicants must have a minimum of 2 years of full-time experience teaching in a K-12 classroom, a bachelor's degree, and a valid teaching certificate. The New Leaders program, as described above, satisfies the criteria set forth in the definition of an "alternative route to certification," as defined in the application notice. The New Leaders Program is selective in accepting candidates, provides supervised, school-based experiences and ongoing support to its program participants, and upon completion awards a "Standard" Administrative certificate.

#### 4. Impact of SB 226

SB 226 expands opportunities for alternative routes to certification for principals by permitting not-for-profit entities to offer programs in addition to and separate from institutions of higher learning. The law requires an internship that will provide for a supervised, school-based experience. In addition, while the law generally requires 4 years of teaching experience for a candidate to obtain a principal endorsement, the State Board is required to allow by administrative rule for fewer than 4 years of experience based on meeting standards that include, but are not limited to, a review of performance evaluations or other evidence of demonstrated qualifications for instructional leadership positions. Therefore, the State Board can authorize preparation programs structured to accept candidates that are on an accelerated path to principal certification.

### Alternative Certification Programs in Illinois

The chart below lists the alternative certification programs operating in the State under the State's alternative routes to certification, the elements of the program, the number of teachers and principals that successfully completed each program in the previous academic year, and the total number of teachers and principals certified statewide in the previous academic year.

<b>Alternative Teacher Certification Programs</b>			
<b>Type of Program</b>	<b>Institution</b>	<b>Teachers completing program in SY 2008-09</b>	<b>Program elements</b>
Alternative Teacher Certification Program (CPS) (5/21-5b)	Dominican University, National – Louis University, Northwestern University, Quincy University, University of Illinois at Chicago	500	Complies with definition criteria: a, b, c, d, and e.
Alternative Route to Teacher Certification (5/21-5c)	Benedictine University, Eastern Illinois University, Governors State University, Illinois State University (Discontinued), McKendree University, Rockford College, Southern Illinois University Carbondale	172	Complies with definition criteria: a, b, c, d, and e.
Resident Teacher Certification (5/21-11.3)	Chicago State University and Northern Illinois University (Discontinued)	0	Complies with definition criteria: a, b, c, d, and partially e.
<b>Total</b>		<b>672</b>	

\*For a breakdown of participating numbers by offering institution, please see **Appendix D1-1**

Alternative Administrator/Principal Certification Programs			
Type of Program	Institution	Administrators completing program in SY 2008-09	Program elements
Alternative Route to Administrative Certification (Superintendents) (5/21-5d)	Western Illinois University	15	Complies with definition criteria: a, b, c, d, and e.
Alternative Route to Administrative Certification for National Board Certified Teachers (Principals) (5/21-5e)	Programs to be developed	0	Complies with definition criteria: a, b, c, d, and e.
National Louis University/New Leaders for New Schools (CPS)	National Louis University/New Leaders for New Schools Chicago	23	Complies with definition criteria: a, b, c, d, and e.
<b>Total</b>		<b>38</b>	

RTTT APPLICATION REQUIREMENTS			
<b>(D)(1) <u>Providing high-quality pathways for aspiring teachers and principals</u> (21 points)</b>			
	*	*	*
(iii)	A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.		

Under Section 2-3.11c of the School Code, 105 ILCS 5/1-1 *et seq.*, ISBE is required to provide a report that addresses the relative supply and demand for education staff in Illinois public schools. Specifically, this report provides information on: (1) the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels; (2) state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and (3) projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.<sup>45</sup> Data for the report is provided by school district

administrators through the State's Teacher Service Record data collection system and an unfilled positioned survey ISBE administers to all LEAs.

ISBE makes this report publicly available on its website and also delivers it to the Governor, the General Assembly, and institutions of higher education. ISBE is in the process of renegotiating its agreement with the National Council on the Accreditation of Teacher Education (NCATE) to restructure the State's program accreditation process to more closely align this process with program data and supply and demand data.

Through RTTT, Illinois will further connect the educator supply and demand data to efforts to prepare teachers and principals to fill areas of shortage through the work of the Regional Pipeline Coordinators – new Statewide System of Support positions responsible for aligning the work of preparation programs (including traditional programs and alternative providers), school districts, and Lead and Supporting Partners to recruit and prepare teachers and principals for placements in high poverty/high minority schools (*see (D)(3)(i), pp. 151-62*). The Regional Pipeline Coordinators will use regional analyses of fields, content areas, and levels with an over/under supply of educators in the supply and demand report to align and target regional preparation program activities to better serve high poverty/high minority schools.

**EVIDENCE: (D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)**

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

**CONTAINED IN NARRATIVE**

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
  - The elements of the program (as described in the alternative routes to certification definition in this notice).
  - The number of teachers and principals that successfully completed each program in the previous academic year.
  - The total number of teachers and principals certified statewide in the previous academic year.

**CONTAINED IN NARRATIVE**

**RTTT APPLICATION REQUIREMENTS**

**(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

\* \* \*

**(D)(2) Illinois Reform Plan  
Improving Teacher and Principal Effectiveness Based on Performance**

**(D)(2) GOAL I: Build robust teacher and principal evaluation systems that focus on both effective practice and student growth.**

**KEY ACTIVITIES.**

**A. Statewide Reform of Performance Evaluation Systems.**

The foundation of Illinois' performance evaluation reforms and, indeed, the State's overall educator effectiveness strategies is the Performance Evaluation Reform Act of 2010 ("PERA") (Public Act 96-0861, attached as **Appendix A1-3-A**). This Act, passed in January of this year with overwhelming bipartisan support, forever changes State systems for supporting and developing teachers and leaders by tightly aligning student outcome and effectiveness measures. Because PERA was developed and enacted through a cooperative process that included teacher unions, school district administrators, and other stakeholders, the law's monumental reforms occurred with the support of the educators who will be subject to its provisions and without the explosive battles that have hampered other state efforts. This buy-in will be critical for the ongoing sustainability of Illinois' performance evaluation reforms.

1. *The Need for Statewide Reform and the Performance Evaluation Reform Act.*

Prior to PERA, teacher and principal evaluation in Illinois was broken. A recent study of evaluation systems in three of the State's largest districts found that out of 41,174 teacher evaluations performed over a five-year period, nearly 93% of teachers were rated "superior" or "excellent," 7% were rated "satisfactory," and only 0.4% were rated "unsatisfactory."<sup>46</sup> While there is less data on the evaluation of Illinois principals, it likely tells a similar story; many principal evaluations are not performed regularly and—anecdotally—those that are have a similar distribution of ratings as teacher evaluations. For both teachers and principals, too many of the State's current evaluation systems do not clearly define effective practice, identify those professionals that utilize it and those that do not, or provide meaningful and actionable feedback to educators. Moreover, the current systems do not promote the consideration of student outcomes in the evaluation of teacher and principal performance.

Recognizing that fixing the problems of Illinois' teacher and principal evaluations is fundamental to improving classroom instruction and school leadership, Illinois is committed to evaluating 100% of teachers and principals based on robust performance evaluation systems that measure both professional practice and student growth, with clear expectations for both professional practice and student growth, meaningful feedback on performance, and an actionable plan for building on strengths and addressing short-comings. Toward these objectives, PERA includes the key reforms to the State's performance evaluation systems for teachers and principals detailed in **Table D.2(a)** on the following page. By enacting its performance evaluation reform framework into law, Illinois has ensured that, from this point forward, the key elements of the reform framework will not be restricted by or dependent on local collective bargaining agreements.<sup>47</sup>

Still, because cooperation with teachers and principals is necessary to create fair and sustainable local systems, ISBE will require each Participating LEA, as part of its RTTT implementation plan, to demonstrate how local evaluation systems will be designed and developed with additional teacher and principal involvement. In addition, practicing teachers and principals, as well as the statewide associations representing them, are represented on the Performance Evaluation Advisory Council (PEAC) established by PERA and will play an important role in shaping the implementation of performance evaluation reforms (see **Appendix D2-1** for a listing of PEAC membership).



<b>Table D.2(a)</b> <b>PERFORMANCE EVALUATION REFORM ACT: CRITICAL ELEMENTS</b>	
<b>Student Growth</b>	<p>All systems must include student growth as a significant factor in all teacher and principal evaluations. PERA establishes a State "default" model for teacher evaluations basing 50% of the rating on student growth that will apply if an LEA and its union cannot reach agreement within 180 days. The other 50% of the evaluation is based on practice using the State-adopted evaluation framework.</p> <p><i>** Under the Participating LEA MOU, all Participating LEAs must base at least 50% of teacher and principal evaluation ratings on student growth.</i></p>
<b>Evaluation Plan Development</b>	<p>PERA requires that local teacher performance evaluation plans be developed in good faith cooperation with the local collective bargaining unit. However, to ensure timely implementation, it also includes a 180-day "backstop" for districts and unions to reach agreement on the plan before defaulting to a State default model. (In Chicago, if the district and union do not reach agreement in 90 days, Chicago Public Schools can implement its last best proposal.<sup>48</sup>)</p>
<b>Evaluators</b>	<p>A broader range of properly trained evaluators can undertake teacher evaluations, including "peer" evaluators. The State must establish an evaluator pre-qualification program that includes rigorous training and promotes inter-rater reliability.</p>
<b>Rating Categories</b>	<p>PERA establishes four rating categories for tenured teacher and principal evaluations (instead of the current three for teachers), with the addition of a "Needs Improvement" category that leads to professional development informed by performance evaluation data.</p>
<b>Timeline</b>	<p>PERA mandates evaluations that include student growth:</p> <ul style="list-style-type: none"> <li>(a) for all principals by the start of SY 2012-13,</li> <li>(b) for teachers in 300 schools in Chicago by the start of SY 2012-13, with the remainder of CPS schools by the start of the following school year,</li> <li>(c) for all teachers in all other Participating LEAs and LEAs receiving a School Improvement Grant by the start of SY 2012-13,</li> </ul> <p><i>** By the start of SY 2012-13, 100% of the State's principals and 80% of its teachers will be evaluated using redesigned systems.</i></p> <ul style="list-style-type: none"> <li>(d) for the lowest-performing 20% of remaining LEAs, by the start of SY 2015-16, and</li> <li>(e) for all other LEAs, by the start of 2016-17.</li> </ul>
<b>State Supports</b>	<p>PERA ensures that the State establish a number of data collection and support systems to effectively implement evaluations (detailed in <b>Table D.2(b)</b>, p.138).</p>

2. Illinois' challenges and advantages. Illinois begins this work with challenges to overcome and intends to confront them directly through the components of this Plan. The usability of the existing annual state assessments is the largest obstacle to implementing consistent state-wide measures of year-to-year student growth for teacher evaluations. As with many assessments designed to meet requirements for school and district accountability based on proficiency, the ISAT presents technical challenges for measuring year-to-year student growth that can be attributed to individual teachers. Chicago Public Schools has invested approximately \$2.5 million over three years to develop an ISAT-based annual growth measure for teachers in grades 4-8, which it intends to use as part of its teacher evaluation system. ISBE is working closely with CPS and the Wisconsin Center for Education Research (WCER) to evaluate the potential of the model to be used at the State level. However, ISBE has been cautioned by its technical advisors that it may not be feasible to extend this model into a statewide annual growth measure for teachers.

As it may not be possible to utilize the ISAT as a statewide annual growth measure for teachers, Illinois is seeking a governance role in a consortium of states to develop statewide K-12 growth measures for teachers using the new assessments aligned with the Common Core Standards. Illinois will focus on providing Participating LEAs with credible and well-aligned student growth measures for individual teachers based on those assessments as soon as possible. Until then, Illinois will focus its efforts and resources on (i) assisting and working with LEAs in the meaningful use of locally developed measures of student growth in the evaluation of teachers through such efforts as the statewide Assessments for Learning contract (*see (B)(3), pp. 78-79*); and (ii) using ISAT data to benchmark the validity and reliability of local assessment results (as ISAT can be relied on as a benchmarking tool when data is aggregated beyond the individual teacher level).

A unique strength for Illinois is the widespread use of practice-based evaluation tools by LEAs around the State that ensure all teachers and principals are provided meaningful and reliable feedback on their professional practice. Examples of these strong practices include:

- The Danielson Framework for Teaching is the basis for evaluation of teacher practice in at least 15 Illinois districts including Chicago, Elgin, Evanston, and Rockford, which are some of the largest districts in the State.

- Evanston's Danielson-based system uses equal measures of teacher practice and student growth for evaluating teachers.
- Early evidence from an ongoing evaluation by the Consortium on Chicago School Research of the Excellence in Teaching pilot program using the Danielson Framework in roughly 100 Chicago schools demonstrates that CPS principals are effectively differentiating teacher performance using the Framework.<sup>49</sup> Principals in the pilot rated 35% of the observed teachers in the two lowest categories.<sup>50</sup> Chicago principals using the old rating system placed less than 6% of teachers in the two lowest categories between SY 2003-04 and 2007-08.<sup>51</sup>
- The Teacher Advancement Program in 30 Chicago schools has been successful in linking student growth to teacher professional development and compensation.
- Teach Plus, a national organization that works to retain great teachers in urban schools, has convened meetings with Chicago Public School teachers and policymakers to help Chicago identify its best measures of student growth, and will continue to do so throughout 2010.
- A DuPage County Regional Office of Education principal evaluation program has been widely implemented in districts throughout this populous suburban county that uses multiple data collection tools based on Marzano's 21 leadership characteristics and the Vanderbilt Assessment of Leadership in Education (Val-Ed).

To build upon these strong existing practices and to develop the implementation details of the statewide system, the State Superintendent has appointed the Performance Evaluation Advisory Council (PEAC) established under PERA (see **Appendix D2-1** for membership). The members of the PEAC include Illinois educators with extensive prior experience in the field of performance evaluations, representatives of key stakeholder groups (including unions, principals, and other management), and national experts from Teach for America, The New Teacher Project, Stanford University, and the Wisconsin Center for Education Research (WCER). Under PERA, the PEAC must meet quarterly through June 30, 2017. The PEAC is currently meeting on a monthly basis, with subcommittees meeting on a more frequent basis. As new State assessments are implemented during the latter years of the RTTT grant period, the PEAC will assist ISBE to integrate these assessments into the State's support system for performance evaluations.

Because Illinois recognizes the significant challenges to providing effective evaluations for all teachers and principals, the State intends to learn from both mistakes and successes, and from others doing similar work in other states. To that end, Illinois will partner with an independent evaluator who will work with ISBE and stakeholders to monitor and report on system implementation, identify and help address challenges, connect and inform the work in Illinois with RTTT-funded evaluation in other states, and ultimately determine the impact of the initiative on student learning (*see (C)(3), pp. 114-15*).

3. *Phased Approach to Statewide Implementation*. As further described in **Table D.2(a)**, the State will undertake a phased approach to implement redesigned performance evaluation systems in all Illinois schools and LEAs.

- First, by the start of SY 2011-12, the 13 Super LEAs (*see (A)(1), pp. 14-15*) have committed with their union leadership to implement performance evaluation systems meeting the requirements of this Plan in their Illinois Priority Schools, which are among the lowest-performing schools in the State (*see (E)(2), pp. 192-93*). By initially focusing on Illinois Priority Schools, the redesigned performance evaluation systems will build a foundation for comprehensive school interventions and identify lessons for broader statewide implementation. In addition, as the lowest-performing Super LEA schools are high schools, the first phase will aggressively confront the challenge of developing student growth measures for the full range of high school faculty.
- In the second phase, by the start of SY 2012-13: (i) all Participating LEAs *and* LEAs receiving new School Improvement Grant awards must implement redesigned teacher evaluation systems; and (ii) under PERA, every LEA in the State must implement redesigned principal evaluation systems. Under the Participating LEA MOU, at least 50% of teacher and principal performance evaluations must be based on student growth.
- Finally, PERA specifies a phase-in schedule for all remaining LEAs. Due to the broad participation in this Plan, less than 40% of the State's LEAs, representing less than 20% of the State's student population, will implement redesigned evaluation systems on this slower timeline. Importantly, these LEAs must still implement redesigned systems incorporating student growth, ensuring that the earlier work of Participating LEAs is broadened to a statewide system for every teacher and principal in the State.

4. Multiple Rating Categories to Differentiate Effectiveness. Under PERA, by the start of SY 2012-13, all LEA evaluation systems for both tenured teachers and principals will include the rating categories of Excellent, Proficient, Needs Improvement, and Unsatisfactory (even if the full redesign of the teacher evaluation system is not occurring until later years, as described above). The "Needs Improvement" category will permit the identification of specific deficiencies and lead to a plan for improvement for those deficiencies, without requiring full remediation. While the Illinois School Code currently requires three rating categories for teachers (Excellent, Satisfactory, and Unsatisfactory), over 60 school districts have obtained "waivers" of the three-rating-category requirement, many to implement a binary rating system.<sup>52</sup> PERA eliminates the ability to obtain waivers to ensure that all tenured teacher and principal rating systems include the four rating categories specified above. Participating LEAs must also undertake an evaluation of non-tenured teachers using the State framework with four performance levels and must report data to the State based on the four performance levels. For non-tenured teachers, Participating LEAs need not use these specific rating categories to document retention decisions, but must complete evaluations and report to the State on teacher performance using the four rating categories. Extensive feedback from district stakeholders indicated that a binary final summative determination for non-tenured teachers (e.g., recommended to "renew" or "non-renew") decreases the likelihood of challenges to non-renewal decisions.

5. Annual Evaluations that Include Timely and Constructive Feedback. PERA and the Participating LEA MOU establish the following requirements for annual evaluations:

- All principals must receive an annual summative evaluation.
- All non-tenured teachers must receive an annual summative evaluation.
- Tenured teachers must receive a summative evaluation at least once in the course of every two school years, provided that if a tenured teacher receives a "Needs Improvement" or "Unsatisfactory" rating, the teacher must receive a summative evaluation in the following year. In any year where a summative evaluation is not required, the tenured teacher must receive a non-summative evaluation of student growth. If the non-summative assessment of student growth demonstrates a failure to meet targets, it would trigger additional evaluation of the teacher's performance to determine whether intervention and/or supports are necessary.

Therefore, each Participating LEA's evaluation system must ensure that, each year, every teacher and principal has a regular, serious, structured conversation about his/her performance with his/her evaluator that centers on the student growth measurements in the evaluation plan, developed consistently with Subsection (B) below.

The PEAC has begun the process of defining State standards for evaluation feedback that is both "timely" and "constructive." The PEAC's foundational premise is that evaluation should be a process—not an event. "Timely" feedback should include continuous interaction between the evaluator and teacher or principal over the course of the year, including at the time of the formation of student growth goals, as soon as possible after the observation in a post-observation conference and through a written report, and at the time of determination of the final summative rating. "Constructive" feedback must define specific areas for improvement and actionable goals in order for a teacher or principal to achieve the next highest evaluation rating. Constructive feedback is also closely tied to the evaluation rubric and training program—each criterion in the rubric must sufficiently distinguish a specific area of practice, and the evaluators must be trained to adequately assess each criterion. Under PERA, PEAC's recommended standards for timely and constructive feedback will be reviewed and adopted through the State's administrative rulemaking process on or before September 30, 2011. The web-based systems developed by the State for the model evaluation templates (*see Table D.2(b), p. 138*) will facilitate feedback that is timely and will require an assessment of each criterion in the framework for effective professional practice.

6. *State-wide, Research-based Frameworks for Measuring Teacher and Principal Professional Practice.* Core assumptions of Illinois' evaluation system reforms are that (i) teacher practice can be measured by well-trained observers using observation-based frameworks that define and describe the elements of effective teaching practice; and (ii) principal practice can also be measured by well-trained observers, school climate surveys, 360 surveys, and other tools.

*a. Teachers:* The State Superintendent is proposing to the PEAC the adoption of the Danielson Framework for Teaching as the framework for teacher practice to be used in the practice portion of summative evaluations of Illinois teachers. The final framework will be adopted by the State Board through administrative rule in SY 2010-11, following further analysis of Danielson and other leading frameworks and through continued consultation with the PEAC. Participating LEAs will then adopt evaluation systems consistent with the State framework for

teacher practice, although an LEA may request state permission to use an alternate research-based framework that is substantially equivalent in both expectations and reporting. The State framework for teaching practice will integrate with and inform all teacher preparation, induction and mentoring, professional development, and formative and summative evaluation of practice in the State. Informed by collaboration with PEAC, the State Board will also define through administrative rule the essential elements of an assessment of teacher practice. At a minimum, these elements will include at least one observation, a post-observation conference between the evaluator and the teacher, and a timely and constructive written report on the observation using the framework. At the same time that the evaluation process is being defined, the State will begin building tools and processes to support districts in ensuring inter-rater reliability both within and across districts, including training for evaluators and a video-based observation and assessment process (*see Table D.2(b), p. 138*). All evaluators will have to be certified in the use of the framework prior to conducting any evaluation-related observations.

The State will also work with all of the State's teacher and principal preparation programs to align teacher pre-service education and principal training with the framework. Senate Bill 226, signed into law on the date of submission of this application, requires all principal preparation programs to include training in the evaluation of staff. This training will be required by ISBE to align with the State framework for teacher practice and address the principal's role in creating rigorous and appropriate student growth measures. As the result of this law, all principal preparation programs in the State will be required to redesign their preparation offerings between now and SY 2012-13, ensuring that new principals graduating from the redesigned programs are better prepared to undertake effective evaluations as soon as they assume an instructional leadership position.

*b. Principals:* The State will also define a common framework for an assessment of principal practice and identify and/or build tools to incorporate into the principal evaluation system. The State will build upon two existing parallel efforts that are well underway: (1) a joint effort by the Illinois Principals Association, Illinois Association of School Administrators, the Large Unit District Association, and ISBE to develop a model evaluation template; and (2) the work of the DuPage Regional Office of Education and its Leadership Steering Committee to develop a model for use throughout DuPage County districts. Both of these efforts are based on the 2008 Interstate School Leaders Licensure Consortium standards, and include as essential

elements: (i) maintaining a student learning-centered approach, (ii) focusing on the capacity of the principal to effect change for improvement, (iii) incorporating formative and summative measures, (iv) aligning with district and school improvement goals, and (v) including self-assessment and reflection. The PEAC will form a Principal Subcommittee at its June 2010 meeting to recommend a common framework building on these efforts, with final adoption by the State through administrative rule. The framework for principal practice will be the basis for all principal preparation, mentoring, professional development, and formative and summative evaluation in the State.

**B. LEA Development of Clear and Rigorous Methods for Measuring Student Growth.** A core principle of the redesigned Illinois evaluation system is that individual student growth can be measured over time with multiple measures that include standardized formative and summative tests, curriculum- and course-based assessments, and individual student work. The State recognizes that until new State student assessments aligned with the Common Core are implemented, there is great difficulty in using annual state assessments as a significant measure of student growth in teacher performance evaluations due to the data reliability concerns previously discussed (*see p. 129*). However, the use of current assessments as one of multiple measures of growth is not prohibited, and ISBE is evaluating whether the CPS growth model can be extended statewide as one measure of growth for teacher evaluations.

PERA charges the State Board of Education, in collaboration with PEAC, with adopting administrative rules addressing parameters for measuring student growth for teachers and principals in a valid and reliable manner that controls for appropriate student characteristics. New State assessments will be developed as expeditiously as possible and will be aligned with this work so that they can be incorporated into student growth measures as soon as they are available. The State will focus its immediate efforts and resources on helping LEAs to include appropriate, rigorous measures of student growth in evaluations while new State assessments are being developed and to use existing State assessments to benchmark the validity and reliability of local measures. The technical experts and practitioners assisting with the statewide contract for Assessments for Learning will help determine appropriate uses of these assessments and a method for differentiating student growth reporting into categories of high, effective, needs improvement, and unsatisfactory growth (*see (B)(3), p. 79*). The support of a unique partnership among The New Teacher Project (TNTP), Consortium for Educational Change (CEC), and



Consortium on Chicago School Research (CCSR) for the accelerated implementation of performance evaluations in the Super LEAs will establish model approaches to rigorous and appropriate methods for measuring growth, particularly in high school courses and subjects not traditionally tested (*see (D)(2)(iv), pp. 142-43, for a further discussion of this partnership*). Through the CCSR's participation in this partnership, lessons learned from the implementation of rigorous growth measures in Super LEAs will be shared with other Participating LEAs needing to implement in SY 2012-13 as a key part of the State's phased strategy. Finally, the State will work with its partners in the Multi-state Collaborative for Great Teachers and Leaders (*see (D)(2)(iv), p. 146*) to tackle this common challenge across multiple states.

*a. Teachers:* Every teacher evaluation must include at least two measures of student growth. For these measures, LEAs may use, but are not limited to, the following:

- Interim, formative, and end-of-course assessments that are appropriate for measuring growth, including those available through the statewide contract for Assessments for Learning (*see (B)(3), p. 78*).
- Student class work and performance. The "Student Vault," developed as a component of the Learning and Performance Management System (*see (C)(3), p. 103*), will facilitate the development of portfolios of student work that can assist with evaluations of student growth.
- Assessments designed at the school, grade, and department levels, particularly in non-core subjects.

Analysis of the performance of the students enrolled in a teacher's class will result in a measure of annual student growth for every evaluated teacher. The student growth measure for each teacher will be reported to the State as part of the State's data collection systems. In Participating LEAs, student growth must comprise at least 50% of a teacher evaluation.

*b. Principals:* Every principal evaluation will include at least two measures that report on the growth of the students enrolled in the school. The two measures must include annual student growth on one of the following: state-, district-, or school-administered interim, formative and summative assessments, and progress from pre-tests to end-of-course on district- or school-developed course exams. The other measure could be a measure of improvement such as student attendance, discipline, grades, or credit accumulation.

While the State faces challenges using ISAT data for a statewide annual growth measure for teachers, the State has more confidence in using ISAT data for growth measures at the school building level. The State is working with experts and practitioners to develop and implement a school-level growth measure using grades 3-8 ISAT data by no later than September 30, 2011. High schools have access to building-level growth information as a result of the State's incorporation of the ACT in the state assessment system and the State's funding for district implementation of the aligned EXPLORE and PLAN assessments (*see (B)(3), pp. 180-81*). The LEA superintendent, in consultation with the principal, is responsible for defining the measures that are appropriate for each principal. The student growth measure for each principal will be reported to the State as part of the State's data collection efforts. For Participating LEAs, student growth must comprise at least 50% of a principal evaluation.

**C. Creation of Extensive State Supports for Implementation.** State support for the implementation of redesigned teacher and principal evaluation systems will be critical to the ability of Participating LEAs to undertake these significant changes. Through both PERA and the Participating LEA MOU, the State has committed to creating a robust support system, including the elements specified in **Table D.2(b)** on the following page. The Center for School Improvement (*see (A)(2), p. 31*) will support LEA implementation of redesigned performance evaluation systems through its Educator Talent and Effectiveness Content Center. This Content Center will be tasked with ensuring the regional delivery system offers effective, consistent on-the-ground supports to all Participating LEAs. In addition, the web-based systems and collaboration features of the Learning and Performance Management System (*see (C)(3), p. 102-06*) will be utilized to provide evaluators with real time, any time support.

Under PERA, if the State receives an RTTT grant, the State must develop its comprehensive systems of support for new performance evaluation systems on or before September 30, 2011. If the State does not receive an RTTT grant, PERA requires the State to develop its evaluator pre-qualification and training program (above) on or before September 30, 2011, while other components will be developed on or before September 30, 2012. If the State does not develop a comprehensive system of support by the defined date, in recognition of the importance of State support for LEA action and the State's shared obligations under RTTT, the obligation of Participating LEAs to implement redesigned performance evaluation systems will be postponed for as long as it takes the State to implement these systems. The State is

committed to meeting the timelines for its obligations under PERA, as demonstrated through its prior and ongoing consultation with the PEAC to define the specifics of the State evaluation support system as quickly as possible.

<b>Table D.2(b): STATE SUPPORTS FOR LEA IMPLEMENTATION OF REDESIGNED PERFORMANCE EVALUATIONS</b>	
<b>Practice Frameworks</b>	Teacher and principal practice frameworks that describe the elements of good practice and provide rubrics and other tools for assessing practice. The State will also provide guidelines for the processes for collecting, reflecting on, and reporting evidence of practice with teachers and principals.
<b>Model Evaluation Plans</b>	Model evaluation plans for both teachers and principals for combining evidence of practice with evidence of student growth into a summative rating. The model will incorporate the requirements established by the State, but allow customization by districts in a manner that does not conflict with such requirements.
<b>Training and Pre-qualification</b>	<ul style="list-style-type: none"> <li>a. An evaluator pre-qualification program aligned with the State evaluation model.</li> <li>b. An evaluator training program based on the State evaluation model. The training program will provide multiple training options that account for the prior training and experience of the evaluator.</li> <li>c. A superintendent training program based on the State principal evaluation model.</li> </ul>
<b>Supports and Tools to Implement Redesigned Systems</b>	<p>A State provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal evaluation systems. The State will also develop:</p> <ul style="list-style-type: none"> <li>a. Web-based systems and tools and video-based observation processes supporting implementation of the model templates and the evaluator pre-qualification and training programs. Many of these systems and tools can be hosted on the Learning and Performance Management System upon its development (<i>see (C)(3), pp. 100-08</i>).</li> <li>b. Multiple instruments to collect evidence of principal practice, including school climate surveys, "360 evaluations" providing a comprehensive assessment of the effectiveness of school leader behaviors, and parent surveys.</li> </ul>
<b>Data Collection and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>a. The State will launch a voluntary LEA survey on evaluation instruments that identifies best practices and directs LEAs to areas for system improvement. This survey instrument will be developed in collaboration with stakeholders and national experts, and will be integrated with the mandatory performance evaluation data collection process required by the State Fiscal Stabilization Fund program.</li> <li>b. The State will measure and report correlations between local principal and teacher evaluations and (i) student growth in tested grades and subjects, and (ii) retention rates of teachers.</li> </ul>

**RTTT APPLICATION REQUIREMENTS**

**(D)(2) Improving teacher and principal effectiveness based on performance (58 points)**

\* \* \*

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

**(D)(2) GOAL II: Redesigned teacher and principal evaluation systems will inform the allocation of professional development resources and key decisions such as compensation, career advancement, certification, tenure conferral, and dismissals.**

**KEY ACTIVITIES.**

The goal of rigorous teacher and principal evaluations is twofold. First, the evaluation of teacher and principal practice will serve as the basis for educator improvement plans in all LEAs. Educators in Illinois will become more effective over time because they will receive professional development that is carefully and thoughtfully aligned to observed strengths and weaknesses. Second, evaluations that incorporate measures of both professional practice and student growth—as is required in Illinois by the new Performance Evaluation Reform Act (PERA)—will inform human resources decisions and policies in all LEAs and at the State level. Utilizing new evaluations in decisions about promotion, compensation, certification, conferral of tenure, and/or dismissal—the decisions that must be made to shape the best possible workforce for Illinois students—is imperative for system-wide improvement.

**a. Use of evaluations for developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development.**

Participating LEAs will use evaluation data to directly inform support and professional development resources allocated for teachers and principals. Under PERA, all LEAs are required upon implementation of new teacher evaluations to develop professional development

plans and remediation plans that are directly informed by deficiencies identified by the State framework of teaching practice for teachers rated "Needs Improvement" and "Unsatisfactory," respectively. As part of teacher induction and mentoring programs (*see (D)(5), pp. 181-83*), evaluation data will be shared with mentors so that new teacher weaknesses can be addressed early. (This process has already begun in Chicago's Excellence in Teaching Project, as all new teacher induction and mentoring programs are already using Danielson's Framework for Teaching to align supports.)

Similarly, principal evaluation data will be used to inform and target district supports and professional development. Under PERA, performance evaluations must specify the principal's strengths and weaknesses, with supporting reasons. For new principals, evaluations will be coordinated with principal induction programs (*see (D)(5), p. 183*) to align the mentors' supports to areas of weakness.

**b. Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities.**

Participating LEAs will use both teacher and principal evaluation data to identify future school and district leaders and for implementation of promotion and career ladder systems. In addition, the innovations by the Super LEAs and CPS will provide a foundation for broader statewide adoption of performance-based promotion and compensation systems.

*1. Tying Performance Evaluations to Teacher and School Leader Positions.*

Initiatives throughout this Plan focus on the development of teacher leaders. For all of these programs, the State's processes for distributing funding and monitoring Participating LEA implementation will require Participating LEAs to demonstrate that their teacher leader selections are informed by evaluation outcomes. Specific programs include:

- State funding support to increase the effectiveness of math and science teachers, with embedded requirements for increased leadership opportunities (*see (D)(3)(ii), p. 166-68*);
- The State's expansion of induction and mentoring programs requires qualified mentors to support beginning teachers (*see (D)(5), pp. 181-82*); and

- The State's criteria for interventions in low-performing schools through the Illinois Partnership Zone include the establishment of a distributed leadership team, including the principal and teachers with augmented school roles (*see (E)(2), p. 194-201*).

By providing the most effective teachers with additional responsibilities that impact compensation, Illinois will incent high performers to share their knowledge, skills, and expertise.

The State's recent overhaul of principal certification and preparation through SB 226 (*see (A)(3)(i), p. 51*) ties performance evaluation outcomes to a teacher's pursuit of the qualifications to become a principal. Under SB 226, candidates for a principal endorsement must generally have four years of teaching experience. However, ISBE is required to establish standards that allow for fewer than four years of teaching experience based on criteria including a review of performance evaluations.<sup>53</sup> ISBE will exercise this authority to establish an accelerated pathway to principal positions for teachers whose performance has been demonstrated to be highly effective as a result of rigorous evaluation systems that comply with this Plan.

#### *2. Enhanced Leadership Opportunities for Highly Effective Principals.*

In addition to tying performance evaluation outcomes to principal eligibility, the State will also use performance evaluations to recognize and reward highly effective practicing principals. Building off of the State's comprehensive focus on preparing principals to serve as instructional leaders, RTTT funding will be used to support the attainment of National Board Certification for principals in Participating LEAs that demonstrate highly effective leadership as reflected through student learning and performance evaluation outcomes.

The National Board Certification for Principals (NBCP) is a newly launched initiative of the National Board for Professional Teaching Standards that will define and validate the requirements that identify an accomplished, effective, and results-oriented principal (*see Appendix D3-2 for a further description*). The Chicago Public Education Fund has committed \$1 million and is the lead investor in NBCP, and Chicago Public Schools is serving as a pilot site for its implementation during SY 2010-11. This research-based, national certification will allow Participating LEAs to identify and recognize their most effective principals based on performance, who can then serve as mentors for new school leaders and potentially receive additional compensation. Illinois' RTTT commitment to this program will permit its expansion beyond CPS and help support more than 300 Illinois principals to pursue NBCP over the course of the RTTT grant period.

3. *Scaling Up Performance-based Compensation Innovations by the Super LEAs and Chicago Public Schools.*

The State will build on the cutting-edge efforts of Chicago Public Schools and the 13 Super LEAs to align evaluation outcomes to promotion and compensation systems, with these districts serving as early proof points for a broader statewide scale-up. Chicago Public Schools has been an early innovator of performance-based compensation systems, using funding through the U.S. Department of Education's Teacher Incentive Fund program to implement the Teacher Advancement Program (TAP), including its performance-based compensation components, in 30 schools with a planned expansion to an additional 10 schools. Chicago Public Schools will be applying for another Teacher Incentive Fund grant in summer 2010, building on the lessons learned from the first grant.

The Super LEAs will provide another laboratory for innovation around tying performance evaluations to career ladders and compensation. The Super LEA commitments include implementing strong new teacher and principal evaluation systems by the start of SY 2011-12—a year before all other Participating LEAs. The Super LEAs will also receive funding from the State's RTTT allocation to provide stipends and incentives to attract highly effective teachers and principals to Illinois Priority Schools, as well as implement strategies to reward and retain any highly effective teachers and principals currently working at an Illinois Priority School (*see (D)(3)(i), pp. 151-54*). The work of the Super LEAs will be supported by an innovative, foundation-funded partnership among The New Teacher Project (TNTP), the Consortium on Chicago School Research (CCSR), and the Consortium for Educational Change (CEC), which helps many Illinois districts and schools become collaborative, high-performing systems and fosters a more progressive approach by union leaders. Although the CEC is affiliated with the Illinois Education Association, the largest teachers union in the state, it is a stand-alone nonprofit organization and has its own relationship with Illinois Federation of Teachers locals as well. These non-traditional partners will work together to support the Super LEAs that are implementing strong new teacher and principal evaluation systems by SY 2011-12, so that the accelerated work of the Super LEAs can inform broader statewide implementation and policy.

The scope of work for this partnership includes aligning teacher evaluation with each Super LEA's overall human capital strategy, including professional development, career ladder compensation systems, the award of tenure, and dismissal. CCSR will document and evaluate

the process for implementing these systems in order to provide feedback on each step of the process, collect data for a summative evaluation, and analyze data and broadcast findings to the other Participating LEAs and State policymakers.

Informed by the accelerated work of CPS and the Super LEAs, the State will pursue targeted federal funding for all Participating LEAs to scale-up performance-based career ladder and compensation systems aligned with the performance evaluation reforms described in this Plan. In its proposed Fiscal Year 2011 budget, the Department of Education has proposed \$950 million for the "Teacher and Leader Innovation Fund," which, building off of the Teacher Incentive Fund, will provide competitive awards to States and LEAs to create the conditions to identify, reward, retain, and advance effective teachers, principals, and school leadership teams.<sup>54</sup> The State believes that accessing these funds to scale-up the innovations developed by CPS and the Super LEAs is a strategic approach to leveraging other federal funding sources to promote the State's reform agenda.

**c. Whether to grant tenure and/or full certification to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures.**

Under the Participating LEA MOU, Participating LEAs must incorporate evaluation data into all determinations of whether to renew or not renew teachers (including decisions to grant tenure at the conclusion of the statutory probationary period) and in decisions to renew the contracts of principals. Illinois requires four probationary years prior to granting tenure to teachers, ensuring that Participating LEAs have multiple years of performance data on which to base decisions. The State will use evaluation data obtained through SFSF data collection procedures and information from Participating LEAs' RTTT implementation plans to independently analyze whether local renewal decisions are made in a manner consistent with performance evaluations and ensure Participating LEAs meet this requirement. In addition, these analyses will be publicly reported as part of the State's Equity Scorecards (*see (D)(3), p. 154*), enabling focus on those LEAs continually making poor human capital decisions and/or not differentiating teachers through evaluations. The work of the Super LEAs, supported through the TNTP/CEC/CCSR partnership discussed above, will result in model LEA policies for tying tenure to performance evaluation outcomes that Participating LEAs that are struggling to fulfill this MOU requirement can adapt to their local context.



**d. Removing ineffective tenured and non-tenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.**

1. *Non-tenured Teachers.* Illinois law presents no barriers to removing non-tenured teachers with unsatisfactory performance evaluation outcomes. The School Code specifically provides that nothing in the statutory provisions governing performance evaluations prevents the dismissal or non-renewal of non-tenured teachers for any reason not prohibited by applicable employment (e.g., unlawful discrimination), labor, and civil rights laws.<sup>55</sup> PERA requires LEAs to submit data to the State on performance ratings *and* district recommendations to renew or not renew non-tenured teachers.<sup>56</sup> Therefore, data submitted to ISBE under PERA, SFSF data collection procedures, and RTTT will permit ISBE to monitor whether non-tenured teacher dismissal and non-renewal decisions are being made consistent with performance evaluation outcomes, whether ineffective teachers are being removed from a district, and whether teachers rated ineffective in one district are relocating to another district (thereby potentially warranting State Superintendent action, as discussed below).

2. *Tenured Teachers.* Under the School Code, unsatisfactory evaluation results for tenured teachers lead to remediation and, if the completion of remediation does not result in sufficient improvement, dismissal by the school district. Illinois was recently recognized by the National Council on Teacher Quality (NCTQ) as one of two "Best Practice States" for its strong law articulating consequences for unsatisfactory evaluations and making tenured teachers eligible for dismissal as the result of evaluations.<sup>57</sup> PERA further streamlined and improved this process to provide less focus on the procedural mechanics and more on the substantive aspects of remediation. Specifically, instead of remediation requiring evaluations once every 30 days during a 90-day period, the remediation process now consists of a mid-point and final evaluation, and LEAs and unions can agree to a shortened remediation timeline. Preliminary analysis by the Consortium on Chicago School Research (CCSR) of the implementation of the Charlotte Danielson Framework for Teaching in CPS indicates that using the Framework as an observational tool improved principals' ability to identify unsatisfactory teaching practice.<sup>58</sup> As ineffective teachers are identified through higher quality observation tools and the use of student growth measures, Illinois' fair, but streamlined, process for remediation will either lead to the tenured teacher addressing the basis for the unsatisfactory evaluation or the termination of their employment with the district.

3. *Principals.* Under current law, principals in Illinois must be either be hired on (i) a single year contract, or (ii) a multi-year performance-based contract that must be linked to student performance.<sup>59</sup> Therefore, Illinois law presents no barriers to removing principals with unsatisfactory performance evaluation outcomes.

4. *State Superintendent Suspension or Revocation of Certificates.* Local school district dismissal is not the only means by which the State's poorest educators can be removed from Illinois schools. Under Section 21-23 of the School Code, the State Superintendent has the authority to **initiate the suspension or revocation of an educator certificate** as a result of "incompetency." Indeed, as early as SY 2010-11, the State Superintendent will use poor results by educators on performance evaluations as evidence of such "incompetency." Specifically, the State Superintendent recommends that the assumption of "incompetency" be triggered by two years of an unsatisfactory evaluation rating or three years of a combination of an unsatisfactory/needs improvement evaluation rating. The State Superintendent will continue to collaborate with stakeholders to refine this triggering assumption. By suspending or revoking an educator's certificate (as opposed to having poor performance addressed only through employment action by the employing school district), the State Superintendent can effectively prevent an educator with multiple unsatisfactory ratings from transferring from LEA employer to LEA employer without improving performance. With PERA's improvement of evaluation systems across the State, the State Superintendent will be able to initiate action more consistently and thereby better ensure that the State's worst educators no longer cause harm to students. To demonstrate the State Superintendent's commitment to removing ineffective tenured teachers using this authority, the RTTT budget allocates \$2 million of the State's RTTT share for the legal and other contractual expenses necessary to institute and carry out these procedures.

### **Continuous Improvement of State and LEA Policies for Using Evaluation Outcomes**

Illinois' development of effective policies for using new evaluation systems in high-stakes decisions will not stop at the point of submission of this application. Rather, it will be a continuous process that will build on the strong foundation of this Plan. As described above, CPS and the Super LEAs will serve as early proof points that will inform broader statewide adoption. As required by PERA, an independent evaluation overseen by the Illinois Collaborative for Educational Policy Research (ICEPR) will be conducted to determine the effectiveness of performance reforms. This information will be shared widely in an effort to be

transparent with stakeholders and ensure future statutory and regulatory changes are supported by research (*see (C)(3), pp. 112-13*).

To further inform its policy development, Illinois will participate in a Multi-state Collaborative for Great Teachers and Leaders with Florida, Louisiana, and a select few other states that are implementing evaluation systems with at least 50% of a teacher or principal's evaluation to be based on student growth and want to use their new evaluation systems to drive key decisions. States that move in bold policy directions will be engaged for a period of years and receive foundation-funded technical support to build new capacity at the state and local level. In many policy areas, states will find few useful precedents and best practices and will be required to start from scratch in building and implementing systems to drive and monitor teacher and leader effectiveness. States working toward the same goals will progress more quickly and with greater success if they pool intellectual resources and design capacity.

Through these efforts, the State's requirements and strategies for Participating LEA use of performance evaluation results (as detailed in subsections (a) through (d) above) will be reinforced, improved, and expanded during the RTTT grant period and beyond.

**(D)(2): Improving Teacher and Principal Effectiveness Based on Performance**  
**Activities, Timelines, and Responsible Parties Summary Table**

Activities	2010	2011	2012	2013	2014	Responsible Parties
State develops comprehensive systems of support for new performance evaluation systems		SEPTEMBER 2010 – SEPTEMBER 2011				ISBE, in consultation with Performance Evaluation Advisory Council (PEAC)
Super LEAs implement new evaluation systems in Illinois Priority Schools		SEPTEMBER 2010 – SEPTEMBER 2011				Super LEAs, with support from ISBE, Statewide System of Support (SSOS), and CEC/CCSR Partnership
Participating LEAs and LEAs receiving new SIG awards implement new evaluations			SEPTEMBER 2011 – SEPTEMBER 2012			Participating LEAs and SIG grantees, with support from ISBE and SSOS
All LEAs in State must implement redesigned principal evaluation systems			SEPTEMBER 2011 – SEPTEMBER 2012			All LEAs with support from ISBE and SSOS
CPS implements new teacher evaluations in at least 300 schools			SEPTEMBER 2011 – SEPTEMBER 2012			CPS, with support from ISBE and SSOS
Remaining CPS schools implement new teacher evaluations			SEPTEMBER 2012 – SEPTEMBER 2013			CPS, with support from ISBE and SSOS
Participating LEAs use redesigned performance evaluation systems for key human capital decisions			SEPTEMBER 2011 THROUGH END OF RTTT GRANT PERIOD			Participating LEAs, with support from ISBE and SSOS
Independent evaluation of performance evaluation commenced			JUNE 2011 THROUGH END OF RTTT GRANT PERIOD			ISBE and Illinois Collaborative for Education Policy Research (ICEPR)
PEAC meets at least quarterly		SEPTEMBER 2010 THROUGH RTTT GRANT PERIOD				PEAC
National Board Certification for Principals piloted in Chicago Public Schools		SEPTEMBER 2010 - SEPTEMBER 2011				National Board for Professional Teaching Standards; Chicago Public Schools
National Board Certification for Principals extended statewide			SEPTEMBER 2011 THROUGH END OF RTTT GRANT PERIOD			National Board for Professional Teaching Standards; ISBE

<b>Performance Measures</b> Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>Criteria</b>	<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).				99%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	3%	5%	60%*	99%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	6.8%	5%	60%*	99%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	N/A	5%	60%*	99%	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> <li>Developing teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Compensating teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Promoting teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> <li>Retaining effective teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> <li>Granting tenure and/or full certification (where applicable) to teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> <li>Removing ineffective tenured and untenured teachers and principals.</li> </ul>	N/A	5%	60%*	99%	100%

[Optional: Enter text here to clarify or explain any of the data]

Participating LEAs must have in place qualifying evaluation systems for teachers and principals in accordance with the following timeline:

- By the beginning of SY 2011-12, Super LEAs must have in place qualifying evaluation systems.
- By the beginning of SY 2012-13, all Participating LEAs must have in place qualifying evaluation systems.
- Under the Performance Evaluation Reform Act of 2010, Chicago Public Schools District #299 may implement qualifying evaluation systems in half of its schools by the beginning of School Year 2012-13 and in all schools by the beginning of School Year 2013-14.

Performance Measures listed for Criterion (D)(2)(ii) are designed to reflect implementation of evaluation systems consistent with Super LEA and Participating LEA obligations under the Participating LEA MOU.

\*Although performance evaluation systems may not be in place at the end of SY 2011-12, they must be finalized over the 2012 summer and implemented at the beginning of SY 2012-13.

<b>General data to be provided at time of application:</b>				
Total number of participating LEAs.		521		
Total number of principals in participating LEAs.		521		
Total number of teachers in participating LEAs.		106,767		
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.			
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.			
(D)(2)(iii) <sup>2</sup>	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.			

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

Note: This data assumes one principal per school.

**RTTT APPLICATION REQUIREMENTS**

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

\* \* \*

**(D)(3) Illinois Reform Plan  
Ensuring Equitable Distribution of Effective Teachers and Principals**

Illinois' plan to ensure the equitable distribution of teachers and principals follows the following theory of action:

- i. a subset of school districts, led by the Super LEAs and Chicago Public Schools, undertakes aggressive reforms that inform broader implementation across all Participating LEAs;
- ii. transparent data and reporting, coupled with positive incentives and negative consequences, drive equitable distribution strategies by all Participating LEAs with one or more High Poverty/High Minority (HPHM) schools;
- iii. a subset of preparation programs, including both universities and alternative providers, lead the State's efforts to prepare and place highly effective teachers and principals in HPHM schools; and
- iv. a structured State process is in place to evaluate outcomes, broadcast effective strategies, and inform future regulatory and statutory reform.

The components of this plan are detailed below.

**(D)(3)(i): GOAL I. All LEAs are held accountable for providing equitable access to highly effective teachers and principals and implementing data-informed strategies to promote equitable distribution.**

**KEY ACTIVITIES.**

**A. Super LEAs and Chicago Public Schools Combine Site-based Autonomy with Aggressive Strategies to Attract and Retain Highly Effective Staff.**



The 13 Super LEAs and their local teachers' union leaders have committed to negotiate in good faith and waive collective bargaining restraints to provide autonomy for the principals of persistently low-performing schools to select and assign teachers to the school in order to establish an effective teaching staff as quickly as possible. Strategies employed by the Super LEAs may include intensive professional development, filling of existing vacancies at the discretion of site-based leadership, relocation of staff through voluntary transfers, and involuntary transfers. As part of interventions in these schools, the LEA must: (i) use locally-adopted competencies to measure the effectiveness of staff who can work within the new environment to meet the needs of students; (ii) screen all existing staff; and (iii) provide the principal with autonomy to determine which applicants will be accepted. In their Final Scope of Work for Race to the Top funding, these LEAs will specifically describe how such autonomy will be provided and include a waiver or memorandum of understanding (MOU) providing flexibility from any inconsistent provisions in its collective bargaining agreement. Within the budget for the School Turnaround Unit (*see (E)(2), p. 195*), the State has budgeted funds to assist Super LEAs with the negotiation of the waivers/MOUs addressing collective bargaining agreement restrictions.

In return for their aggressive commitments to these far-reaching reforms, the State has set-aside \$20 million for the Super LEAs to implement aggressive, multi-faceted plans for attracting and retaining highly effective teachers and principals. Super LEAs will each receive a grant, based on the number of Illinois Priority Schools within the LEA (*see (E)(2), pp. 192-93*), for implementation of a variety of staffing incentives and other related strategies to develop a highly effective workforce for its persistently low-performing schools. The Super LEAs' plans must include specific measurable objectives for attracting and retaining highly effective teachers and principals, with the Super LEAs' access to each annual distribution of the funding contingent upon progress toward these objectives. The unique partnership between the Consortium for Educational Change, The New Teacher Project, and the Consortium on Chicago School Research (*see (D)(2), pp. 135-36*) will provide support to the Super LEAs for developing and tracking progress on their objectives, programs, and strategies. While Super LEAs will have flexibility in determining these strategies, they must address the following criteria: (i) the need for an effective principal serving as an instructional leader; (ii) the working condition issues that have been found to be critical for the success of incentive programs and retention of highly effective,

experienced teachers (including a safe and orderly environment, ongoing job-embedded professional development, and more time for teachers to collaborate); (iii) establishment of "career ladder" advancement and distributed leadership opportunities to retain highly effective teachers; (iv) the development of "pipeline" programs to ensure that highly effective teachers and leaders can continue to support persistently low-performing schools after the expiration of the grant period (with alignment to the School Leadership Consortia, discussed below, to address the need for strong instructional leadership); and (v) measurements of effectiveness based on performance evaluations that meet the requirements of Section (D)(2).

Although not a Super LEA, Chicago Public Schools (CPS) has been a state and national leader in reforming human capital processes to attract and retain highly effective educators in its lowest performing schools. By statute, it has many of the same autonomies that Super LEAs will develop in the waivers/MOUs addressing collective bargaining agreement restrictions. As the result of prior comprehensive school reform efforts driven by the City of Chicago and the Illinois General Assembly, CPS has statutory authority that provides site-based leadership of low-performing schools with the necessary autonomy to select and re-assign teachers in order to attract and retain a highly effective teaching staff.<sup>60</sup> Additionally, the School Code requires CPS to have a layoff policy in which performance and qualifications are a factor in the selection of employees, including teachers, to be displaced or laid off from a school.<sup>61</sup>

CPS is in the midst of implementing its largest competitive grant to date – a five-year, \$27.5 million Teacher Incentive Fund grant, secured in partnership with the Joyce Foundation and The Chicago Public Education Fund (The Fund) -- to pilot the Chicago Teacher Advancement Program (TAP) in 40 of its highest need regular and charter schools. The Chicago TAP model offers performance-based compensation for all staff members in a school, but also focuses on developing and retaining staff through ongoing instructional support, nurturing a professional learning community, and sharing promising practices across each school. Moving forward, CPS is seeking to align all of its human capital processes to provide the most effective educators possible in its neediest schools, including its processes for talent acquisition, performance management, professional development, career paths/trajectory, and total rewards. Outside organizations such as the Joyce Foundation and The Fund will provide critical support, as demonstrated by The Fund's investment in the National Board Certification for Principals CPS

pilot program to develop principals who can serve as effective human capital managers and high quality instructional leaders (*see (D)(2), p. 141; Appendix D3-2*).

Through the Super LEA strategy, the statutory autonomy currently possessed by CPS, and CPS' aggressive efforts at addressing equitable distribution of teachers and leaders, 14 districts, representing more than 503,500 students and including 75 Illinois Priority Schools, will aggressively implement multi-faceted plans for attracting highly effective teachers and principals.

**B. Transparent Educator Effectiveness Data Informs Participating LEA Efforts to Attract and Retain Highly Effective Staff in High Poverty/High Minority Schools.** While the most aggressive strategies to target the equitable distribution of teachers and leaders will be employed by the Super LEAs and CPS, the State will provide transparent data on disparities in educator effectiveness and other equity measures *and* ensure LEA resources are targeted to address these disparities in all high poverty/high minority (HPHM) schools across the State. With the implementation of the data systems necessary to meet its State Fiscal Stabilization Fund obligations and implementation of new evaluation systems, Illinois will have access to a number of core human capital metrics to measure equitable access to great teachers and leaders. In addition, the State has already begun to measure the equitable distribution of LEA resources at the school level, including requiring that LEA expenditures on technology be measured and targeted to ensure equity between HPHM and non-HPHM schools.

As a primary outcome of the RTTT Outcomes Measurement Plan (*see (A)(2), pp. 36-37*), data collected by the State will be used to: (a) establish State-, LEA-, and School-level Equity Scorecards addressing the equitable distribution of highly effective teachers and principals, as well as other resources, accessible to the public via the Interactive Illinois Report Card site (*see (C)(2), pp. 92-93*); and (b) fully integrate equity data into the Integrated Plans used by Participating LEAs for RTTT implementation and monitoring. As required by Section (III)(B) of the Participating LEA MOU, each Participating LEA must perform a comprehensive review of institutional policies and constraints that may prevent HPHM schools from attracting and retaining top talent, and develop strategies to address these constraints over the course of the RTTT grant period. By incorporating equity data into the Integrated Plan, each Participating LEA with one or more HPHM schools will: (a) obtain educator effectiveness and equity data reported in a convenient summary form; (b) establish specific, ambitious, measurable goals and

objectives for addressing data-informed deficiencies; and (c) target strategies and a budget to address the LEA's goals and objectives.

The design process of the Scorecards and Integrated Plan enhancements and pilot testing will be carried out during SY 2010-11, with full publication of the Scorecards and the launch of the Integrated Plan enhancements in SY 2011-12.

Three key equity metrics that will be included on the initial iteration of the Scorecards and in the Integrated Plan enhancements include:

1. Educator Effectiveness: After performance evaluation data is collected by the State and as new performance evaluation systems are first implemented by Participating LEAs, the SY 2012-13 iteration of the Equity Scorecards and Integrated Plan will address (a) the equitable distribution of teachers and principals by performance evaluation ratings, (b) the consistency of LEA decisions to renew or non-renew non-tenured teachers with performance evaluation results, and (c) retention rates for teachers by performance evaluation rating category. Until then, and as a future supplement to performance evaluation data, the State will report on the **Index of Teacher Academic Capital (ITAC)** developed by the Illinois Education Research Council (IERC)—one of the strongest proxy measures for effectiveness in the country. The ITAC statistically combines the following teacher-level attributes that research indicates **impact student achievement**: certification, basic skills test performance, ACT scores, and the competitiveness ranking of the teacher's undergraduate institution.<sup>62</sup> IERC's nationally recognized research demonstrates that HPHM schools exhibit stronger school performance when they have higher school-level teacher academic capital index ratings. In HPHM elementary schools, the average percentage of students meeting or exceeding state standards went up seven percentage points (a 23% increase) when the school-level academic capital index moved from the lowest quartile to the second lowest quartile. In HPHM high schools, the average percentage of students meeting or exceeding state standards increased by (i) 8% when the school-level academic capital index moved from the lowest to the second-lowest quartile, and (ii) 14% when the index moved from the lowest to the second-highest quartile. In short, IERC's research has demonstrated that teacher academic capital impacts student achievement, that it matters most for the most disadvantaged schools, and that it particularly impacts student achievement in high

schools. See *Appendix D3-1* for a further description of the ITAC and an overview of the research demonstrating a linkage to student achievement.

2. School-level Average Salaries: While Illinois presently requires districts to report average salaries on school and district report cards, individual schools generally list only the average salary for the LEA as a whole, even when the school's average salary is much higher or lower. An analysis of the twelve LEAs serving the largest ten cities in Illinois other than Chicago found startling disparities in average teacher salary at high-poverty and low-poverty schools *within the same district*, with the average teacher at a low-poverty school earning almost \$18,500 more than his/her counterpart at a high-poverty school.<sup>63</sup> Making this type of data transparent can shine light on the need to address disparities in resource allocation within an LEA.
3. Equitable Distribution of Technology Resources: Starting in SY 2010-11, the District Integrated Plan will track an LEA's technology expenditures at the school-level, which will roll up into a technology inventory facilitating comparisons between HPHM and non-HPHM schools. High quality instructional resources must be equitably distributed to HPHM schools to attract and retain effective staff, and this metric will permit the State to review whether technology expenditures are being equitably allocated.

To ensure that ineffective teachers are not disproportionately placed in or transferred to HPHM schools, each Participating LEA's Integrated Plan must specifically address how the LEA will prevent the transfer of teachers previously rated "unsatisfactory" to an HPHM school. For example, Chicago Public Schools currently prevents the transfer of any teacher rated unsatisfactory in the prior year. Given the need to engage teachers in the strategies' development and implementation, the Integrated Plan will provide the local teacher union's leader with the opportunity to indicate their cooperation in the development of the proposed equity strategies and their concurrence (or lack thereof) with the district's statement of annual progress made in relation to those strategies.

To ensure progress on the equity strategies in each Participating LEA's Integrated Plan, the State will ensure Participating LEAs with the lowest ITAC scores have expert assistance to develop and implement high quality equity strategies. As discussed previously, the Super LEAs and Chicago Public Schools will have expert support, funded by outside foundations, for the development of equitable distribution strategies. Through the Regional Pipeline Coordinators

and the Illinois Collaborative for Education Policy Research (ICEPR), the State will also provide expert technical assistance to develop and evaluate strategies employed by the twenty other Participating LEAs with the lowest overall ITAC scores.

- As described under Goal II, Subsection (B) (*p. 161*), the Regional Pipeline Coordinators will bring to the Statewide System of Support HR expertise and experience working with hiring and placements in HPHM schools. The Coordinators' responsibilities will include assisting the low-ITAC Participating LEAs with the development and monitoring of their equitable distribution strategies.
- In order to evaluate outcomes and broadcast promising practices, RTTT funding will support an evaluation by ICEPR of strategies for the equitable distribution of teachers employed by the low-ITAC districts. The ICEPR evaluation will include an ongoing formative assessment of progress and annual summative assessments of impact of the various strategies that will be reported to the State Board of Education and the P-20 Council. The ICEPR evaluation will be coordinated with the analysis by the Chicago Consortium on School Research (CCSR) on performance evaluation implementation and other human capital system reforms in the Super LEAs (*see (D)(2), pp. 142-43*). Through the work of ICEPR and CCSR, the State will be able to disseminate promising strategies and identify needed regulatory and statutory changes to further promote the equitable distribution of effective teachers and leaders.

The State's support will be coupled with consequences if a Participating LEA fails to demonstrate progress on its equity goals. If progress against goals is not demonstrated, the State will not approve the Participating LEA's annual RTTT implementation plan until (a) revised goals, objectives, and strategies have been developed with assistance from ISBE or a Regional Pipeline Coordinator, and (b) the Participating LEA's budget for its RTTT allocation, as well as its budget for other state and federal funding programs that address educator quality, demonstrate that the strategies will be adequately funded.

**(D)(3)(i): GOAL II. Create a pipeline of highly effective principals and teachers to serve the State's neediest schools.**

**KEY ACTIVITIES.**

**A. Establish regional "School Leadership Consortia" that will prepare and place highly effective principals for high-need schools.** As reflected in the State's RTTT reform

agenda in Section (A)(1), Illinois recognizes that the single most-important school-based factor affecting student learning is quality of instruction. In particular, instructional quality in high need schools requires effective leadership in the principal's office. To better prepare all principals to serve as instructional leaders, Senate Bill 226 and the standards adopted by ISBE pursuant to this legislation will change the focus of all principal preparation programs in the State from non-selective, non-rigorous programs to highly selective, field-intensive programs in partnership with school districts (*see (A)(3), pp. 49-50, for a full description of SB 226*). The comprehensive redesign of the State's principal preparation programs that will be carried out over the next two years will require these programs to include a stronger focus on instruction and school improvement, strengthen training for instruction to high need populations (including special education and English language learners), and require comprehensive internships to improve candidate readiness.

To accelerate these reforms, the State will use RTTT funding to seed the establishment of regional "School Leadership Consortia" that will coordinate the efforts of preparation programs (including universities and alternative providers), school districts, and Lead and Supporting Partners to recruit and prepare principals for placements in HPHM schools, with priority for Illinois Priority Schools. ISBE will fund the establishment of six regional School Leadership Consortia, supplying 270 principal candidates over the course of the RTTT grant period. These Consortia will be the principal preparation program counterparts to the "Super LEAs" – institutions willing to move at a bolder, faster pace to establish proof points for the broader principal preparation reforms that will result from SB 226.

Each School Leadership Consortium will be managed by a lead preparation program responsible for coordinating and managing a regional network of preparation programs (including universities and alternative providers) dedicated to working together and with cooperating school districts to recruit, select, and develop principals who are committed to working in HPHM schools. The lead entity selection process will be undertaken by ISBE, in consultation with the State Teacher Certification Board, the Illinois Board of Higher Education (IBHE), and districts with Illinois Priority Schools. The selection process will focus on the program's past track record in preparing effective principals for HPHM schools, as well as the clarity of the program's plan for addressing the criteria specified below.

RTTT funding will support start-up planning and coordination during the first year of the grant period, annual administrative funding for three years of the grant period, funding of coaching/support staff for the internship year, and partial funding for internships. The remainder of funding for the program will be provided through other State or federal funding sources, or through payments by partnering school districts. Each Consortium must aggressively leverage non-RTTT dollars to ensure ongoing sustainability, and the lead entities for each Consortium will be selected based in part on their ability to obtain and manage other funding sources to support the Consortium's work. The State expects that Participating LEAs with HPHM schools will leverage School Improvement Grant funds or their share of the RTTT LEA distribution to support Consortium program costs.

The lead program will be responsible for coordinating a regional approach to principal preparation and placement in HPHM schools that incorporates all of the following criteria:

**1. Commit to Results-based Assessments and Full Participation in the State's Reform Efforts:** The outcomes of each program included within the Consortia, measured by improved student achievement and growth in schools led by program graduates, will be the critical factor for determining its success. Programs must also perform an evaluation of principal candidate performance consistent with the performance evaluation frameworks for principals developed by the State (*see (D)(2), pp. 134-35*). The lead entity, with oversight from ISBE, will conduct regular and rigorous reporting on the outcomes of each program, and each program must commit to entering into a data sharing agreement with ISBE to use student data to track and report graduate outcomes. Through its grant agreement with ISBE, the lead program must agree to expand or retract programs included within the Consortium based on outcome data.

The commitment to results-based assessment will extend beyond just the principal preparation programs included within the School Leadership Consortia. Any institution of higher education participating in the School Leadership Consortia must agree to be included in the first cohort of institutions that will use student growth data linked to its program graduates, as described in Section (D)(4) of this Plan, for all of its teacher and principal preparation programs. That way, Illinois will leverage its funding of the School Leadership Consortia to drive broader preparation program reforms.



**2. District Partnerships:** Partnerships between the preparation programs and districts must be committed to designing and implementing programs focused on improving student learning in the lowest-performing schools. The Participating LEA MOU requires that Participating LEAs cooperate with ISBE and IBHE to develop placement opportunities for programs that are successful at producing effective teachers and principals. The State will leverage this commitment to facilitate partnerships with the School Leadership Consortia.

**3. Program faculty with demonstrated success in schools:** Selective and strategic use of high-performing practitioners will ensure that academic courses and internships are not taught and supervised exclusively or even primarily by academic faculty and practitioners who may have years of experience but who may not have significantly transformed student learning in high need schools.

**4. Candidate selectivity:** Candidate selection processes will ensure that all candidates are highly qualified for the program. Principals must have demonstrated excellence in instructional knowledge and practice as well as in the ability to lead others effectively; the target recruitment pool will be high performing classroom teachers and teachers' leaders.

**5. Rigorous internships:** Carefully structured and supervised internships are provided in settings that require candidates to demonstrate effective practice over time across a wide range of principal competencies as established by national, state, and local professional standards. Principal candidates will be salaried and serve full-time for a year in a high need school, as prioritized using ITAC data for that particular region. The internships will build early relationships between candidates and schools – a critical factor in their ultimate placement.

**6. Multi-year commitments, coupled with ongoing support:** All principal candidates must commit to serve in an HPHM school for at least four consecutive years, as enforced through the agreements with candidates for stipends. Through both site visits and conferences, all graduates must receive continued support upon placement. In particular, the Consortium will be expected to arrange mentoring by a principal with a prior record of success in an HPHM school (*see (D)(5), p. 183, for a further description of the State's framework for principal mentoring*).

**B. Target Teacher Recruitment and Placement Initiatives to Supply a Pipeline of Teachers to Serve High Need Schools.** The focus on strong instructional leadership by principals will also help attract and retain highly effective teachers to high need schools. Research is clear that teachers leave schools with poor working conditions,<sup>64</sup> and an effective principal is the cornerstone for building a strong leadership team able to foster a cohesive, professional teaching culture. Recognizing that the human capital pipeline must address both principals and teachers, the Center for School Improvement (*see (A)(2), p. 31*) will be funded to establish Regional Pipeline Coordinator positions with district HR expertise and experience working with hiring and placements in HPHM schools. These Coordinators will:

1. Align the work of the School Leadership Consortia with a regional network of teacher preparation programs supporting placements of highly qualified candidates in HPHM schools through other state, federal, and private funding sources. Specifically, the Regional Pipeline Coordinators must engage with the State's extensive network of programs targeting the preparation of highly effective teachers for the State's neediest schools, as described in **Table D.3(a)** on the following page.
2. Engage and support the region's Lead and Supporting Partners (*see (E)(2), pp. 195-98*) and the Participating LEAs where these partners are working to review district hiring policies, help identify and recruit qualified principal candidates and teams of teacher candidates for HPHM schools, and ensure that the placement and retention of teachers and principals specifically trained for HPHM schools are an integral part of each Partner's intervention strategy.
3. Undertake regional analyses of fields, content areas, and levels with an over/under supply of educators using supply and demand data made available through the State (*see (D)(1), pp. 124-25*) to better target regional teacher preparation activities to areas of need.

Given Illinois' membership in Mass Insight Education's multi-state Partnership Zone initiative (*see (E)(2), p. 195*), the Regional Pipeline Coordinator system can serve as the foundation for Mass Insight's efforts to create a model regional structure to assist rural LEAs with HR challenges in low-performing schools. Mass Insight has applied for Investing in Innovation funds to support a regional structure that will work with rural LEAs to recruit teams of teachers and administrators, establish a pool of funds for bonuses and incentives, and establish strategies for addressing displaced teachers as part of a turnaround effort.

<b>Table D.3(a): ILLINOIS' NETWORK OF PROGRAMS TARGETING THE PREPARATION OF HIGHLY EFFECTIVE TEACHERS FOR HIGH NEED SCHOOLS</b>		
<b>Program</b>	<b>Description</b>	<b>4-year #/ teachers*</b>
<b>TQP Grant Recipients</b>	In 2009 and 2010, 5 Illinois grantees were selected for awards through the Teacher Quality Partnership (TQP) program. The TQP program seeks to improve the quality of new teachers by creating partnerships among institutions of higher education, high-need LEAs, their high need schools, and/or high need early childhood education programs.	<b>1,100 teachers</b>
<b>Golden Apple Scholars Program</b>	Through the Illinois Student Assistance Commission, the State funds the Golden Apple Scholars program to recruit and prepare a diverse group of candidates who have the promise for successful careers as excellent teachers in high need schools. The program includes a rigorous selection process, advanced teacher preparation during four summer institutes, tuition assistance, and continuing support. In return, Scholars must commit to teaching 5 years in a high need school.	<b>2,200 teachers</b>
<b>Minority Teachers of Illinois</b>	The Minority Teachers of Illinois Scholarship Program provides state-funded scholarships for minority teachers who commit to teaching in schools with at least 30% minority enrollment (one year of scholarship for each year of commitment). At least 30% of funds must be targeted to male students.	<b>550 teachers</b>
<b>ACI High-Need School Internship Program</b>	The Associated Colleges of Illinois (ACI), a group of 23 private colleges and universities located throughout the State, has established the High Need School Internship (HNSI) program to develop a pool of highly qualified teachers prepared specifically for placements in high need schools. ACI works with LEAs to structure a six-week intensive summer internship to prepare and position pre-service teachers to work in high need schools.	<b>400 teachers</b>
<b>Illinois Grow Your Own Partnerships</b>	Since 2006, the State's Grow Your Own Teachers initiative has established 16 partnerships across the State that include community organizations, higher education institutions, and LEAs. These partnerships have recruited over 500 teacher candidates—parents, community members, and paraprofessionals—and are supporting them to become highly qualified teachers for the schools in the low-income communities where they live and will teach. 85% of the candidates are people of color and almost half are preparing to be special education or bilingual teachers. They are committed to teach in a low-income school for no less than 5 years.	<b>265 teachers</b>
<b>Alternative Pathways</b>	A number of nationally leading alternative pathway providers whose mission is to support high need schools, including Teach for America, The New Teacher Project, and the Academy for Urban School Leadership, already have an expansive footprint in Illinois. Through the new state law permitting these programs to de-couple from institutions of higher learning ( <i>see (D)(1), p. 117</i> ), these programs will be able to drive more resources to supporting candidates as they enter the classroom.	<b>3,000 teachers</b>

\* Estimated number of teachers produced by each program over the course of SY 2010-11 through 2013-14, based on projected funding levels and growth trends. As TQP grants are for a 5-year period, the number of teachers reflects 4/5 of the grantees' aggregate estimates. The number of teachers for alternative pathway providers reflects all projected graduates. Many, but not all, graduates will work in HPHM schools.

**(D)(3)(i): Ensuring High Poverty/High Minority Schools Have Equitable Access to Highly Effective Teachers and Principals**  
**Activities, Timelines, and Responsible Parties Summary Table**

Activities	2010	2011	2012	2013	2014	Responsible Parties
<b>Strategies to Attract and Retain Highly Effective Staff by Super LEAs and CPS</b>						
Super LEAs and Chicago Public Schools implement aggressive strategies to attract and retain highly effective staff	SEPTEMBER 2010 THROUGH END OF GRANT PERIOD					Super LEAs; CPS
Consortium for Educational Change (CEC)/The New Teacher Project (TNTP)/ Consortium on Chicago School Research partnership supports Super LEAs in developing objectives, programs, strategies	SEPTEMBER 2010 THROUGH SEPTEMBER 2012					CEC; TNTP; Super LEAs
<b>Transparent Educator Effectiveness Data Informs Participating LEA Efforts to Attract and Retain Highly Effective Staff in HPHM Schools</b>						
Design and pilot testing of Equity Scorecards and Integrated Plan enhancements	SEPTEMBER 2010 – SEPTEMBER 2011					ISBE; Illinois Interactive Report Card (IIRC)
Full publication of Equity Scorecards and launch of Integrated Plan enhancements, including three key equity metrics: (1) index of teacher academic capital; (2) school-level average salaries; and (3) equitable distribution of technology resources	SEPTEMBER 2011 – SEPTEMBER 2012					ISBE; IIRC
Equity Scorecards and Integrated Plans further enhanced to address: (1) equitable distribution of teachers and principals by performance evaluation ratings; (2) consistency of LEA decisions to renew or non-renew non-tenured teachers with performance evaluation results; and (3) retention rates for teachers by performance evaluation rating category	SEPTEMBER 2012 THROUGH END OF RTTT GRANT PERIOD					ISBE; IIRC
Participating LEAs perform comprehensive review of and develops strategies to address institutional policies and constraints that may prevent HPHM schools from attracting and retaining top talent, using data provided through Equity Scorecards and Integrated Plans	SEPTEMBER 2010 THROUGH END OF RTTT GRANT PERIOD					Participating LEAs
Participating LEAs develop strategies to address constraints identified in review, including establishment of specific, ambitious, measurable goals and objectives for addressing data-informed deficiencies and targeting subsidies and budget to address goals and objectives	SEPTEMBER 2010 THROUGH END OF RTTT GRANT PERIOD					Participating LEAs
State withholds approval of annual RTTT implementation plan for any Participating LEA that has not demonstrated progress on its equity goals and objectives until revised strategies and budgets are developed	SEPTEMBER 2012 THROUGH END OF RTTT GRANT PERIOD					ISBE
<b>School Leadership Consortia and Regional Pipeline Coordinators Recruit and Train Educators for HPHM Schools</b>						
State provides funding for establishment of regional School Leadership Consortia (start-up planning and coordination)	SEPTEMBER 2010 – SEPTEMBER 2011					ISBE
Lead entities for each Consortia selected	SEPTEMBER 2010 – SEPTEMBER 2011					ISBE, in consultation with State Teacher Certification Board, Board of Higher Education, districts with Tier I or Tier II SIG schools.
School Leadership Consortia coordinate efforts to recruit and prepare principals for placements in HPHM schools, with priority for Tier I and Tier II schools	SEPTEMBER 2011 THROUGH END OF RTTT GRANT PERIOD					School Leadership Consortia
Regional Pipeline Coordinators hired by Center for School Improvement	SEPTEMBER 2010 – SEPTEMBER 2011					Center for School Improvement, in consultation with ISBE
Regional Pipeline Coordinators align work of Consortia with regional teacher preparation programs supporting placement of highly qualified candidates in HPHM schools	SEPTEMBER 2011 THROUGH END OF RTTT GRANT PERIOD					Center for School Improvement, working through Area Pipeline Coordinators
State Network of Programs Target Preparation of Highly Effective Teachers for State's Neediest Schools	SEPTEMBER 2010 THROUGH END OF RTTT GRANT PERIOD					Teacher Quality Partnership Program Grant Recipients; Golden Apple Scholars Program; ISAC; ACI; State Grow Your Own Teachers Initiative; Alternative Certification Providers

<b>Performance Measures for (D)(3)(i)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets (see Note on following page explaining methodology)</b>				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	7	12	18	24
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	15	17	21	25
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	31	28	22	16
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	25	23	20	16
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	7	12	18	24
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	N/A	15	17	21	25
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	N/A	31	28	22	16
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	N/A	25	23	20	16

**Note:** The performance measures identified in this table are generally based on an ongoing evaluation of teacher performance conducted by the Consortium on Chicago School Research (CCSR), discussed in Section (D)(2). (*See supra, pp. 135-36, and footnotes 49-51.*) Overall distribution of teacher performance levels reported by the CCSR in 2009 were as follows<sup>65</sup>: (a) Ineffective (either Unsatisfactory or Basic): 33%; (b) Proficient: 60%; and (c) Distinguished: 7%.

This CCSR data has been extrapolated to the State level, and annual targets have been established in line with expectations regarding the effect of PERA implementation, as well as other RTTT initiatives. By the end of SY2013-2014, Illinois anticipates that the percentage of both teachers and principals who are evaluated as highly effective will reach 24-25%. In the same timeframe, the State also expects to reduce the percentage of teachers and principals who are evaluated as ineffective in HPHM schools by approximately one-half. As principal effectiveness is reflective of teacher effectiveness, the same percentages are used for both teachers and principals.

<b>General data to be provided at time of application (all terms as defined in notice):</b>					
Total number of schools that are high-poverty, high-minority, or both	1,054				
Total number of schools that are low-poverty, low-minority, or both	1,134				
Total number of teachers in schools that are high-poverty, high-minority, or both	35,534				
Total number of teachers in schools that are low-poverty, low-minority, or both	37,230				
Total number of principals leading schools that are high-poverty, high-minority, or both	1,054				
Total number of principals leading schools that are low-poverty, low-minority, or both	1,134				
[Optional: Enter text here to clarify or explain any of the data]		This data assumes one principal per school.			
<b>Data to be requested of grantees in the future:</b>					
Number of teachers and principals in schools that are high-poverty, high-minority, or both who were evaluated as highly effective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are high-poverty, high-minority, or both who were evaluated as ineffective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both who were evaluated as ineffective in the prior academic year.					

**RTTT APPLICATION REQUIREMENTS**

**(D)(3) Ensuring equitable distribution of effective teachers and principals** (25 points)

\* \* \*

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

**(D)(3)(ii): GOAL. The number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas in Participating LEAs are significantly increased.**

**KEY ACTIVITIES.**

Across both hard-to-staff subjects and specialty areas, Illinois' strategy to increase the number and percentage of effective teachers is grounded in a comprehensive effort to (a) improve the content knowledge of all teachers teaching hard-to-staff subjects, and (b) improve the ability of all educators to effectively serve students with disabilities and English language learners in an inclusive educational setting, wherever possible. Within each area, Illinois is targeting RTTT resources to develop teacher leaders that can support and disseminate effective instructional practices in hard-to-staff subjects and specialty areas within Participating LEAs.

**A. Ensure All Math and Science Teachers Have Strong Content Knowledge.**

Illinois' strategy to increasing the number and percentage of effective teachers teaching mathematics and science begins with a comprehensive strategy to ensure educators teaching those subjects, from elementary to high school, have a strong knowledge base about the subjects they are teaching and the ways in which students learn and develop skills in each subject. At its October 2009 meeting, the State Board adopted rules for secondary teachers that require 24 credit hours and passage of a content knowledge test for secondary endorsements (except science and social science, which require 32 credit hours and passing the content knowledge test).

Moving forward, ISBE is in the process of convening stakeholders to analyze elementary, middle-level, and secondary content requirements, and will initiate rulemakings in Spring 2011

to further improve content knowledge for teachers in all grade levels in a manner aligned with the Common Core. Specifically, during 2011-2013, ISBE will take the following actions:

- ISBE will undertake an administrative rule change to strengthen content requirements for endorsement/certification in grades K through 8, beginning with math and science;
- ISBE will also undertake an administrative rule change to add endorsements at the elementary level in reading, math, and science;
- For middle school endorsements, ISBE will undertake an administrative rule change that moves from course-based to standards-based requirements and increases the number of required credit hours from 18 to 24; and
- All secondary content areas will be reviewed and revised to further strengthen content area standards.

Research has demonstrated that these types of actions improve teacher academic capital, particularly in Illinois' most disadvantaged schools. In its 2008 report "Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois," the Illinois Education Research Council (IERC) found that "raising standards for teacher qualifications pays off," and that schools have benefitted from the teacher quality policies enacted at the State and federal level. IERC's research demonstrates that schools improve performance when the teachers in those schools meet higher qualifications, with the strongest relationship seen in HPHM schools.<sup>66</sup>

**B. Develop Math and Science Teacher Leaders to Drive Instructional Improvement.** While the actions described above will improve the academic capital of all teachers in math and science, Illinois will use RTTT funding to build the content knowledge of experienced educators to create a cadre of math and science teacher-leaders prepared to support instruction in Participating LEAs. The State's activities will expand existing initiatives focused on improving the effectiveness of math and science instruction and will leverage the resources of the STEM Learning Exchanges (*see (B)(3), pp. 83-85*).

1. Expansion and Enhancement of Illinois Mathematics and Science Partnership Program. The State will enhance and expand its existing Illinois Mathematics and Science Partnership Program (IMSP) to increase the math and science expertise of teachers demonstrating effectiveness in their current assignments within Participating LEAs. The current IMSP supports 39 projects reaching 925 teachers designed to enhance their expertise in STEM education areas. Each existing partnership project requires the collaborative efforts of high-need



LEAs and institutions of higher education as well as regional offices of education and business partners. The IMSP includes two programs—the IMSP Graduate Program offers a master's degree in math and/or science with a focus on K-12 instruction, and the IMSP Summer Workshop/Institute offers teachers specific professional development in math and science content matter and effective pedagogy in focused areas of math and/or science. External evaluation findings of the IMSP programs indicate teachers in both the graduate program and workshop models demonstrate increased mastery of content knowledge.

By leveraging RTTT funding with existing IMSP funding, Illinois will be able to provide additional openings for teachers within Participating LEAs wishing to participate in the training provided by IMSP, thereby increasing the number of participating teachers to 1,625 each year. An expectation of increased teacher leadership opportunities is an embedded requirement of all IMSP projects. Each participant crafts an action research project for implementation in the classroom, and university consultants and coaches assist teachers in carrying out the research, analyzing the research data, and sharing the findings with their peers, both within the cohort and within their schools. The leadership training for IMSP teachers is deliberately embedded in both types of projects in order to build school staff capacity, allowing experienced teachers to take on additional responsibilities and a leadership role within the school for additional pay.

2. STEM Externships. In addition to the expansion of the IMSP program, STEM externships will be offered through partnership organizations within each STEM Learning Exchange (*see (B)(3), pp. 83-85*). The STEM externships will provide a summer paid externship opportunity for math and science educators to experience real world subject-matter application, enhance technology skills, and bring career awareness to STEM teaching and learning. The budget for the STEM Learning Exchanges will support STEM externships for over 500 math and science teachers over the course of four years.

**C. Ensure all Educators are Prepared to Effectively Serve Students with Disabilities and English Language Learners in an Inclusive Setting.** Illinois' strategy to increase the number of effective teachers serving students with disabilities and English learners begins with ensuring all educators have been trained to effectively serve these student populations in an inclusive educational setting. At its June 2010 board meeting, the State Board intends to adopt administrative rules to overhaul the Illinois Professional Teaching Standards which will, among other changes, place a strong emphasis on instruction for students with disabilities and English

language learners to ensure general education teachers are better prepared to address inclusion of all students. As soon as these rules have completed the state rulemaking process, which is anticipated in fall 2010, all teacher preparation programs seeking renewal or approval must demonstrate how the Standards are being addressed. Similarly, the State Board's overhaul of administrator preparation program requirements in the wake of SB 226 (*see (A)(3)(i), pp. 49-50*) will include a strengthening of content understanding for special education and English language learners.

**D. Promote Inclusion of Students with Disabilities in the General Curriculum.**

Research demonstrates that students with disabilities who are educated in the least restrictive environment show increased motivation, higher self-esteem, improved socialization skills, and greater academic achievement than those students in a more restrictive environment.<sup>67</sup> The State's Response to Intervention (RtI) system (*see (D)(5), pp. 184-85*) is resulting in fewer Illinois students receiving special education referrals. (For example, data reported from Naperville School District 203, an 8-building district that has been an early adopter of RtI implementation, indicates that in a single school year 231 fewer initial referrals to special education were made as the result of RtI implementation.) As a result, more students are being educated in an inclusive environment, and the State's comprehensive focus on educator effectiveness discussed throughout this Plan will improve the quality of instruction for these students.

ISBE and the Illinois Student Assistance Commission (ISAC) will use RTTT funding to support a program for Participating LEAs to provide competitive scholarships for general education teachers seeking to add a certification endorsement in an area of special education, who will then assume teacher leadership roles within the Participating LEAs. To be eligible for support, the general education teachers must have a record of effectiveness in their prior assignment. By focusing the RTTT program on general education teachers, the State will expand the pool of educators prepared to serve the needs of special education students within the least restrictive environment. ISAC will coordinate the administration of this program with the Illinois Special Education Teacher Tuition Waiver program, through which Illinois' public institutions of higher education provide waivers of tuition and fees. Through this program, the State will enable 336 general education teachers to instruct students with disabilities in an inclusive environment.

**E. Improve the Effectiveness of Educators in PreK – 3 Language Instruction Educational Programs (as defined under Title III of the ESEA).** For English language learners, Illinois has been a national leader in providing transitional bilingual education in which students are taught academic content in their native languages while learning English. Under Illinois law, transitional bilingual education programs must be designed to facilitate participating students' integration into the regular public school curriculum over a period of three years.<sup>68</sup> The State requires that all teachers assigned to provide instruction in a student's native language demonstrate adequate speaking, reading, writing, and grammar skills in that language.<sup>69</sup> Because of the State's mandate of bilingual services, the English Language Proficiency among Illinois ELLs has improved demonstrably (*see (A)(3), p. 64*).

Illinois continues to expand its commitment to language instruction educational programs by taking the lead in implementing ELL education at the preschool level. Under a law that took effect on January 1, 2009, Illinois became the first state to extend its definition of "children of limited English-speaking ability" to include 3- and 4-year olds participating in State-funded preschool programs, thereby requiring school districts to provide bilingual education services to students enrolled in those programs.<sup>70</sup> This expanded definition and associated extension of programmatic and financial supports to the preschool level is consistent with the Illinois legislature's findings that English language-only instruction is often inadequate for the education of the large numbers of children in Illinois who come from environments where the primary language is not English.<sup>71</sup> These instructional programs promote cognitive, linguistic, and cultural proficiency essential to future academic success, and facilitate parent support of children's learning. The initiatives also ensure vertical alignment of preschool ELL programs with bilingual instruction and language support requirements that have been in place at the K-12 level in Illinois for over 30 years.

Consistent with the 2009 legislation, all districts must ensure that their preschool teachers who work with English language learners have an endorsement either in bilingual education or English as a second language (ESL). ISBE intends to transition in the implementation date of this new requirement so that preschool teachers have three school years to attain the qualifications necessary to obtain the bilingual or ESL endorsement. Through RTTT funding, the State will fund scholarships for preschool teachers in or funded by Participating LEAs to obtain the required endorsement, provided the Participating LEA can demonstrate: (i) teachers

receiving funding have a prior record of effectiveness in preschool instruction, and (ii) the Participating LEA will align its language instructional programs across early learning and grades K-3 by incorporating the use of the State-developed kindergarten readiness measure and integrating professional development for early learning and K-3 instructors (*see (B)(3), pp. 82-83*). RTTT will support 365 effective preschool teachers to attain the qualifications to participate in a Transitional Bilingual Education program.

<b>(D)(3)(ii): Increasing the Number and Percentage of Effective Teachers in Hard-to-Staff Subjects and Specialty Areas</b>						
<b>Activities, Timelines, and Responsible Parties Summary Table</b>						
Activities	2010	2011	2012	2013	2014	Responsible Parties
<b>Improving the Effectiveness of Math and Science Educators</b>						
State strengthens content knowledge requirements in math and science		JANUARY 2011 - JUNE 2013				ISBE
State enhances and expands existing Illinois Mathematics and Science Partnership (IMSP) Program (graduate program and summer workshop/institute); increase number of participating teachers to 1,625/year		SEPTEMBER 2010 THROUGH END OF RTTT GRANT PERIOD				ISBE; IMSP partners
STEM Externships offered through the STEM Learning Exchanges			JUNE 2012 THROUGH END OF RTTT GRANT PERIOD			ISBE; STEM Learning Exchanges
<b>Improving the Effectiveness of Educators to Serve Students With Disabilities and English Language Learners</b>						
Illinois Professional Teaching Standards revised to emphasize inclusive instruction for students with disabilities and English language learners	JUNE 2010 - OCTOBER 2010					ISBE
Scholarships provided to effective general education teachers in Participating LEAs to pursue special education endorsements		SEPTEMBER 2010 - SEPTEMBER 2013				ISBE; Illinois Student Assistance Commission
Scholarships provided to preschool teachers to attain the qualifications to participate in a Transitional Bilingual Education Program		SEPTEMBER 2010 - SEPTEMBER 2013				ISBE; Illinois Student Assistance Commission

<b>Performance Measures for (D)(3)(ii)</b>  <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<b>General goals to be provided at time of application:</b>	<b>Baseline data and annual targets</b>				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	67	70	75	80
Percentage of science teachers who were evaluated as effective or better.	N/A	67	70	75	80
Percentage of special education teachers who were evaluated as effective or better.	N/A	67	70	75	80
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	67	70	75	80
<p><b>Note:</b> Similar to the Performance Measures for (D)(3)(i), the performance measures identified in this table are generally based on an ongoing evaluation of teacher performance conducted by the Consortium on Chicago School Research (CCSR), discussed in Section (D)(2). (<i>See supra, pp. 135-36, and footnotes 49-51.</i>) This CCSR data has been extrapolated to the State level, and annual targets have been established in line with expectations regarding the effect of PERA implementation, as well as other RTTT initiatives. By the end of SY2013-2014, Illinois anticipates that the percentage of mathematics, science, and special education teachers and teachers in language instruction educational programs who are rated as effective or better will increase by 1/3 and reach at least 80%.</p>					
<b>General data to be provided at time of application:</b>					
Total number of mathematics teachers.	12,970				
Total number of science teachers.	10,469				
Total number of special education teachers.	15,834				
Total number of teachers in language instruction educational programs.	2,381				
[Optional: Enter text here to clarify or explain any of the data]					

<b>Data to be requested of grantees in the future:</b>					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

**EVIDENCE: SEE DIRECTLY BELOW.**

**(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)**

Evidence for (D)(3)(i):

- **Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.**

**SEE DIRECTLY BELOW**

- **"High-minority school"** means a school with a minority population that is within the top quartile of minority student membership in the State.
- **"Low-minority school"** means a school with a minority population that is within the bottom quartile of minority student membership in the State.
- **"High-poverty school"** means a school in the top quartile in the State as measured by the percentage of low-income students.
- **"Low-poverty school"** means a school in the bottom quartile in the State as measured by the percentage of low-income students.

**RTTT APPLICATION REQUIREMENTS**

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

\* \* \*

**(D)(4) Illinois Reform Plan  
Improving the Effectiveness of Teacher and Principal Preparation Programs**

**(D)(4) GOAL I: Link student achievement and student growth data to credentialing programs, and publicly report the data for each credentialing program in the State.**

**KEY ACTIVITIES.**

**A. Establish Necessary Data Collection Systems.** At the beginning of SY 2011-12, the State will establish a teacher and principal identifier system with the ability to match teachers and principals to students in accordance with the plans set forth in the State's Application for Phase II of the State Fiscal Stabilization Fund program. For Participating LEAs, new teacher and principal evaluation systems will be in place for SY 2012-13 that incorporate student growth as a significant factor. These new data collection and performance evaluation systems will provide the State with the tools necessary to link student growth data to students' teachers and principals, and link this information to the in-State programs where those teachers and principals were prepared for credentialing.

Specific data points that will be enabled by the new State data collection system and that can be used to evaluate programs include:

1. **Student growth information based on State assessment performance** in tested grades and subjects, for teachers and administrators from each credentialing program (with comparisons to other programs and a statewide average);
2. **The average teacher and administrator practice rating** assigned in summative evaluations based on the four practice performance levels, compared to the state-wide average;



3. **The average student growth rating assigned in summative evaluations**, based on student growth performance quartiles, compared to the state-wide average;
4. The percentage of program graduates passing at certain levels on **State content tests**; and
5. Information on **program graduate employment and retention**.

**B. NCTQ Analysis.** Another rich source of information to help facilitate preparation program evaluation is a qualitative, comprehensive assessment of 49 of Illinois' teacher preparation programs well underway by the National Council on Teacher Quality (NCTQ). This project will be the first in the nation to go as deep and wide in its analysis of teacher preparation programs, evaluating programs on 25 criteria covering selectivity, coursework, field experiences, and outcomes. NCTQ began the research phase of this project in September 2009 and has analyzed admissions requirements, course content, student teaching supports, and rigor as determined by syllabi, faculty information, and many other factors. In fall 2010, Advance Illinois and NCTQ will issue a public report summarizing the findings of the assessment. This new information will help inform potential teacher candidates, districts that hire program graduates, and policymakers that accredit and fund these programs. As Illinois develops the data systems to link student outcomes to programs, this baseline inventory will provide valuable insights into what programmatic elements ultimately impact student achievement.

**C. Create Public Reporting Mechanisms.** With the data collected by new State systems and supplemented by the information from the NCTQ analysis, ISBE and the Illinois Board of Higher Education (IBHE), in collaboration with preparation programs, will design the public reporting mechanisms. The institutions participating in the School Leadership Consortia (*see (D)(3), pp. 157-60*), as a condition to the receipt of RTTT funding, must commit to being full participants in the State's efforts to use student growth and graduate outcome data to analyze and report on the effectiveness of *all* of their teacher and principal preparation programs (even if those programs are not directly tied to the School Leadership Consortia). These institutions, working with ISBE and IBHE, will serve as key partners to develop the State's capacity to report and analyze outcome data in an appropriate manner for all preparation programs throughout the State.

By no later than the end of SY 2012-13, ISBE and IBHE will establish the public reporting mechanisms that link student achievement and student growth data for each teacher

and principal credentialing program within an institution participating in the School Leadership Consortia (estimated to include 15% of the State's preparation programs). By no later than the end of SY 2013-14, ISBE and IBHE will establish the public reporting mechanisms that link student achievement and student growth data for all credentialing programs in the State.

**RTTT APPLICATION REQUIREMENTS**

**(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)**

\* \* \*

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

**(D)(4) GOAL II: Expand preparation credentialing options and programs that are successful at producing effective teachers and principals.**

**KEY ACTIVITIES.**

**A. Linking Student Outcome Data to Program Status/Renewals.** Immediately upon its availability, the State will use data linking student outcomes to preparation programs as part of the State's decision-making process on program renewals and for possible mid-cycle interventions. Under the State Board's administrative rules for preparation programs, information that must be submitted as part of the program renewal process includes data on candidates completing a program.<sup>72</sup> In addition, if the State Superintendent receives information that any approved program is failing to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators, the State Superintendent has authority under ISBE's administrative rules to institute a "mid-cycle intervention" that can lead to provisional approval, probation, or potentially revocation of approval.<sup>73</sup> As described under Goal I, much more robust data on program completers will be available in the third and fourth year of the RTTT grant period to inform State action on program renewals and mid-cycle interventions.

The State understands that data linking student outcomes to preparation programs must be used for renewal and status decisions in a fair and responsible manner. Therefore, in parallel to the development of the public reporting mechanisms described under Goal I, ISBE and IBHE staff will work in collaboration with stakeholders to recommend how best to use student outcome data in connection with program renewal and status decisions on a more systematic basis. These

recommendations will be brought to the State Board of Education by no later than the start of SY 2013-14. By that time, the recommendations can: (i) incorporate the findings and recommendations made by NCTQ as part of its assessment of Illinois' preparation programs, (ii) be informed by two years of data matching teachers and principals to students, and (iii) benefit from the evaluation and recommendations of the School Leadership Consortia participants.

**B. Using Student Outcome Data to Expand or Retract Programs Included Within the School Leadership Consortia.** In addition to factoring this data into program renewals and status decisions, ISBE will use data on student growth outcomes to expand or retract funding for the preparation programs participating in the School Leadership Consortia. As soon as the necessary State data collection mechanisms are in place, ISBE will work with the lead entities for the School Leadership Consortia to use data on student achievement and growth for program graduates as a tool to identify those programs that are successfully preparing principals in high need schools and to expand their involvement in each Consortium, while retracting the participation of those programs with less successful outcomes. If a School Leadership Consortium does not target its resources to grow those programs with the most successful outcomes, the State's grant agreement with the Consortium will permit the State to withdraw or withhold funding from the Consortium. In addition, data on student growth outcomes for teacher preparation programs will be used by the Regional Pipeline Coordinators in their efforts to recruit teams of teacher candidates for HPHM schools (*see (D)(3)(ii), p. 160-61*). Through ISBE's grant agreement with the Center for School Improvement to fund the Regional Pipeline Coordinators, the Coordinators will be held accountable for maximizing teacher placements by those preparation programs whose graduates have the most effective student outcomes.

<b>General data to be provided at time of application:</b>	Actual data: Baseline (current SY or most recent)
Total no. of teacher credentialing programs in the State.	796 <sup>3</sup>
Total no. of principal credentialing programs in the State.	33
Total no. of teachers in the State <sup>4</sup>	510,297
Total no. of principals in the State <sup>5</sup>	48,982

**(D)(4): Improving the Effectiveness of Teacher and Principal Preparation Programs**  
**Activities, Timelines, and Responsible Parties Summary Table**

Activities	2010	2011	2012	2013	2014	Responsible Parties
Advance Illinois and NCTQ issue analysis on teacher preparation programs in Illinois	SEPTEMBER 2010 – OCTOBER 2010					Advance Illinois; NCTQ
Implementation of new State data system linkages between teachers and students		SEPTEMBER 2010 – SEPTEMBER 2011				ISBE
Statewide data analysis and development of recommended use of teacher and principal effectiveness data to hold preparation programs accountable		SEPTEMBER 2010 – SEPTEMBER 2012				ISBE; in coordination with working teams
Establish public reporting linking student achievement and student growth for each teacher and principal credentialing program with an institution participating in the School Leadership Consortia			SEPTEMBER 2012 – SEPTEMBER 2013			ISBE
Data on student growth outcomes used to expand or retract funding for the preparation programs participating in the School Leadership Consortia				JANUARY 2013 – END OF RTTT GRANT PERIOD		ISBE; School Leadership Consortia
Establish public reporting linking student achievement and student growth for all credentialing programs in State; data used as part of the State's decision-making process on program renewals and for possible mid-cycle interventions					JANUARY 2014 – END OF RTTT GRANT PERIOD	ISBE

**Evidence for (D)(4):** The chart below provides timelines for making data on student achievement and growth in relation to teacher and principal preparation programs publicly available as well as general information regarding the number of credentialing programs currently available for teachers and principals in Illinois.

<b>Performance Measures</b>	<b>Actual Data: Baseline (current SY or most recent)</b>	<b>End of SY 2010-2011</b>	<b>End of SY 2011-2012</b>	<b>End of SY 2012-2013</b>	<b>End of SY 2013-2014</b>
<b>General goals to be provided at time of application:</b>	<b>Baseline</b>	<b>Data</b>	<b>And</b>	<b>Annual</b>	<b>Targets</b>
% of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	0	15	100*
% of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	0	15	100*

\* ISBE will need to establish appropriate "n" size requirements to ensure individual teachers and principals cannot be identified from the data. Some programs may not have enough graduates to permit reporting based on the "n" size requirements.

**RTTT APPLICATION REQUIREMENTS**

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

\* \* \*

**(D)(5) Illinois Reform Plan  
Providing Effective Support to Teachers and Principals**

Across all four RTTT reform areas, the State has identified professional development supports that will be central to implementation of this Plan's key reforms (*see Appendix D5-2, Table of Professional Development Supports*). ISBE's RTTT Leadership Management Team will be staffed to include a Statewide Professional Development Coordinator tasked with aligning all of the professional development technical assistance programs outlined in this Plan or otherwise administered by the agency or the regional delivery system (*see (A)(2), p. 29*).

In addition to the professional development supports outlined in each of the reform areas of this Plan, two cross-cutting initiatives are critical to the State's strategy for providing effective, data-informed supports to principals and teachers:

- i. Strong induction and mentoring programs targeting professional development resources to meet the needs of beginning teachers and principals to aid their transition into the profession and reduce turnover.
- ii. Response to Intervention (RtI) systems implemented with fidelity to frequently monitor instructional and behavioral goals and use data derived from monitoring to inform a tiered model of student supports and interventions.

**(D)(5) GOAL I. All Beginning Teachers and Principals in Participating LEAs Are Supported Through High Quality Induction and Mentoring Programs.**

**KEY ACTIVITIES.**

**A. Scale Up Induction and Mentoring Programs to Support all Beginning Teachers.**

Nearly half of all new teachers leave the classroom within their first five years of service, and in some Chicago schools that figure is as high as 75 percent. These repeated vacancies cause school districts significant expenses for advertisement, recruitment, orientation, and professional development. For students in schools with rampant turnover, it often means being taught by a succession of inexperienced, less effective teachers. Induction, a menu of professional support services for beginning teachers that typically includes mentoring, professional development, and assessment of teaching practice, has proven to be one of the most effective tools in retaining new teachers and accelerating their effectiveness in the classroom. The New Teacher Center's analysis of its induction and mentoring support in Chicago has found that intensive, high-quality induction and mentoring increases teacher-reported intent to remain in teaching by 45% (from 49 to 94%), and has led to in-district retention rates of new teachers within these programs of 85.1%.<sup>74</sup> Induction and mentoring is also directly connected to the State's broader human capital reforms; specifically, performance evaluation redesign. As teachers are evaluated more rigorously more areas of improvement will be identified, and high quality induction and mentoring will help new teachers address these areas of improvement through the assistance of an effective, experienced teacher. Also, induction and mentoring provides leadership opportunities for experienced teachers and can be a critical part of a "career ladder" compensation system.

Providing high quality mentoring and induction for new teachers has been a state priority since 2003 (*see (A)(3), p. 50*). Under ISBE's administrative rules, each induction and mentoring program is designed to ensure that each new teacher spends no less than 60 hours in face-to-face contact with the mentor assigned.<sup>75</sup> Programs must be built upon specific quality elements and induction program standards that have been defined by the State, in collaboration with stakeholders and national experts. Under the School Code each mentor "shall demonstrate the best practices in teaching his or her respective field of practice."<sup>76</sup> Consistent with the State's comprehensive performance evaluation reforms, ISBE will initiate a rulemaking to tightly align this requirement for mentor selection to performance evaluation outcomes. Under the MOU, Participating LEAs are expected to: (i) establish induction and mentoring programs for all new

teachers that are at least two years in duration, with the programs meeting standards set forth in the School Code and administrative rule; and (ii) participate in the State's technical assistance and accountability systems to improve the quality of all new teacher induction and mentoring programs.

**B. Establish the Statewide Infrastructure Necessary to Build and Maintain Induction Program Quality.** RTTT will not only expand the availability of induction and mentoring – it will also ensure all existing and new programs receive technical assistance and are held accountable to ensure program quality. The State will continue and expand partnerships with The New Teacher Center (NTC), the nation's premier organization focused on accelerating new teacher development, the Illinois New Teacher Collaborative, and numerous other partnership organizations (*see Appendix D5-1*) to build the State systems necessary to ensure high quality induction and mentoring programs. The Teacher Induction Policy Advisory Team, comprised of diverse stakeholders (*see Appendix D5-1*), will advise the direction and implementation of the statewide system for induction and mentoring and the policies and infrastructure needed to sustain it.

**Technical Assistance:** Key components of the technical assistance system will include:

- Tailored Program Improvement: ISBE, working with one or more partnership organizations, will assemble a team of staff who will provide tailored technical assistance to individual program leadership teams in Participating LEAs. Each technical assistance provider will have a caseload of approximately 15-18 programs, and their focused and consistent coaching and support for individual induction programs will serve as the cornerstone for improving program quality.
- Formative Assessment and Mentoring Materials: Technical assistance providers will provide guidance and support to programs around the use of formative assessment of new teacher practice protocols, based upon state teacher standards, and alignment with other coaching efforts and local teacher evaluation procedures.
- Online Mentoring for Math, Science, and Special Education Teachers: The technical assistance system will provide enhanced mentoring services in math, science, and special education content areas. These services are particularly important for new teachers in rural and/or many urban settings who may not have access to a qualified, experienced teacher in one of these high-need subject areas.

**Program Accountability:** The State infrastructure for induction and mentoring will also establish and maintain a strong focus on program quality and accountability. ISBE, working with its partnership organizations, will develop and implement a process of ongoing program improvement based upon the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the Illinois Continuum of Induction Program Development, and data of implementation and impact. To collect the necessary data for the program accountability process, ISBE will work with its partnership organizations to ramp-up a system developed through an independent external evaluation that collects and synthesizes program impact data, including teacher effectiveness, teacher retention, student achievement, and teacher efficacy.

**C. Individualized Mentoring Support for all New Principals.** The State of Illinois recognizes the need to provide focused and rigorous support to new principals as well as teachers, and since 2007 has required individuals who first begin working as principals to engage in a one-year mentoring program.<sup>77</sup> Through the Illinois New Principal Mentoring Program, a partnership between ISBE and the Illinois Principals' Association, new principals are matched with an experienced principal who provides on-the-job guidance and helps principals develop competencies in a broad array of leadership skills and practices aimed at improving teaching and learning in their schools. ISBE's program requirements ensure no fewer than 50 contact hours between the mentor and the principal.<sup>78</sup>

Principals who serve as mentors must have three or more years of service as an Illinois principal and demonstrated success as an instructional leader, in accordance with standards set forth in ISBE's administrative rules.<sup>79</sup> In response to the State's comprehensive performance evaluation reforms, ISBE will revise current administrative rules to include evaluation data as an additional criterion of mentor selection. Over the past three school years, mentoring services have been provided to over 1200 new principals.

The State will continue the Illinois New Principal Mentoring Program throughout the RTTT grant period as an important complement to this Plan's focus on instructional leadership. The existing program will be strengthened through the establishment and expansion of the National Board Certification for Principals (NBCP) program (*see (D)(2), pp. 141*), which will create strong school leaders who have the knowledge and skills required to provide effective mentoring support of new principals.



**(D)(5) GOAL II. Effective implementation of Response to Intervention (RtI) Systems Enables Educators to Analyze and Use Data, Design Instructional Strategies, and Differentiate Instruction.**

**KEY ACTIVITIES.**

In January 2008, the Illinois State Board of Education adopted the Illinois Response to Intervention (RtI) Plan that establishes RtI as a general education initiative involving a fluid model of response to interventions of varying intensity to meet individual student needs. The Illinois RtI approach includes a three-tier model of support:

<b>Tier 1</b>	Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
<b>Tier 2</b>	At Tier 2, supplemental instruction and interventions are provided in addition to core instruction to those students for whom data suggest additional instructional support is warranted.
<b>Tier 3</b>	Tier 3 consists of intensive instructional interventions provided in addition to core instruction with the goal of increasing an individual student's rate of progress.

RtI incorporates frequent monitoring of instructional and behavioral goals, and the use of data derived from monitoring to inform the selection of instructional strategies.

All districts were required by ISBE administrative rule to develop a plan by January 1, 2009 for the transition to use of an RtI-based evaluation and instructional process, and must fully implement RtI by SY 2010-11.<sup>80</sup> The Participating LEA MOU reinforces this obligation by ensuring the district's plan for RtI implementation provides for targeted interventions and differentiated supports, aligned to the Common Core, for students who are not on pace to meet postsecondary education and career expectations.

The State's evaluations of its RtI implementation efforts have shown that with increased levels and fidelity of implementation came improved student performance in reading, as assessed through curriculum-based measures and the movement of students from lower to higher RtI tiers.<sup>81</sup> Further, case studies have shown that effective implementation of RtI can dramatically reduce special education referrals, thereby serving more students in an inclusive educational environment and saving costs associated with referrals.<sup>82</sup> To improve the fidelity of implementation of RtI, Illinois has built a comprehensive model of educator supports that will be expanded and enhanced over the RTTT grant period.

The State has funded the creation of four regional centers—one in the City of Chicago and one each in the northern, central, and southern parts of the State—that provide standardized

professional development and technical assistance to educators and parents in their regions. Commencing in 2010, Illinois will expand its RtI supports through development of a series of RtI training modules, including both a face-to-face training format and an online format, covering, among other topics: (i) overview and use of the Three-Tier instruction and intervention model; (ii) leadership skills to improve student performance through an RtI system; (iii) culturally and linguistically diverse learners and improved student achievement; (iv) universal screening and progress monitoring; and (v) determining and designing effective interventions, with Literacy and Mathematics modules for each of grade levels K-3, 4-8, and 9-12. The online modules are designed to be highly interactive and provide opportunities for participants to work through case studies and assess their own progress through frequent self-checks. The modules provide a resource for school-based instructional leadership teams to access their own "just-in-time" professional development.

The State's RtI support system also uses a Trainer of Trainers model to prepare and place school and regional RtI trainers and coaches throughout the State. Working with the regional delivery system, ISBE staff have developed an intensive selection and recruitment process to locate trainers in schools, district offices, the Statewide System of Support, and partnering organizations (e.g., teacher unions and school management organizations). The complementary content of the face-to-face modules presented by the RtI trainers with the online modules allows schools to reach a full understanding of the module topics. Over the course of the RTTT grant period, Illinois' system for RtI implementation and support will result in: (i) all LEAs having access to low-cost or no-cost professional development regarding RtI through either online modules or face-to-face trainers; and (ii) each Regional Office of Education having a minimum of one RtI trainer available to the LEAs it serves.

**RTTT APPLICATION REQUIREMENTS**

**(D)(5) Providing effective support to teachers and principals (20 points)**

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

\* \* \*

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

**(D)(5) GOAL III. Professional Development Resources are Aligned and Measured.**

**KEY ACTIVITIES.**

Currently, professional development resources and offerings are often scattered across multiple LEA and school programs with little alignment, and existing State reporting systems do not provide sufficient data to analyze professional development effectiveness and impact. The State's enhancements to the School and District Integrated Plans (*see (A)(2), pp. 34-35*) will establish a platform to ensure Participating LEAs are aligning and targeting professional development resources and to measure the impact of local professional development systems.

**Alignment of Professional Development Resources.** The District Integrated Plan will incorporate, in a summary format, each Participating LEA's professional development expenditures across major federal and state line items for the prior fiscal year, including district expenditures for professional development under Title I, Title II, and Title III. (This data is currently reported and captured across multiple ISBE divisions, and will be captured in a single summary screen with the Integrated Plan improvements undertaken during SY 2010-11.) Using this summary information, Participating LEAs will be required to demonstrate how professional development resources across funding streams are being coordinated in furtherance of the RTTT commitments and district and school improvement objectives. Upgrades to the School Integrated Plan will require principals to report on how building-level professional development is aligned to district professional development objectives and expenditures.

**Specification of Objectives, Strategies, and Indicators of Progress.** As part of the district and school improvement planning processes, Participating LEAs will identify specific professional development *objectives, strategies, and indicators of progress*. The strategies will be broken down by activity and time frame, with budgets and fund sources for each. While the professional development indicators of progress may initially include items such as attendance

and reported levels of educator satisfaction, the indicators must transition to incorporate formative and summative student growth outcomes and improvements in teacher and principal effectiveness ratings as State and LEA data and evaluation systems are implemented to support this type of assessment.

**Ensuring Time for Professional Development.** Within the School Integrated Plan, principals will be required to address how professional development will be incorporated into the school's weekly schedule to ensure adequate time to achieve the school's professional development objectives and strategies. The Illinois Partnership Zone model for Illinois' lowest-performing schools (*see (E)(2), pp. 194-201*) focuses on the need for extended learning time for more teachers to collaborate. The School Integrated Plan will provide the basis for ISBE to ensure schools within the Partnership Zone incorporate common planning and collaboration time into their overall professional development strategies as a condition for the receipt of School Improvement Grant funds.

**Measurement of Professional Development Impact.** Both the School and District Integrated Plans will include an improvement activity and professional development intervention coding menu that will roll up to provide LEA-, regional and state-level evaluation data arrays summing the frequency of interventions by type, outcome, and budget amounts. From this data array, a cost-benefit analysis can be generated giving ISBE and Participating LEAs an overview of what is working and at what efficiency, with drill down to grade- and subject-specificity. Focusing on improvement linked to professional development and fund allocations at the LEA- and school-levels will build real-time, robust status models of professional development target activities and performance outcomes, making it possible to derive cost-benefit scores for professional development by type of intervention at all levels.

Data on professional development obtained through the Integrated Plans can be combined with data from the State longitudinal data system and from the Learning and Performance Management System to enable research combining student outcome and professional development data. Specifically, the Illinois Collaborative for Education Policy Research (*see (C)(3), pp. 112-15*), will be able to integrate professional development data with data from these other sources to evaluate how the effectiveness of professional development supports can be improved. Ultimately, the State's measurement of the outcomes of professional development offered at the state, regional, and LEA level will center on the following questions: If people are

trained, do they implement? If people implement, do they do it with fidelity? If they implement with fidelity, do they sustain? If the practices are sustained, what is the impact on student learning? This Plan will result in the creation of the tools and data collection systems enabling these questions to be addressed.

<b>(D)(5): Providing Effective Support to Teachers and Principals</b>						
<b>Activities, Timelines, and Responsible Parties Summary Table</b>						
Activities	2010	2011	2012	2013	2014	Responsible Parties
<b>Teacher induction and mentoring programs</b>						
Participating LEAs with existing induction and mentoring programs expand to all first and second year teachers.			SEPTEMBER 2010 – SEPTEMBER 2011			Participating LEAs; with technical assistance from ISBE
Participating LEAs without existing induction and mentoring programs establish such programs.			SEPTEMBER 2010 – SEPTEMBER 2011			Participating LEAs; with technical assistance from ISBE
ISBE expands partnerships with The New Teacher Center, the Illinois New Teacher Collaborative and other organizations to build the State systems necessary to ensure high quality induction and mentoring programs			SEPTEMBER 2010 – SEPTEMBER 2011			ISBE
Participation in State's technical assistance and accountability systems to improve the quality of all new teacher induction and mentoring programs.						Participating LEAs
<b>New Principal Induction and Mentoring Programs</b>						
Further development and expansion of the Illinois New Principal Mentoring Program and continued support of new principals upon completion of program.			SEPTEMBER 2010 THROUGH END OF RTTT GRANT PERIOD			ISBE
For high needs schools, coordination of principal mentoring programs with services of the School Leadership Consortia and the National Board Certification for Principals Program.						ISBE; School Leadership Consortia
<b>Implementation of Response to Intervention (RtI)</b>						
Full implementation of an RtI based evaluation and instructional process.			SEPTEMBER 2010 – SEPTEMBER 2011			All LEAs in the State
Ensure RtI plan provides for targeted interventions, differentiated supports aligned to the Common Core			SEPTEMBER 2010 – SEPTEMBER 2012			Participating LEAs; with support from Statewide System of Support (SSOS)
Expansion of development of RtI system and supports to ensure: <ul style="list-style-type: none"> <li>All LEAs will have access to low-cost or no-cost professional development regarding RtI through either online modules or face-to-face trainers.</li> <li>Each Regional Office of Education which provides professional development to LEAs will have a minimum of one RtI trainer available to the LEAs it serves.</li> <li>Staff with the Statewide System of Support will participate in the RtI Modules Trainer of Trainers program in order to provide additional supports to the schools they serve.</li> </ul>			SEPTEMBER 2010 – END OF RTTT GRANT PERIOD			ISBE and SSOS
<b>Coordination of Professional Development Resources Across Programs and Aligned to School and District Improvement Objectives</b>						
Launch of School and District Integrated Plan web reporting system, which will include tools to assist schools and LEAs in managing professional development programs.		AUGUST 2010 – SEPTEMBER 2010				ISBE; Illinois Interactive Report Card (IIRC)
Upgrading of District and School Integrated Plans to provide intensive attention to professional development, linked to plan strategies and activities.		SEPTEMBER 2010 – JUNE 2011				ISBE; Illinois Interactive Report Card (IIRC)
Use of improvement activity and professional development intervention coding menu in the School and District Integrated Plans to evaluate professional development.						ISBE; Illinois Collaborative for Education Policy Research (ICEPR)

**(D)(5): Providing effective support to teachers and principals**

Evidence for D(5) [optional\*]: If State wishes to include performance measures re providing effective support to teachers/principals, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.

**SEE DIRECTLY BELOW.**

<b>Performance Measures (D(5))</b>		<b>Actual Data: Baseline (Current/most recent school year)</b>	<b>End of SY 2010- 2011</b>	<b>End of SY 2011- 2012</b>	<b>End of SY 2012- 2013</b>	<b>End of SY 2013- 2014</b>
If the State wishes to include performance measures, please enter in rows below, and provide baseline data and annual targets in the columns provided.						
<b>Scaling up support for all beginning teachers and principals</b>	% of Participating LEAs with induction and mentoring programs for new teachers	NA	50%	75%	90%	100%
	% of beginning teachers participating in an induction and mentoring program that qualify for such program	NA	60%	80%	90%	100%
	% of Participating LEAs with teacher induction and mentoring programs that include a program accountability component	NA	40%	60%	80%	100%
	% of beginning principals participating a mentoring program	100%	100%	100%	100%	100%
<b>Response to Intervention Supports</b>	% of Participating LEAs with access to professional development regarding RtI through either online modules or face-to-face trainers	NA	85%	95%	100%	100%
<b>Professional Development Measurement</b>	% of Participating LEAs using the Integrated Planning process to align and measure Professional Development	NA	0%	75%	100%	100%

## **E. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS**

### **RTTT APPLICATION REQUIREMENTS**

#### **(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)**

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

**CONTAINED IN NARRATIVE**

#### **(E)(1) Illinois Reform Conditions Intervening in the Lowest-Achieving Schools and LEAs**

ISBE has broad statutory authority to intervene in underperforming schools and districts. Section 2-3.25f of the School Code, 105 ILCS 5/1-1 *et seq.*, gives the State Superintendent the power, following State Board authorization, to intervene in school districts or schools remaining on academic watch status for three years following placement on academic watch status. A school district or school is placed on academic watch status after not making Adequate Yearly Progress (AYP) for a fourth annual calculation.

The State Board may authorize the State Superintendent to take the following actions to intervene in a district or school:

1. Authorize the State Superintendent to direct the regional superintendent to remove the local board members;
2. Direct the State Superintendent to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate the school or school district for purposes of improving pupil performance and school improvement, for a period of time specified by ISBE and based on the recommendation of the State Superintendent;
3. Change the recognition status of a school district or a school to "nonrecognized." A school district that is nonrecognized shall automatically be dissolved on July 1 following that nonrecognition, and its territory realigned with another school district or districts, by the regional board of school trustees. The effective date of nonrecognition of a school shall be July 1 following the nonrecognition; and

4. Authorize the State Superintendent to direct the reassignment of pupils or the reassignment or replacement of school district personnel who are relevant to the failure to meet AYP criteria.

For additional information on ISBE's power to intervene in the lowest-achieving schools and LEAs, see *Appendix EI-1*, Section 2-3.25f of the School Code, State Interventions. Of the 95 Tier I and Tier II schools, as defined under the School Improvement Grant program, 82 of these schools (86% of the total) are currently subject to the State Superintendent's intervention authority as described above.

In addition, all federal requirements apply to schools and school districts utilizing federal funds under Title I, Part A of the federal Elementary and Secondary Education Act of 1965. 105 ILCS 5/2-3.25f(c). Therefore, ISBE has the authority to exercise No Child Left Behind Act corrective action rights for any Title I district that has reached corrective action status, which include, but are not limited to, replacing district personnel who are relevant to its inability to make adequate yearly progress; appointing a receiver or trustee to administer district affairs; and/or abolishing or restructuring the district. 20 U.S.C. 6316(c)(10)(C).



## RTTT APPLICATION REQUIREMENTS

### **(E)(2) Turning around the lowest-achieving schools** (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

#### **Evidence for (E)(2): See Appendix E2-3**

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.  
o **Appendix E2-3: Prior Interventions**

### **(E)(2) Illinois Reform Plan Turning Around the Lowest-Achieving Schools**

#### **(E)(2) GOAL I. Identify and publicly report the State's persistently lowest-achieving schools.**

##### **KEY ACTIVITY. Identifying and Publicly Reporting "Illinois Priority Schools."**

Illinois has established a list of "Illinois Priority Schools," which includes:

1. The State's "persistently-lowest achieving schools," as defined in the RTTT notice. This list consists of those schools designated as Tier I and Tier II schools by ISBE under the Section 1003(g) School Improvement Grant and State Fiscal Stabilization Fund programs, as approved by the U.S. Department of Education. The State's definition of "Tier I" and "Tier II" schools, as well as a list of these schools, is included in *Appendix E2-1*.
2. Certain significantly low-performing schools within the Super LEAs have also been designated as Illinois Priority Schools. Although these schools do not fall within the Tier I or Tier II designations under the School Improvement Grant and State Fiscal Stabilization Fund programs, the schools are within the bottom 5% of student achievement statewide and are schools in which the Super LEAs have committed to undertaking an intensive intervention, using RTTT funds, consistent with the requirements applicable to Tier I and Tier II schools and the Illinois Partnership Zone

framework described in Section (E)(2). Through the addition of these schools to the Illinois Priority Schools list, Illinois is extending the State's intervention supports to schools within Super LEAs ready to tackle challenging reforms. A list of these schools is also included in *Appendix E2-1*.

ISBE has publicly posted on its website: (a) the list of Illinois Priority Schools, (b) its definition of Illinois Priority Schools and Tier I, Tier II, and Tier III schools for School Improvement Grant Purposes, and (c) identified which schools fall into Tier I, Tier II, or Tier III for School Improvement Grant purposes. On its website, Tier I and Tier II schools are identified as the State's "persistently lowest-achieving schools" as defined in the RTTT criteria.

**(E)(2) GOAL II. Dramatically improve student achievement in Illinois Priority Schools through LEA implementation of one of the four school intervention models.**

Under Section (IV)(A) of the Participating LEA MOU, Participating LEAs must undertake one of the four school intervention models identified by the U.S. Department of Education in all "Tier I" and "Tier II" schools within the LEA (subject to state and federal support for such activities). The interventions must commence during the first three years of the Race to the Top grant period (i.e., SY 2010-11, 2011-12, or 2012-13), with no less than a proportionate cohort of schools initiating interventions in each year. Participating LEAs that can demonstrate that a prior intervention substantially aligned to one of the four school intervention models is demonstrating significant student achievement gains, as determined by ISBE, may receive funding to continue with that intervention.

**KEY ACTIVITIES**

The Illinois plan for supporting LEA implementation of the four school intervention models consists of four inter-related components:

A. The Illinois Partnership Zone: A structured, state-wide effort to coordinate the services of "Lead" and "Supporting" partners to build LEA capacity to undertake intensive interventions in Illinois Priority Schools.

B. Direct State Intervention System: If LEAs do not demonstrate the willingness or capacity to undertake the dramatic actions necessary to improve student outcomes in the lowest-performing schools the State will leverage its legal authority and the capacity of key partners to undertake a direct State intervention.

C. School District Reorganizations for Underperforming Districts: For certain LEAs, implementation of a successful "restart" or "closure" intervention should be coupled with a broader school district reorganization to ensure student access to adequate educational opportunities.

D. Drop-out Prevention and Re-enrollment Supports. Given the State focus on turning around high schools, the establishment of targeted initiatives for students that are significantly below grade level and strategies designed to re-engage youth who have dropped out of high school without receiving a diploma are necessary to improve student achievement and increase graduation rates.

Each component of the plan is discussed in greater detail below.

**A. Illinois Partnership Zone**

In Illinois, as in all other states, "light touch" interventions models provided through State and regional technical assistance systems have not resulted in significant improvements in student outcomes in the State's lowest performing schools. Illinois recognizes that for interventions in low-performing schools to have the desired intensity and scalability, (a) the State must engage with external partners to provide intensive, structured on-the-ground intervention models, and (b) the interventions must consist of more than "programs," but must also address the "people" (i.e., the principal and teachers) who are the ultimate drivers of improved student outcomes. In response to the shortcomings in past intervention efforts, ISBE launched the "Illinois Partnership Zone" in October 2009 to dramatically improve student achievement in Illinois Priority Schools by combining intensive school interventions with a robust human capital strategy, supported by a network of strong outside organizations. In January 2010, following a competitive procurement process, the State Superintendent pre-qualified a strong cadre of Lead and Supporting Partners (discussed below) to support the Illinois Partnership Zone initiative. Moving forward, as described in this Plan, the Illinois Partnership Zone will serve as the structural framework for the State's work with the Super LEAs and all LEAs receiving Section 1003(g) School Improvement Grant Funds for "Tier I" or "Tier II" Schools.

Using School Improvement Grant program funding, ISBE is aggressively implementing the Illinois Partnership Zone initiative to commence intervention activities in a cohort of LEAs with Illinois Priority Schools during SY 2010-11. ISBE is fully leveraging its 1003(g) School Improvement Grant funds to support the Illinois Partnership Zone framework by requiring LEAs

to work with an external Lead Partner pre-approved by ISBE to provide the necessary capacity to support an intensive intervention model. Through RTTT, ISBE will further strengthen and expand the scope of the Partnership Zone by: (i) strengthening State capacity for implementation and oversight; (ii) funding interventions by Super LEAs in schools that are not eligible for priority funding through the School Improvement Grant program; (iii) establishing the School Leadership Consortia to direct the recruitment and preparation of principals for placements in Illinois Priority Schools (*see Section (D)(3), pp. 157-60*); and (iv) supporting a number of initiatives across the four reform areas that will help further the Partnership Zone work, such as the implementation of standards-aligned instructional systems, local instructional improvement systems, strategies to recruit and retain effective teachers and leaders, and the redesign of performance evaluations.

1. State Oversight and Management. The Center for School Improvement (*see (A)(2), p. 31*) will establish a School Turnaround Unit to provide oversight and management of the interventions undertaken in all Illinois Priority Schools. By relying on Lead and Supporting Partners to carry out the on-the-ground work, the School Turnaround Unit and ISBE will focus on procuring and providing oversight to the partners, providing performance management of LEA and partner activities, and ensuring Partnership Zone interventions are supported by ISBE agency initiatives and divisions. The State will also receive support for the Illinois Partnership Zone initiative through its participation in the six-state Mass Insight Education Partnership Zone collaboration. Illinois has been chosen by Mass Insight Education & Research Institute to participate in a three-year, \$70 million effort to establish national proof points for turning around clusters of low-performing schools. Illinois is moving forward with an aggressive implementation timeline that will place it at the forefront of this initiative. Mass Insight and ISBE have begun the process of engaging a group of national, state, and community-based foundations to raise private funds in support of this effort. The State is committed to maximizing the planning, policy, budgetary, communications, and other support activities available through Mass Insight's multi-state project.

2. Lead and Supporting Partners. To provide the necessary on-the-ground capacity for LEAs to carry out intensive interventions, on October 15, 2009, ISBE issued a Request for Sealed Proposals for Lead and Supporting Partners with a demonstrated record of successful and effective work with underperforming schools to work in every region of the State. As described

in the State procurement, "Lead Partners" are responsible for leading and overseeing the implementation of the intervention model in selected schools, while "Supporting Partners" will support the school-level work of Lead Partners and help to implement district-wide human capital and capacity-building strategies. Based on responses to this procurement, the State Superintendent pre-qualified Lead and Supporting Partners to work with LEAs and schools in specific regions (*see Appendix E2-2*). The pre-qualified partners are also eligible to contract directly with ISBE to support LEA activities or as part of a direct State intervention. The pre-qualified Lead and Supporting Partners consist of organizations that have served as national leaders in school turnaround, as well as a number of Illinois-based organizations that are seeking to expand and intensify existing service models to engage in turnaround-related activities. ISBE will ensure that all Lead and Supporting Partners are able to carry out the core components of the Partnership Zone initiative, as further described in this Section and the Appendices. As necessary, ISBE will require that certain Lead Partners coordinate interventions with appropriate Supporting Partners to ensure capacity to address the teacher and school leader effectiveness components. ISBE's pre-qualification process also ensured that all Partners only committed to provide services to the extent of their capacity. In future years of the initiative, ISBE, working with the Center for School Improvement, will undertake additional Lead and Supporting Partner procurements to expand and update the list of pre-qualified entities.

The Partnership Zone model also focuses on an eventual phase-out of Lead and Supporting Partner services – ultimately, after a four- to five-year timeframe, the partners must build the capacity of the LEAs and schools to achieve sustainable student growth outcomes.

a. *Lead Partners.* Only one Lead Partner will be assigned to each participating school within an LEA. In general, the Lead Partner's duties will include: (i) working with ISBE and the School Turnaround Unit, the LEA, and the school to perform a needs assessment of the school; (ii) coordinating with all involved stakeholders on the development of an intervention plan and its implementation; and (iii) implementing a coherent, whole school intervention model in partnership with the LEA. LEAs have flexibility in selecting a specific intervention model, as identified in the School Improvement Grant regulations, to be implemented in coordination with a Lead Partner. However, the intervention model must be comprehensive, and ISBE's pre-approval process for Lead Partners required partners to demonstrate that their intervention model addresses all of the "Transformation Criteria" identified in **Appendix E2-2**. The

Transformation Criteria encompasses: (1) School culture and climate; (2) Developing teacher and school leader effectiveness; (3) Comprehensive instructional reform strategies; (4) Extended learning time; and (5) Providing operating flexibility. These criteria address all of the required elements of the "Transformation Model" established by the U.S. Department of Education, and if 50% or more of staff are replaced as part of an intervention, the Transformation Criteria also address all of the required elements of the "Turnaround Model" established by the U.S. Department of Education.

Illinois has received approval from the U.S. Department of Education to *require* that LEAs receiving School Improvement Grant funds use a pre-qualified Lead Partner to implement a turnaround, transformation, or restart intervention model. If an LEA seeks to use a partner that is not on the State's pre-approved list, (i) a request for approval must be submitted to ISBE describing how the LEA recruited, screened, and selected the provider; (ii) the proposed provider must submit an application for approval by ISBE demonstrating that it meets the approval criteria used for all other providers; and (iii) if the proposed provider is deemed by ISBE to meet the approval criteria, it will be approved to partner with that LEA. To facilitate relationship building among Lead Partners and LEAs with a Tier I or Tier II school, ISBE convened a day-long forum in March 2010 to allow Lead Partners to introduce their services and engage in structured conversations with the LEAs. As LEAs move into the contracting phase with their selected Lead Partner, the contract must ensure shared accountability for the success of the intervention model, permitting termination if specified outcomes are not being achieved.

b. *Supporting Partners.* Supporting Partners will support Lead Partners' work in selected schools, and assist Participating LEAs to develop district-wide human capital strategies to increase the effectiveness of their teacher and principal workforce. While these strategies will initially be targeted to Illinois Priority schools, the objective will be to expand the strategies on a broader scale throughout the LEA. In addition to the human capital strategies, Supporting Partners may also assist LEAs to build the capacity of their school board or district administrative leadership to effectively oversee and implement Partnership Zone activities. The specific human capital and district capacity building strategies to be undertaken by Supporting Partners, as well as the Supporting Partners prequalified in each strategy area, are identified in **Appendix E2-2**.

2. Comprehensive Human Capital Focus. In establishing the Illinois Partnership Zone, the State has remained focused on the critical importance of placing and retaining highly effective teachers and principals in the schools that need them the most. Through the following elements, the State's Partnership Zone framework will be coordinated with the State's RTTT plan to incorporate a robust human capital strategy as part of every intervention.

a. *Pre-approval Process for Partners*: ISBE's Request for Sealed Proposals and scoring rubric for Lead Partners placed half of all available points on the quality of the partner's human capital-related strategies—accordingly, partners could not be pre-qualified unless their model had a comprehensive strategy for developing teacher and school leader effectiveness.

b. *Performance Evaluation Requirements*: Under the Performance Evaluation Reform Act (PERA), any LEA receiving School Improvement Grant funds, regardless of whether the LEA is participating in RTTT, must agree to implement a district-wide performance evaluation system for teachers and principals meeting PERA's requirements by no later than the start of SY 2012-13. This requirement of PERA and ISBE's School Improvement Grant program recognizes that a quality system for measuring the effectiveness of principals and teachers must be at the core of any comprehensive intervention strategy.

c. *Super LEA Commitments*: As previously discussed, to become a Super LEA, superintendents and their union leaders had to agree to accelerated implementation of teacher and principal evaluation systems, staffing autonomy for the site-based leadership of Illinois Priority Schools to establish an effective teaching staff as quickly as possible, and other autonomies from a collective bargaining agreement facilitating implementation of the Partnership Zone framework. The budget for the School Turnaround Unit in the Center for School Improvement includes funding to assist with the negotiations of "thin" collective bargaining agreements in the Super LEAs that may restrict implementation of more aggressive intervention models.

The 13 Super LEAs and Chicago Public Schools will play an important leadership role in the Partnership Zone by tackling the conditions necessary to support an intensive, human capital-focused intervention. Although not a Super LEA, Chicago Public Schools has been a national leader in using external partners to undertake turnarounds in lowest-performing schools, and its key partner in this work, the Academy for Urban School Leadership (AUSL), is on the State list of pre-qualified partners (See **Appendix E2-3-A** for a description of CPS' historic

performance on school turnaround, as well as the historic performance of other LEAs in the State).

d. *School Leadership Consortia:* The School Leadership Consortia and Regional Pipeline Coordinators (*see (D)(3), pp. 157-60*) will help develop highly effective principals needed to serve Illinois Priority Schools and will coordinate the activities of teacher recruitment and placement initiatives serving these schools. These Consortia are specifically tasked with building relationships with LEAs and Lead and Supporting Partners to serve as an integral part of their human capital approach.

3. LEA Alignment of Resources. In addition to its comprehensive human capital focus, the Illinois Partnership framework also requires LEAs to align resources at the district- and school-level to carry out the intervention and ensure its ongoing sustainability. LEAs are expected to provide funding for the Partnership Zone above and beyond the funding committed by the State and must demonstrate how the LEA will identify and re-allocate existing district funds for the purpose of sustaining the work after state and federal funding expires. In addition, as part of the approval process for Participating LEAs' RTTT implementation plans, the State will require Participating LEAs to demonstrate how the Participating LEA is focusing on P-20 transitions for students in Illinois Priority Schools by aligning intervention and improvement strategies across PreK, elementary, middle, and high schools, and into postsecondary. At the school-level, LEA contracts with Lead Partners will provide for maximum freedom from district-wide mandates for Partnership Zone schools (particularly those that affect curriculum/professional development, schedule, calendar, budgeting, and improvement planning), so that all school-level resources are directed toward the successful implementation of the Lead Partner's intervention model and the Lead Partner can be held accountable for results.

ISBE will leverage flexibility under both federal and state law to support the realignment of local resources in support of the intervention plan. The State of Illinois has been approved by the U.S. Department of Education to waive the 40% poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs receiving School Improvement Grant funds for an intervention in a "Tier I" or "Tier II" school to implement a schoolwide program with maximum flexibility for the use of federal funds. Under the Illinois School Code, the State Superintendent may authorize waivers of State regulatory requirements restricting implementation of the



intervention model.<sup>83</sup> The State will encourage Participating LEAs and Lead Partners to maximize the funding flexibility available under these authorities.

4. Data Collection, Outcomes-based Measurements, and Advisory Oversight. All LEAs, Lead Partners, and Supporting Partners will be required to participate in data collection, evaluation, and reporting activities specified by ISBE so that successful strategies can be determined and shared throughout the State. The State's development of the Learning and Performance Management System (*see (C)(3), pp. 100-01*), will enable LEAs to implement data and performance management systems necessary to support intervention strategies and provide necessary reporting to the State. In addition, ISBE's procurement for Lead and Supporting Partners focused on the establishment of an outcomes-based measurement model and metrics for evaluating success by schools, districts, and partners. Using responses from this procurement, ISBE will develop an overall outcomes-based measurement model and metrics to ensure that every Partnership Zone intervention plan defines realistic outcomes that will be achieved as the result of the LEA's participation in the initiative. These activities will be coordinated with the State's RTTT Outcomes Measurement Plan, discussed in Section (A)(2) and **Appendix A2-2**.

Finally, ISBE will convene an advisory Illinois Partnership Zone Council consisting of representatives from Lead and Supporting Partners, participating districts and schools, and other key stakeholders. This Council will: (i) provide advisory recommendations to the State Superintendent, Governor, and General Assembly regarding the progress of the initiative; (ii) recommend supportive state legislative and regulatory changes; and (iii) advise on the establishment of statewide information and collaboration systems for all participants to share challenges and strategies for success.

#### **B. Direct State Interventions**

As a parallel effort to the Illinois Partnership Zone, Illinois will also establish systems to undertake necessary interventions in Illinois Priority Schools and persistently low-performing LEAs that do not demonstrate a willingness or ability to undertake the dramatic action necessary to improve student outcomes. To have a legitimate State intervention system, the State must (a) have sufficient legal authority, (b) have the political courage to directly intervene in an LEA's affairs, and (c) be able to deliver on-the-ground capacity for an intensive intervention. As described in **Appendix E1-1**, the Illinois School Code provides the State Superintendent with a full arsenal of interventions that can be applied in underperforming schools and districts. ISBE's

past record of interventions to address systematic LEA non-compliance issues, as further described in **Appendix E2-3-8**, demonstrate that the State is prepared to intervene locally if LEAs are not meeting obligations toward students. To establish capacity for this work, ISBE's pre-qualification process for Lead and Supporting Partners for the Illinois Partnership Zone also met the State procurement requirements for ISBE to contract directly with these entities if necessary to undertake a direct State intervention. If and when the need for a direct State intervention arises, the State can act quickly to engage Lead and Supporting Partners to provide on-the-ground resources for implementation of ISBE's selected intervention strategy. Upon creation of the Center for School Improvements School Turnaround Unit in early 2011, ISBE will coordinate State intervention planning with the School Turnaround Unit and establish timelines for action in specific LEAs that have not responded to the need for intervention in the State's worst performing schools.

**C. School District Reorganization to Improve Student Outcomes**

For LEAs with low student performance outcomes, ISBE will develop metrics to determine whether such LEAs should analyze school district reorganization as a parallel strategy for undertaking a "restart" or "closure" intervention in one or more Illinois Priority Schools. School district reorganization is an umbrella term which includes consolidation, school district conversion, partial elementary unit district formation, high school deactivation, and cooperative high school attendance centers. Public Act 94-1019, enacted in 2006, created new options for school district reorganization that had not been available in the past, while retaining current existing options. Particularly for smaller LEAs, the closure of underperforming schools or the implementation of a "restart" model may require a broader district reorganization in order to ensure that students have access to the support and educational resources necessary to prepare them for postsecondary education and careers.

For low-performing LEAs with one or more Illinois Priority Schools identified by ISBE as candidates for reorganization, the LEA's receipt of RTTT funding will be conditioned upon performing a school district reorganization study supported through State funding. If the study demonstrates financial and educational benefits, the LEA can only continue to receive RTTT funding if it moves forward with a reorganization option analyzed in the study. State financial incentives and technical support are available for LEAs to undertake reorganizations.

#### **D. Drop-Out Prevention and Re-Enrollment Support**

High schools are the focus of the State's Illinois Priority Schools designation. For most of these schools, creating targeted initiatives for students who are significantly below grade level or otherwise at risk of dropping out will be critical to impacting student achievement for the school as a whole. In addition, with Illinois' implementation of a four-year adjusted cohort graduation rate model, programs and strategies designed to re-engage youth who have dropped out of high school without receiving a diploma are necessary to increase graduation rates. Such programs and strategies are also necessary to address the societal impacts of high school dropouts, including increased unemployment, welfare, and incarceration costs.

In July 2009, the Governor signed into law Public Act 96-0106, establishing the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program, resulting from the Illinois Task Force on Re-Enrolling Student's final report. The IHOPE Program develops a comprehensive system in the State to re-enroll significant numbers of high school dropouts using a regional service delivery model, where Chicago Public Schools and Regional Offices of Education establish comprehensive plans in coordination with school districts, community colleges, and community groups. Categories of programming under the IHOPE legislation may include: (1) full-time programs that are comprehensive, year-round programs; (2) part-time programs combining work and study scheduled at various times that are flexible to the needs of students; (3) dual enrollment, in which students attend high school classes in combination with community college classes, or dual credit, in which a single class counts simultaneously toward high school and college credit;<sup>84</sup> and (4) on-line programs for specific courses for credit leading to the receipt of a high school diploma. In 2009, Illinois passed separate legislation allowing structured, virtual programs delivered outside of school buildings to qualify for General State Aid, thereby expanding opportunities for virtual courses to be incorporated into re-enrollment programming.<sup>85</sup> In addition to the IHOPE legislation, Public Act 96-0105, signed into law in July 2009 by Governor Quinn, authorizes the establishment of 5 charter schools in the State devoted exclusively to re-enrolling high school drop-outs.








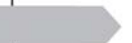



Many of the programming approaches to re-engage students who have dropped out are necessary to address the needs of students *at risk* of dropping out. While programs exist across the State to address the needs of students who are significantly below grade level, the number of seats specifically designed to help struggling students get back on track only meet a small

fraction of the need. Moreover, the reasons students are behind vary – some are disengaged, others have additional responsibility as caregivers, some are balancing school and employment, and others may be unable to attend school due to safety concerns.

Chicago Public Schools is currently working with its civic community to develop a program for a "segmentation analysis" of the district's high school population to build specific solutions for large groups (5,000 – 10,000 or more) of students based on the reasons students are struggling. For example, for students with caregiver responsibilities, simply starting school – or starting small learning communities within schools – at 10 a.m., rather than 8 a.m., could allow many of the students to attend school. For students who are disengaged because they are simply bored, digital learning labs can be established that leverage the learning styles of many teenagers: they "tinker," then "build," then "learn the underlying concepts."

RTTT funding will be used to support the establishment of IHOPE regional delivery systems for re-enrolling students who have dropped out of school, with funding priority given to regions of the State with a high number of Illinois Priority high schools. In addition to programs targeting students who have dropped out, the IHOPE services must also include partnering with Participating LEAs to perform a segmentation analysis of the student population in Illinois Priority high schools and develop tailored solutions for segments of the population at risk of dropping out. Once students re-enroll through IHOPE programming, they qualify for General State Aid, making the programming sustainable. As further detailed in the budget narrative, over the course of the RTTT grant period IHOPE will establish enrollment openings that permit over 9,000 students in the State's most impoverished communities to pursue a high school diploma.

**(E)(2): Turning Around the Lowest-Achieving Schools**  
**Activities, Timelines, and Responsible Parties Summary Table**

Activities	2009	2010	2011	2012	2013	2014	Responsible Parties	
• ISBE issues RFP and prequalifies Lead and Supporting Partners			OCTOBER 2009 - JANUARY 2010				ISBE	
School Improvement Grant-eligible LEAs coordinate with Partners to prepare SIG applications			FEBRUARY - JUNE 2010				SIG-eligible LEAs; Lead and Supporting Partners; coordination support by ISBE	
Section 1003(g) School Improvement grant funds provided to commence implementation Illinois Partnership Zone activities			AUGUST - SEPTEMBER 2010				ISBE	
School Turnaround Unit established within the Center for School Improvement				JANUARY 2011 - SEPTEMBER 2011			ISBE; Center for School Improvement	
First school year of implementation of intervention model				SEPTEMBER 2010 - SEPTEMBER 2011			LEAs with Illinois Priority Schools; Lead and Supporting Partners; coordination and support by ISBE, Center for School Improvement/School Turnaround Unit, and Mass Insight	
Second school year of implementation of intervention model					SEPTEMBER 2011 - SEPTEMBER 2012		LEAs with Illinois Priority Schools; Lead and Supporting Partners; coordination and support by ISBE, Center for School Improvement/School Turnaround Unit, and Mass Insight	
Third school year of implementation of intervention model; commence phase-out of Lead Partners						SEPTEMBER 2012 - SEPTEMBER 2013	LEAs with Illinois Priority Schools; Lead and Supporting Partners; coordination and support by ISBE, Center for School Improvement/School Turnaround Unit, and Mass Insight	
Fourth year of implementation of intervention model (contingent on available funding); phase out of Lead Partner services accelerates							SEPTEMBER 2013 - SEPTEMBER 2014	LEAs with Illinois Priority Schools; Lead and Supporting Partners; coordination and support by ISBE, Center for School Improvement/School Turnaround Unit, and Mass Insight
<b>Drop-Out Prevention and Re-Enrollment Support Through IHOPE</b>								
IHOPE programming developed and launched in highest priority areas of the State				SEPTEMBER 2010 - SEPTEMBER 2011			ISBE; Chicago Public Schools; Regional Offices of Education	
IHOPE programming developed and launched in next highest priority areas of the State					SEPTEMBER 2011 - SEPTEMBER 2012		ISBE; Chicago Public Schools; Regional Offices of Education	
Continuation of IHOPE Programming							SEPTEMBER 2012 THROUGH END OF RTT GRANT PERIOD	ISBE; Chicago Public Schools; Regional Offices of Education

Performance Measures	Actual Data: Baseline	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which 1 of the 4 school intervention models will be initiated each year.	<b>0*</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>35</b>

\*Planning and development of school intervention strategies/models currently ongoing. Implementation of first phase of school intervention models to occur during SY 2010-2011.

**F. GENERAL**

**RTTT APPLICATION REQUIREMENTS**

**(F)(1) Making education funding a priority (10 points)**

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

**CONTAINED IN NARRATIVE**

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

**CONTAINED IN NARRATIVE**

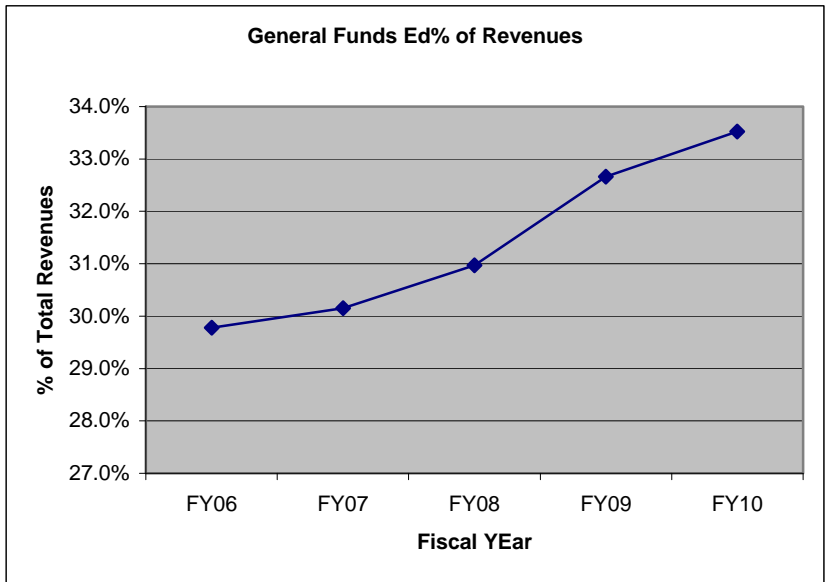
**(F)(1) Illinois Reform Conditions  
Making Education Funding a Priority**

In State Fiscal Year 2009, the State of Illinois increased the percentage of state revenues used to support elementary, secondary, and public higher education by 1.7% over FY 2008. Despite challenging economic conditions, Illinois has continued to hold education funding as a priority with steady funding increases shown from FY 2006 through FY 2010. State Fiscal Stabilization Funds from the American Recovery and Reinvestment Act (ARRA) in FY 2009 and FY 2010 have aided the state's education funding during the recession.

Revenues used to support elementary and secondary education are measured as actual expenditures by the Illinois State Board of Education. Revenues used to support higher education are measured as actual expenditures by the various institutions of higher education including: the Illinois Board of Higher Education, nine public universities, the Illinois Community College Board, the Illinois Student Assistance Commission, the Illinois Math and Science Academy, and the State University Civil Service System. State revenues are measured as general fund revenues, which include transfers in and federal revenues.

**Education Spending v. State Revenues Received**

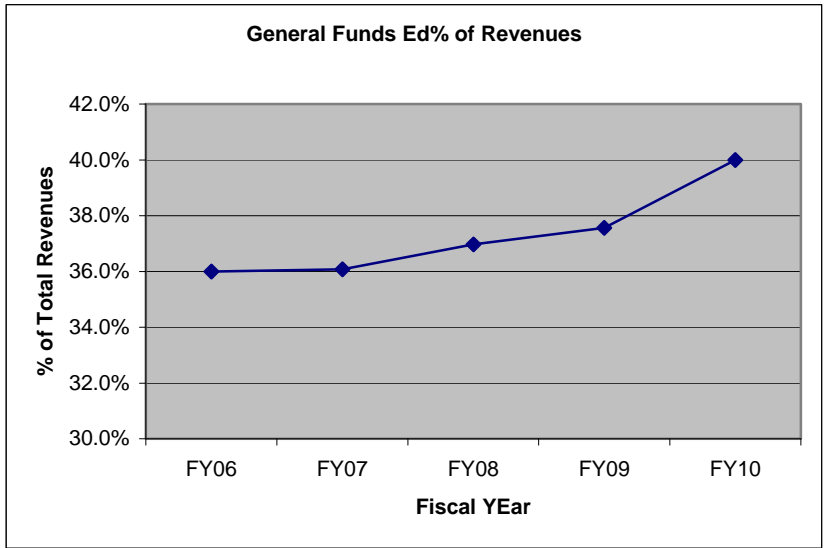
<b>Education Spending</b>	<b>General Funds</b>				
	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>
ISBE	6,044,937	6,471,598	6,994,873	7,357,409	7,307,377
Higher Ed	2,103,167	2,163,825	2,190,455	2,161,971	2,207,411
Education Total	8,148,103	8,635,423	9,185,328	9,519,379	9,514,788
<b>State Revenues</b>					
State of Illinois	27,359,000	28,640,000	29,659,000	29,144,000	28,383,000
State Total	27,359,000	28,640,000	29,659,000	29,144,000	28,383,000
Ed % of Total	29.8%	30.2%	31.0%	32.7%	33.5%



Illinois' commitment to funding education is apparent even when excluding ARRA stimulus dollars. The graph below illustrates an increase of 0.6% in the percentage of state revenues used to support elementary, secondary, and higher education from FY 2008 to FY 2009.

**Education Spending v. State Revenues Received (Excludes ARRA funding)**

<u>Education Spending</u>	<b>General Funds</b>				
	<b>FY06</b>	<b>FY07</b>	<b>FY08</b>	<b>FY09</b>	<b>FY10</b>
ISBE	6,044,937	6,471,598	6,994,873	7,357,409	7,307,377
Higher Ed	2,103,167	2,163,825	2,190,455	2,161,971	2,207,411
ISBE ARRA				1,038,988	922,248
Higher Ed ARRA				-	93,936
Difference ISBE	6,044,937	6,471,598	6,994,873	6,318,421	6,385,129
Difference Higher Ed	2,103,167	2,163,825	2,190,455	2,161,971	2,113,475
<b>State Revenues</b>					
State of Illinois	27,359,000	28,640,000	29,659,000	29,144,000	28,383,000
Federal Revenues	4,725,000	4,702,000	4,815,000	6,567,000	7,131,000
State Total	22,634,000	23,938,000	24,844,000	22,577,000	21,252,000
Ed % of Total	36.0%	36.1%	37.0%	37.6%	40.0%



**Equitable Funding Between High-need LEAs and Other LEAs.** The State's primary elementary and secondary education funding formula, General State Aid (105 ILCS 5/18-8.05), and a separate supplemental grant based on poverty count address the need to provide equitable funding between high-need LEAs and other LEAs. The purpose of General State Aid is to provide general, flexible state aid to schools. General State Aid represents approximately 62% of state funds for elementary and secondary education.



The General State Aid Formula is basically a foundation approach with three separate calculations, depending on the amount of property wealth of the local school district.

- The first formula is referred to as the "Foundation" formula. A significant provision of the General State Aid formula is the setting of foundation levels in statute and the guaranteed funding of those levels of support. The foundation level is \$6,119 in Fiscal Year 2009-10. Most districts receive General State Aid under this formula. Districts qualifying for this formula have available local resources per pupil less than 93% of the foundation level.
- The second formula is the "Alternate" formula. Districts qualifying for this formula have available local resources per pupil of at least 93% but less than 175% of the foundation level.
- The third formula is the "Flat Grant" formula. Districts qualifying for this formula have available local resources per pupil of at least 175% of the foundation level.

The greater of the prior year best three months average daily attendance (B3MADA) or the average of this figure and the two prior years' B3MADA is used to calculate General State Aid. The formula calculation rates are 3.00% for unit districts, 2.30% for elementary districts, and 1.05% for high school districts. These rates are used for formula calculation purposes only. There is no required tax rate for access to the formula. The Flat Grant in the formula is \$218 per student.

The State Aid Formula has a mechanism to provide additional funding for the impact of poverty in the district. A separate supplemental grant is calculated based on the district's poverty count. It is incorporated within the GSA entitlement and allows additional funding for districts with any low-income students. The district concentration level (DCR) is determined by dividing the district's Department of Human Services (DHS) three-year average low-income count by the B3MADA. If the DCR is less than 15%, then the district receives a flat grant of \$355 per low-income student.

Otherwise, the following formula is used to calculate the poverty grant:  $[294.25 + (2700 \text{ (DCR)}^2)] \times \text{low-income count}$ .

**Within LEAs, Equitable Funding Between High-Poverty Schools and Other Schools.**

The School Code and ISBE administrative rules require LEAs to undertake planning and budgeting processes to address equitable funding between high-poverty schools and other

schools. For any school district with an average daily attendance of more than 1,000 and fewer than 50,000 pupils that qualifies for Supplemental General State Aid (SGSA) (105 ILCS 5/18-8.05(H)(2.10), the district must submit a plan to the State Board annually that (i) identifies strategies for the improvement of instruction that give priority to meeting the educational needs of low-income students; and (ii) includes relevant budget information to describe the manner in which SGSA will be used to support strategies that give priority to meeting the educational needs of low-income students. 23 Ill. Adm. Code 203.10.

For school districts with an average daily attendance of 50,000 or more pupils (i.e., Chicago Public Schools), the district must submit an annual plan that details how SGSA is distributed by attendance center and how other basic and categorical funds of the district are distributed to each attendance center. 23 Ill. Adm. Code 203.20. The district must certify to the State Board that, through a process of review of school expenditure plans, the district has made a number of determinations, including that the plan components give, insofar as possible, priority to meeting the needs of low-income students and the distribution of SGSA among attendance centers is not compensated for or contravened by adjustments of the total of other funds appropriated to any attendance center. (105 ILCS 5/18-8.05(H)(4)(b).) The State Superintendent must review the plan and expenditure reports under the plan to review compliance.

**RTTT APPLICATION REQUIREMENTS**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

*(40 points)*

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

\*

\*

\*

**(F)(2) Illinois Reform Conditions  
Ensuring Successful Conditions for High-Performing Charter Schools and Other Innovative Schools**

Public Act 96-0105, signed into law in July 2009 by Governor Quinn, increases the total number of charter schools permitted in the State from 60 to 120: 70 in Chicago, 45 in the remainder of the State, and an additional 5 devoted exclusively to re-enrolling high school drop-outs. The Illinois Charter Schools Law is structured to establish separate caps in Chicago and in the remainder of the State. Since the Charter School Law's enactment in 1996, Chicago is the only area of the State where the cap has limited the establishment of charter schools. With the signing into law of Public Act 96-0105 in July 2009, Chicago now has a "high" cap, as defined in the Race to the Top review criteria, as under the cap, if filled, more than 10% of the total schools in Chicago would be charter schools. (There are currently 665 public schools in Chicago.) Outside of Chicago, the statutory cap has not been a barrier to charter school growth, and the State stands ready to re-examine the cap if it becomes a barrier. Also, outside of Chicago, the Charter Schools Law has sufficient flexibility to permit an increase in the number of charter schools as if the cap were higher. In particular, outside of Chicago, the Charter Schools Law permits multiple campuses authorized under a single charter.

As of SY 2009-10, 39 charter schools are operating in Illinois, with 81 total school sites. The chart below lists the types of charter schools operating in Illinois as of SY 2009-10. For SY 2010-11, ten new charter schools have been approved and will begin operations.

Illinois Charter Schools	
Charter Schools: Grades Served	Number of Charter Schools
PreK-5	1
PreK-8	3
PreK-12	3
K-5	1
K-8	11
K-12	3
5-8	1
5-12	1
6-12	3
7-12	2
9-12	10

**RTTT APPLICATION REQUIREMENTS**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**  
*(40 points)*

The extent to which—

\* \* \*

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

\* \* \*

Charter schools in Illinois are governed by Section 27A of the School Code, 105 ILCS 5/1-1 *et seq.* Section 27A includes provisions governing how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. In order to establish a charter school, the charter school applicant must submit a proposal, in the form of a proposed contract between the local school board and the governing body of the charter school applicant to ISBE and the local school board. This proposal must include, among other elements, a description of: admission criteria; the goals, curriculum, objectives, and pupil performance standards to be achieved by the charter school; the plan for evaluating pupil performance, including the types of assessments to be employed; evidence that the proposed charter school is economically sound for

both the charter school and the school district; and a description of the governance/operating structure of the proposed charter school.<sup>86</sup>

Upon receipt of this proposal, the local school board is responsible for reviewing the proposal and issuing a recommendation to ISBE either granting or denying the charter school application. As set forth in Section 27A-8 of the School Code, local school boards are instructed to give preference to proposals that:

- Demonstrate a high level of local pupil, parental, community, business, and school personnel support;
- Set rigorous levels of expected pupil achievement and demonstrate feasible plans for attaining those levels of achievement; and
- Are designed to enroll and serve a substantial proportion of at-risk children; provided that this consideration is not intended to limit or discourage the establishment of charter schools that serve other pupil populations.<sup>87</sup>

As demonstrated above, local school boards are encouraged to give preference to charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students. In addition, local school boards consider expected student achievement as a significant factor in the decision to approve or deny a charter school proposal.

Within 45 days of receipt of the charter school proposal, the local school board is required to host a public meeting to obtain information to help the board with its decision to either approve or deny the charter school proposal. After voting on the charter school proposal, the local school board then files a report with ISBE either approving or denying the proposal. If the local school board votes to approve the charter, ISBE then must determine whether the approved charter school proposal is consistent with the provisions of Section 27A of the School Code in a timeframe set forth in statute (in no event, longer than 60 days).<sup>88</sup> If the local school board votes to deny the charter, the State Board may reverse a local school board's decision if the State Board finds that the charter school proposal (i) is in compliance with the law, and (ii) is in the best interests of the students it is designed to serve.<sup>89</sup>

The State Board has demonstrated its willingness to overturn local school board denials of charters to provide educational options for students in its neediest communities. At its May 2010 State Board meeting, the State Board voted to overturn the denial by Rich Township High School District 227 of a charter high school proposal initiated by Matteson School District 162,

one of four elementary districts that feed into District 227. District 162 is located in the far south suburbs of Chicago and serves a primarily African-American and economically disadvantaged student population. While District 162 has achieved significant and sustained improvement in the academic achievement of its K-8 student population (with over 80% of students meeting or exceeding State standards), the performance of students in District 227 has placed it among the lowest-performing high school districts in the State (with only approximately one-third of its school students meeting or exceeding State standards). The State Board voted to overturn District 227's denial, and thereby make ISBE the chartering entity, to provide students in this community with another viable high school option.

Charter schools are approved for a period of not less than 5 years and not more than 10 years. In order to renew a charter, the charter school must submit a proposal to the local school board or ISBE that includes:

- A report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the initial approved charter proposal; and
- A financial statement setting forth the costs of administration, instruction and other spending categories for the charter school.<sup>90</sup>

As mentioned above, in renewing a charter, the local school board or ISBE uses student achievement as a significant factor in deciding whether the charter school's charter should be renewed.

The chartering entity, either ISBE or the local school board, has the power to close or not renew ineffective charter schools under Section 27A-9 of the School Code. Specifically, the chartering entity has the power to revoke or not renew charters upon clear showing that the charter school did any of the following or otherwise failed to comply with the requirements of Section 27A of the School Code:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter.
- Violated any provision of law from which the charter school was not exempted.<sup>91</sup>

Upon notice that the school's charter is subject to revocation, the charter school is given the opportunity to submit a proposal to rectify the problem and a corresponding timeline, which may not exceed 2 years. If the chartering entity finds that the charter school has failed to rectify the problem and adhere to the timeline submitted, then the school's charter will be revoked and the school will be closed. Except in the case of an emergency where the health, safety, or education of the charter school's students is at risk, the revocation and closure of the charter school will take place at the end of a school year.<sup>92</sup>

ISBE monitors and evaluates charter schools to ensure that the charter schools are accomplishing their missions and goals. Specifically, under Section 27A-12 of the Schools Code, ISBE is required to compile annual evaluations of charter schools from the local school boards and prepare an annual report on charter schools for Illinois' General Assembly and the Governor. As part of this report, ISBE compares the performance of charter school pupils with the performance of ethnically and economically comparable groups of pupils on other public schools who are enrolled in academically comparable courses.<sup>93</sup> In addition, ISBE provides periodic evaluation of charter schools that include evaluations of student academic achievement, the extent to which charter schools are accomplishing their missions and goals, the sufficiency of funding for charter schools, and the need for changes in the approval process for charter schools.<sup>94</sup>

The chart below summarizes the charter school applications received by Illinois since SY 2004-05. The chart in **Appendix F2-1** details the reasons for denial in each of these years.

<b>Charter School Applications Received by Illinois Since SY2004-2005</b>					
<b>Year</b>	<b>SY 08-09</b>	<b>SY 07-08</b>	<b>SY 06-07</b>	<b>SY 05-06</b>	<b>SY 04-05</b>
No. charter school applications	9	8	14	9	37
No. charter school applications approved	5	5	11	1	4 new 3 renewal
No. charter school applications denied (see Appendix F2-1)	5	3	3	4	30
No. of charter schools closed, including not reauthorized to operate	2	1	0	0	1

**RTTT APPLICATION REQUIREMENTS**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**

*(40 points)*

The extent to which—

\* \* \*

(iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

\* \* \*

Illinois' charter schools receive equitable funding and a commensurate share of local, State, and Federal revenue when compared to traditional public schools. Under the Charter Schools Law:

- Charter school funding and service agreements are not to be a financial incentive or disincentive to the establishment of a charter school;
- Charter school funding may not be less than 75% or more than 125% of the school district's per capita student tuition multiplied by the number of students residing in the district who are enrolled in the charter school;
- LEAs must direct a proportionate share of funds generated under federal or State categorical aid programs to charter schools serving students eligible for that aid;<sup>95</sup> and
- Charter schools may also receive, subject to the same restrictions applicable to school districts, any grant administered by ISBE that is available for school districts.<sup>96</sup>

As described in the following paragraphs, the Charter School Law's funding requirements have been applied by LEAs to ensure equitable funding for charter schools.

Chicago Public Schools (CPS) establishes a "base" funding level for charter schools that is determined through a formula to ensure equivalence with the funding CPS provides to its traditional schools. In SY 2009-10, the base funding level is \$6,117 for elementary schools and \$7,647 for high schools. In addition to the base funding, charter schools receive:

- Categorical Funding: Per-pupil categorical funding through the State poverty grant, Title I funding, and English Language Learners Funding.
- Supplemental Funding: Supplemental funding includes a "Small School Supplement" of \$300/student in elementary schools with 350 students or less and high schools with



600 students or less. Schools are also reimbursed \$65,000 per certified special education and clinician and \$32,500 for special education aides hired by the school.

- Start-Up and Expansion Funding: Start-up and expansion funding is provided to new charter schools, as is the case with district schools, in their first year of operation to assist in covering non-personnel school start-up costs. Expansion funding is provided on an annual basis in out years to cover non-personnel costs for new grades added as well.

CPS has also partnered with its business and philanthropic community to establish the Renaissance Schools Fund, which provides up to \$500,000/school to new charter schools for planning and the first two years of operations.

Of the twelve charter schools located outside of Chicago that are operating or will open in SY 2010-11, nine receive per-student funding from the LEA equal to 100% of the district's per capita student tuition. The two charter schools located in East St. Louis 189 are the only two charter schools in the state funded at 75% of the district's per capita student tuition. As part of ISBE's ongoing intervention in East St. Louis 189 (See **Appendix E2-3-B**), ISBE will review whether this funding level provides equitable funding for the students in these two charter schools. Springfield Dist. 186 funds its charter school at 80% of the district's per capita tuition. However, this LEA provides transportation and food service to the charter school.

The State also makes funding available to charter schools for start-up costs through the Charter Schools Revolving Loan Fund. This fund consists of federal funds, other funds as may be made available for costs associated with the establishment of charter schools in Illinois and amounts repaid by charter schools that have received a loan from this fund. ISBE uses this fund to provide interest-free loans to charter schools for the start-up costs of acquiring educational materials and supplies, textbooks, furniture and other equipment needed in the charter school's initial term and for acquiring and remodeling a suitable physical site within the charter school's initial term.<sup>97</sup>

**RTTT APPLICATION REQUIREMENTS**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**  
*(40 points)*

The extent to which—

\* \* \*

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

\* \* \*

The State provides charter schools with funding and assistance with facilities acquisition through the following programs:

- Capital Funding Through the State Capital Bill: In 2009, the State of Illinois approved its first capital spending plan in over a decade. Illinois charter schools received \$196 million in funding for the acquisition, construction, renovation, and equipping of charter schools. In addition to the \$196 million dedicated specifically for charter schools, school districts can apply directly on behalf of charter schools for funding through the State's school construction program, which received \$3 billion in the 2009 State capital spending plan.
- The Charter Schools Revolving Loan Fund: As further described above in Section (F)(2)(iii), ISBE may provide loans from this fund to charter schools for the acquisition and remodeling of a suitable physical school site, within the charter school's initial term.<sup>98</sup>
- Tax-exempt and Below Market Financing Through the Illinois Finance Authority & IFF: The Illinois Finance Authority (IFA) is a self-financed state authority principally engaged in issuing taxable and tax-exempt bonds as a conduit issuer. IFA also has loan and guarantee programs for capital improvements. IFA helps 501(c)(3) charter schools secure low-cost, tax-exempt financing for capital improvement projects through tax-exempt revenue bonds. Since 2003, IFA has issued bonds with a combined principal amount exceeding \$98 million for charter school capital projects. IFF, previously known as the Illinois Facilities Fund, is a private community development financial institution (CDFI) active in charter school facilities financing and facilities development. IFF's

Loan Program provides affordable loans of up to \$1.5 million to charter schools. Through a program capitalized by the Chicago Public Schools and the Illinois private foundation community, IFF has made 40 below-market loans to charter schools for capital improvements totaling \$13.7 million.<sup>99</sup> IFF also works to leverage the U.S. Department of Education credit enhancement grants to finance large charter school projects.

- Lease of School Building or Grounds from a School District: Under Section 27A-5, charter schools may contract with a school district for the use of a school building or grounds and the operation and maintenance thereof. A school district may, but is not required to, charge reasonable rent for the use of the district's buildings, grounds, or facilities. Any services for which a charter school contracts with a school district, local school board, or a State college or university or public community college must be provided by the applicable entity at cost.<sup>100</sup> Chicago Public Schools charges rent to charter schools using district buildings that includes a nominal rental value (\$1.00/year) and recoupment of district costs for utilities, custodial service, and maintenance. For charter schools that are not housed in district facilities, CPS provides a \$425/student subsidy for the charter school to lease or purchase its own facility.
- Conversion and Use of School District Facilities: If a charter school is established by the conversion of an existing school, Section 27A-5(h) prohibits the local school district from charging rent to the charter school for the school space.<sup>101</sup>
- Qualified Zone Academy Bonds: Qualified Zone Academy Bonds (QZAB) may be used on behalf of schools that are located in a federal empowerment zone or an enterprise community or have at least 35% of their students eligible for free or reduced-cost lunches. Charter schools in Illinois are eligible to participate in the State's QZAB program.

The State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools. Charter schools must comply with the Health/Life Safety Code established by the State Board of Education that establishes minimum standards for all public school facilities, including traditional LEA schools and charter schools.<sup>102</sup>

**RTTT APPLICATION REQUIREMENTS**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**  
*(40 points)*

The extent to which—

\* \* \*

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In addition to charter schools, Illinois law authorizes the use of contract schools, which serve as an innovative way of providing unique, quality educational opportunities outside the traditional and charter school contexts. A contract school is a school that is managed and operated by a for-profit or not-for-profit private entity retained by the board to provide instructional and other services to a majority of the pupils enrolled in the school.<sup>103</sup> Under Section 34.18(30) of the School Code<sup>104</sup>, Chicago Public Schools (CPS) may operate up to 30 contract schools and an additional 5 contract turnaround schools. Schools that are on probation or that fail to make adequate progress in correcting their deficiencies after one year may be turned into a "contract turnaround" school.<sup>105</sup>

CPS has employed the use of contract schools as part of the Renaissance 2010 program, which began in 2004 with the goal of opening 100 new schools in Chicago by 2010. A particular goal of the Renaissance 2010 program is to open new schools in neighborhoods that historically have been served by under-performing schools and where few quality choice options have been available. The district nearly met the 100 school goal in 2009, and will exceed it when several new schools open for SY 2010-11. In order to reach this goal, CPS has established 15 contract schools. Through the use of contract schools, CPS is reaching under-served communities and providing them with quality educational opportunities.

As the statute authorizing the use of contract turnaround schools did not become effective until July 30, 2009, CPS has not had the opportunity to implement this innovative new strategy in school turnaround, but plans on utilizing this new strategy in the future.

The State's Super LEA strategy in this application will enable the establishment of innovative, autonomous public schools in districts other than CPS. In the Super LEAs, the district superintendent and local union leader have agreed to provide autonomy, through waivers of collective bargaining restrictions or otherwise, to (i) allow the principals of Illinois Priority Schools to select and assign teachers to the school in order to establish an effective teaching staff

as quickly as possible, and (ii) to provide other flexibilities to implement the Partnership Zone model (such as in the areas of curriculum and budgeting). Illinois has been approved by the U.S. Department of Education to permit LEAs receiving a School Improvement Grant to implement a schoolwide program with maximum flexibility for the use of federal funds, and the State Superintendent has authority under State law to waive State regulatory requirements impeding the implementation of an innovative school model.<sup>106</sup>

Both contract schools in Chicago and the Illinois Priority Schools within the Super LEAs are held accountable for student achievement outcomes. In Chicago, student achievement outcomes determine whether the contract is reauthorized after its initial term. Similarly, for the Illinois Priority Schools in the Super LEAs, the contract between the LEA and the Lead Partner overseeing the intervention will hold the Lead Partner accountable for student achievement outcomes, and the State's funding of the intervention through both the School Improvement Grant and RTTT will include accountability for student achievement.

**EVIDENCE: SEE NARRATIVE**

**(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools**  
*(40 points)*

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

**CONTAINED IN NARRATIVE**

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
  - The number of charter school applications made in the State.
  - The number of charter school applications approved.
  - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
  - The number of charter schools closed (including charter schools that were not reauthorized to operate).

**CONTAINED IN NARRATIVE**

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

**CONTAINED IN NARRATIVE**

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

**CONTAINED IN NARRATIVE**

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

**CONTAINED IN NARRATIVE**

**RTTT APPLICATION REQUIREMENTS**

**(F)(3) Demonstrating other significant reform conditions (5 points)**

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

**CONTAINED IN NARRATIVE**

**(F)(3) Illinois Reform Conditions  
Demonstrating Other Significant Reform Conditions**

As RTTT aligns to the State's education reform agenda, the policies described under other State Reform Conditions Criteria constitute the State's primary efforts to increase student achievement, narrow achievement gaps, and improve educational outcomes. In addition to these policies, the State's promotion and expansion of early childhood education, virtual learning, and dual credit also support Illinois' student achievement objectives.

**Early Childhood Education.** Illinois has been a leader in early childhood education, through the creation in 2003 of the Illinois Early Learning Council and the subsequent expansion of its Preschool for All program. In addition to one of the largest preschool programs for 4-year-olds, Illinois serves a higher percentage of 3-year-olds than any other state and also has extensive services for infants and toddlers. Preschool for All reinforces the goals of Race for the Top in numerous ways. Illinois requires its preschool teachers to have bachelor of arts degrees, specialized training, and certification, and the State's higher education institutions have been actively involved in increasing teacher quality. Illinois preschool programs are based on learning standards that will be revised to align with the Common Core Standards, to ensure that all children in Illinois have a thoughtful progression from early learning through readiness for postsecondary education and careers. Illinois has developed a plan to begin designing a linked multi-agency early learning data system, and Illinois law requires that those efforts be connected to the longitudinal data system. In addition, Illinois already uses data aggressively to ensure that early learning program expansion prioritizes those areas of the State where resources for young

children are most limited – a principle consistent with the idea of focusing resources on improving the lowest-performing schools.

**Virtual Learning.** Illinois has taken aggressive steps to expand innovative virtual learning opportunities that provide all students with a broader array of educational options. Beginning in July 2009, the Illinois Virtual School (IVS) began a large-scale revitalization and expansion project. In operation since 2000, the IVS had previously concentrated its efforts on developing high-quality, standards-aligned coursework for middle and high school students. The new initiatives of IVS are designed to continue offering quality coursework for students, but also include planned enhancements to student services as well as development of services for teachers.

In addition to State support of IVS, recent passage of legislation in Illinois allows greater flexibility for school districts to offer virtual instructional programs tailored to individual student needs. Public Act 96-0684, signed into law by Governor Quinn on August 25, 2009, gives school districts the power to establish "remote educational programs" and claim General State Aid for students participating in these programs. Under prior law, General State Aid could only be claimed for virtual programs offered in a classroom or other traditional school setting, thereby limiting the ability of school districts and families to maximize the benefits of virtual education. With this law's enactment, education can take place outside of a traditional school setting, either in the home or in another location outside of a school building, benefiting those students whose individual learning needs may be better served remotely. The law (i) establishes standards for determining that the program will best serve the student's individual learning needs; (ii) ensures programs are aligned to State learning standards and consistent with those given to the same grade level students in the district; and (iii) ensures programs are delivered by teachers that meet the School Code's teacher certification requirements and federal "highly qualified" criteria.

**Dual Credit.** Dual credit programs that allow high school students to take courses that result in both college and high school credit have been an important State strategy for facilitating the transition between high school and college, preparing students for college work and reducing remediation, and reducing the costs of a college education by lessening the time needed to complete a degree program. According to the Illinois Community College Board, there were 80,324 dual credit enrollments by Illinois high school students during SY 2008-09. Enrollments in dual credit courses have increased at an average annual rate of over 10% since SY 2001- 02,



due in part to direct State funding for the creation and expansion of dual credit programs. Enrollment in the State is generally split between Career and Technical Education courses and academic courses intended to transfer to a degree program (e.g., English Composition, Math, Spanish).

With the expansion of dual credit opportunities, the State has remained focused on maintaining the quality of dual credit coursework. The Illinois Community College Board (ICCB) administrative rules for dual credit ensure (i) dual credit instructors meet the same qualifications as instructors teaching courses "on campus"; (ii) students have appropriate academic qualifications; and (iii) courses meet the same requirements as those otherwise offered by the community college.<sup>107</sup> In addition, the Dual Credit Quality Act (P.A. 96-0194), enacted and signed into law in 2009, codifies additional standards for dual credit, establishes an oversight structure through the Illinois Community College Board and Illinois Board of Higher Education, and requires the use of longitudinal data on student success as part of the evaluation of dual credit programs. The Act also encourages the use of dual credit as a "bridge" to college for students who may not otherwise pursue postsecondary education by ensuring that narrowly defined restrictions on eligibility do not preclude otherwise qualified students from participating in dual credit and by authorizing institutions to adopt policies to protect the academic standing of students who are not successful in dual credit courses (including late withdrawal or taking the course pass/fail).<sup>108</sup>

## VII. COMPETITION PRIORITIES

### **Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform**

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

*The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

### **Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)**

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

*The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*

*Recommended maximum response length, if any: One page*

#### Priority 2: Illinois Response.

The Illinois application includes a comprehensive focus on the establishment of a rigorous course of study in Science, Technology, Engineering, and Mathematics (STEM) for all students within Participating LEAs, including addressing the needs of underrepresented groups

and women. As described in Section (B)(3) of the application, Programs of Study in key STEM Application Areas are a central component of the Illinois RTTT plan. Participating LEAs serving grades 9 through 12 must establish at least two Programs of Study promoting critical STEM application areas, and Race to the Top resources will be focused on expanding Programs of Study promoting critical STEM application areas. The model provides a wide set of highly flexible options for students to enter STEM-related pathways, especially for students that have not performed well in traditional science and math courses and other underrepresented groups in STEM fields, including women and minorities.

Illinois will use Race to the Top Fund funding to establish "STEM Learning Exchanges" through public-private partnerships modeled after a long-standing, successful model for Illinois agricultural education. STEM Learning Exchanges will include representatives from school districts, postsecondary institutions, businesses, industry experts, museums, research centers, and other community partners responsible for overseeing the grant. A separate STEM Learning Exchange will be developed in nine critical STEM application areas (See Section (B)(3)). STEM Learning Exchanges will provide the curricular resources, assessments tools, professional development systems, and IT infrastructure necessary for LEAs to develop STEM-related Programs of Study in these application areas. Each STEM Learning Exchange will be housed on the cloud computing hosting infrastructure of the Learning and Performance Management System (see Section (C)(3)) to ensure that all Participating LEAs will have access to the software and curricular resources needed for effective instruction in the STEM disciplines.

Illinois' approach to STEM learning and career preparation and development provides a strong platform for STEM education because it integrates and vertically aligns STEM standards at the elementary, middle, and high school levels. The STEM Learning Exchanges will also play an important role in the State's efforts to increase the number of effective teachers teaching mathematics and science by providing externship programs offering educators real-world experience. The State is also expanding the Illinois Math and Science Partnership Program, designed to enhance teacher expertise in STEM education areas. This program provides opportunities for effective math and science teachers to increase their own content knowledge and build leadership skills to impact math and science instruction within their schools. Additionally, the State's technical assistance system for induction and mentoring includes online math and science mentoring – particularly important for rural STEM instructors.

**Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes**

*(not scored)*

The Secretary is particularly interested in applications that include practices, strategies, or programs to improve educational outcomes for high-need students who are young children (prekindergarten through third grade) by enhancing the quality of preschool programs. Of particular interest are proposals that support practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

Illinois has a demonstrated commitment to improving educational outcomes for high-needs students who are young children. The State has been a leader in early childhood through the creation in 2003 of the Illinois Early Learning Council and expansion of its Preschool for All program. Illinois has one of the country's largest preschool programs for 4-year-olds, serves a higher percentage of 3-year-olds than any other state, and has extensive services for infants and toddlers. Consistent with the adoption of Common Core Standards, early learning and K-3 educators will be required to integrate and align professional development across early learning and grades K-3 using data provided through a kindergarten readiness assessment. The State will focus its efforts during the first two years of the RTTT grant period to develop and implement a kindergarten readiness measure for all Participating LEAs.

Data from the kindergarten readiness measure will be used to support alignment and create joint and integrated professional development across State-funded early learning programs and grades K-3 in Participating LEAs. Cross-sector discussions can improve teaching and practice in both areas and ensure alignment of instruction and student supports to both the State's early learning content standards and the revised Learning Standards. Under the Participating LEA MOU, following development and piloting of the measure, Participating LEAs are expected to administer the kindergarten readiness measure and integrate and align professional development across early learning and grades K-3. Given Illinois' national leadership and considerable investment in pre-kindergarten access and expansion, deployment of a kindergarten readiness measure is especially critical in Illinois to better understand the impact of early

childhood education programs.

**Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (*i.e.*, information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices.

The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

Of paramount importance to Illinois' RTTT strategy is a State-School District partnership for development of a statewide Learning and Performance Management System (LPMS) that will allow LEAs, principals, teachers, and students to quickly access critical data and information, instructional tools, and resources that are central to the key reforms described in the State's application. Stakeholder consensus indicated that a "cloud" environment is necessary to allow LEAs to focus resources and effort on the use of data, rather than technology infrastructure, and to position the LPMS and its users for the next generation of information technology advancements. Through use of a cloud hosting infrastructure and a clearly defined, core set of data elements, the LPMS could in future years be expanded to serve other States.

**Priority 5: Invitational Priority -- P-20 Coordination, Vertical and Horizontal Alignment** *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile

justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

#### Priority 5: Illinois Response.

Illinois is intensely focused on key P-20 transition points. The State has recently commenced operations of a P-20 Council consisting of representatives from the State's education, business, and civic communities. The Governor has charged the P-20 Council in part with assuring readiness and smooth transitions for children at each level of their education and cultivating and demonstrating accountability and efficiency in all school programs from pre-school to college. At the district level, Participating LEAs must provide intensive educator support for critical P-20 transition points that ensure professional development and educator collaboration aligned to this Plan's key objectives.

The following is a summary of key Illinois initiatives and programs described in this application that are specifically designed to address critical transitions. Collectively these programs reflect the State's commitment to alignment across the entire P-20 spectrum.

**Pre-K to Kindergarten:** As described in Priority 3 and Section (B)(3) of the application, Illinois will develop a kindergarten readiness assessment aligned to the Common Core Standards. Early learning and K-3 educators will be required to integrate and align professional development across early learning and grades K-3 using data provided through a kindergarten readiness assessment.

**Middle to High School:** To address student transitions from middle school through postsecondary, the Participating LEAs have agreed to implement Programs of Study as a framework for high school reform, with specific requirements applicable to key Science,

Technology, Engineering, and Mathematics (STEM) application areas. As specified in the MOU, LEA action to establish Programs of Study must include, among other requirements, implementation of education and career guidance systems, in coordination with feeder middle schools, to provide students with the opportunity to develop long-term career and education plans.

Specifically at the middle school level, Participating LEAs serving grades 6 through 8 must (i) establish systems for educators to align curriculum with high schools and feeder middle schools to support Programs of Study implementation; and (ii) implement education and career guidance systems to provide students with the opportunity to develop career and education plans starting in middle school that align to a Program of Study model at the high school level. Implementing a comprehensive STEM talent pipeline will require elementary schools to participate in aligning curriculum and instruction and will be explored upon successful implementation of LEA requirements at the middle and high school level.

EXPLORE, PLAN, and the ACT are collectively known as the Educational Planning and Assessment System ("EPAS"). The State is committed to strengthening EPAS as a tool for Participating LEAs to address middle and high school alignment with college- and career-ready expectations. Under the Participating LEA MOU, Participating LEAs must make a series of commitments revolving around EPAS, to (i) clearly communicate to students that assessment scores are a predictor of the student's readiness for non-remedial coursework; (ii) establish systems for educators to discuss patterns and instructional needs identified through EPAS data; (iii) align school improvement activities and targeted student intervention systems across high schools and feeder elementary/middle schools; and (iv) create intensive instructional programs and student support services to increase the number of students prepared for non-remedial coursework.

**High School to Post-Secondary:** As specified in the Participating LEA MOU, high schools must form collaborative partnerships with postsecondary education institutions to increase dual credit opportunities and develop structured programs to improve the transition to postsecondary education. These programs must include early identification of students who may need remedial assistance before transitioning, particularly in math, and programs to address the needs of these students before high school graduation. In addition, as an outgrowth of the State's participation in the American Diploma Project, the Illinois Community College Board (ICCB)

will adopt standardized ACT placement scores for credit-bearing coursework in public community colleges. ICCB, working with its member postsecondary institutions, will implement standardized ACT placement scores for credit-bearing coursework in advance of SY 2011-12. IBHE has also pledged to work with its member postsecondary institutions to implement standardized ACT placement scores for credit-bearing coursework in the State's public universities. With standardized ACT placement scores "back-mapped" to corresponding EXPLORE and PLAN scores, LEAs will have the tools to measure and clearly communicate whether a student is on-track for credit-bearing postsecondary coursework as early as 8<sup>th</sup> grade.

**Priority 6: Invitational Priority -- School-Level Conditions for Reform, Innovation, and Learning** *(not scored)*

The Secretary is particularly interested in applications in which the State's participating LEAs (as defined in this notice) seek to create the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in this notice);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to high-need students (as defined in this notice) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

*The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.*

*Recommended maximum response length, if any: Two pages*

Priority 6: Illinois Response.

The State of Illinois has seized on Race to the Top as an opportunity to employ unique strategies to foster agreement by both the superintendent and local teachers' union leader to implement "bigger, bolder, faster" reforms in Illinois' lowest-performing schools, and to establish early proof points for the subsequent implementation of these reforms on the massive scale envisioned in Illinois' application. The State has set-aside \$20 million of the State Race to the



Top allocation dedicated solely to those LEAs where both the LEA superintendent and local teachers' union leader agreed to three critical actions specified in Exhibit II of the Participating LEA MOU.

First, these Participating LEAs must agree to implement new teacher and principal evaluation systems meeting the requirements of this Plan by no later than the start of SY 2011-12 (a year earlier than all other Participating LEAs) in their Priority Schools. Second, staffing autonomy must be provided to the site-based leadership of Illinois Priority Schools to enable them to establish an effective teaching staff as quickly as possible. Third, the Superintendent and teachers' union leader must agree to participate in the comprehensive State intervention framework, participate in the Illinois Partnership Zone, and provide other autonomies necessary to enable implementation of the Illinois Partnership Zone model. To maintain eligibility for this funding set-aside, as part of their final LEA plan for Race to the Top funding (due 90 days after an award to the State), the LEA and its union must demonstrate agreement on all of these actions *and* include a negotiated waiver or other agreement providing flexibility from any inconsistent provisions in its collective bargaining agreement. The superintendents and union leaders in the Super LEAs, distributed across the State, have jointly agreed to undertake these aggressive reforms.

Under Illinois' Participating LEA MOU, Participating LEAs with one or more "Illinois Priority Schools" (defined as "Tier I" and "Tier II" schools the State has identified for Section 1003(g) School Improvement Grant purposes, along with other low-performing schools in Super LEAs) must, for all such schools, participate in the Illinois Partnership Zone. The Illinois Partnership Zone is a structured State initiative ensuring alignment to the turnaround, restart, or transformation models. Alternatively, such a Participating LEA may separately undertake one of the four school intervention models identified by the U.S. Department of Education.

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- <sup>1</sup> Data from the National Center for Education Statistics; projected fall 2008 enrollment: District of Columbia (70,000 students); Wyoming (87,000 students); Vermont (89,000 students); North Dakota (92,000 students); South Dakota (119,000 students); Delaware (125,000 students); available at <http://nces.ed.gov/>.
- <sup>2</sup> Illinois State Board of Education, *Illinois Fourth in Nation with More than 730 Achieving Highest Teaching Credentials in 2009*, <http://www.isbe.net/news/2009/dec16.htm> (last visited May 31, 2010).
- <sup>3</sup> 105 ILCS 5/21-27.
- <sup>4</sup> NCES, *Top 4 States in Closing Achievement Gaps (and Subgroup Score Increases)*, [http://www.isbe.net/assessment/pdfs/naep\\_results\\_2007.pdf](http://www.isbe.net/assessment/pdfs/naep_results_2007.pdf) (last visited May 25, 2010).
- <sup>5</sup> All Illinois students take the ACT as part of the PSAE in 11<sup>th</sup> grade and some students take the ACT again after the PSAE - many in 12<sup>th</sup> grade. The data here reflect a student's latest ACT test.
- <sup>6</sup> The on-track to graduation rate is a metric developed by the Chicago Consortium on School Research that predicts over 80% of graduates based on their course performance in 9<sup>th</sup> grade.
- <sup>7</sup> Karen J. DeAngelis and Jennifer B. Presley, "Leaving Schools or Leaving the Profession: Setting Illinois' Record Straight on New Teacher Attrition," in *Illinois Education Research Council Policy Research Report: IERC 2007-1*, p. 13-14.
- <sup>8</sup> *Id.* at 14.
- <sup>9</sup> Anthony S. Byrk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John Q. Easton, *Organizing Schools for Improvement: Lessons from Chicago*, University of Chicago Press, p. 95 (2010).
- <sup>10</sup> Penny Billman, Ph.D., *Mission Possible: Achieving and Maintaining Academic Improvement* (Northern Illinois University, December 2004), [http://www.ilhonorroll.niu.edu/pdf/mission\\_possible.pdf](http://www.ilhonorroll.niu.edu/pdf/mission_possible.pdf) (last visited May 7, 2010).
- <sup>11</sup> See Exhibit I, Section (I)(A) of the Participating LEA MOU (Appendix A1-1).
- <sup>12</sup> *Id.*
- <sup>13</sup> *Id.*
- <sup>14</sup> *Id.*
- <sup>15</sup> *Id.*
- <sup>16</sup> Supports provided through Race to the Top funding will not be used for any portions of the EPAS assessments or WorkKeys assessments incorporated into the PSAE or otherwise used for State and federal accountability purposes. None of the assessment strategies described in this Plan will constitute State summative assessments applicable to all LEAs.
- <sup>17</sup> ACT, *How ACT and Common Core Align*, 5 (November 2009).
- <sup>18</sup> See the Participating LEA MOU (Appendix A1-1).
- <sup>19</sup> ACT, *Benefits of the National Career Readiness Certificate*, <http://www.act.org/certificate/benefits.html> (last visited May 31, 2010).
- <sup>20</sup> *Id.*
- <sup>21</sup> V.E. Lee & D.T. Burkam, *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*, Washington, DC: Economic Policy Institute (2002).
- <sup>22</sup> See Exhibit I, Section (3)(D) of the Participating LEA MOU (Appendix A1-1).
- <sup>23</sup> In 1986, after the Illinois General Assembly legislated that a comprehensive program for agricultural education be created and maintained for the public school system (*see* 105 ILCS 5/2-3.80), the Illinois Committee for Agricultural Education (ICAE) was formed with representation from school districts, postsecondary institutions, businesses, and other community partners. ICAE has developed extensive curriculum resources, consisting of over 600 lesson plans, provides statewide professional development conferences and local hands-on workshops, and supports on-site technical assistance in each high school offering an agricultural program to strengthen and expand the school's agriculture education offerings.
- <sup>24</sup> Education Week, April 7, 2010, p. 10.
- <sup>25</sup> For a detailed description of the transformation in business, see, generally, Nicholas Carr, *The Big Switch: Rewiring the World, from Edison to Google*, W.W. Norton & Company (2009).
- <sup>26</sup> Darrell West, Brookings Institute (2010).
- <sup>27</sup> PERA, Pub. Act No. 96-0861 (creating a new 105 ILCS 5/24A-20(a)(10); (b)).
- <sup>28</sup> 105 ILCS 5/21-5(b).
- <sup>29</sup> *Id.*

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- <sup>30</sup> *Id.*
- <sup>31</sup> *Id.*
- <sup>32</sup> 105 ILCS 5/21-5(c).
- <sup>33</sup> *Id.*
- <sup>34</sup> *Id.*
- <sup>35</sup> *Id.*
- <sup>36</sup> *Id.*
- <sup>37</sup> 105 ILCS 5/21-11.4.
- <sup>38</sup> *Id.*
- <sup>39</sup> *Id.*
- <sup>40</sup> 105 ILCS 5/21-5(d).
- <sup>41</sup> *Id.*
- <sup>42</sup> 105 ILCS 5/21-5(e).
- <sup>43</sup> *Id.*
- <sup>44</sup> *Id.*
- <sup>45</sup> 105 ILCS 5/2-3.11(c).
- <sup>46</sup> The New Teacher Project, *The Widget Effect* (2009) [hereinafter "The New Teacher Project"], <http://widgeteffect.org/downloads/TheWidgetEffect.pdf> (last visited May 31, 2010).
- <sup>47</sup> Section 10(b) of the Illinois Educational Labor Relations Act, 115 ILCS 5/10, states, inter alia: "The parties to the collective bargaining process shall not effect or implement a provision in a collective bargaining agreement if the implementation of that provision would be in violation of, or inconsistent with, or in conflict with any statute or statutes enacted by the General Assembly of Illinois."
- <sup>48</sup> 105 ILCS 5/24A-4(b), (c), as amended by PERA.
- <sup>49</sup> Consortium on Chicago School Research, *Evaluation of the Excellence in Teaching Project: Year One Report to the Joyce Foundation* (2009), [http://ccsr.uchicago.edu/publications/Joyce\\_TE\\_yr1\\_finaldoc.pdf](http://ccsr.uchicago.edu/publications/Joyce_TE_yr1_finaldoc.pdf) (last visited May 31, 2010).
- <sup>50</sup> *Id.* at 14.
- <sup>51</sup> The New Teacher Project, *supra* note 46, at 11.
- <sup>52</sup> Section 2-3.25g of the Illinois School Code establishes a procedure for waiving statutory requirements. 105 ILCS 5/2-3.25g.
- <sup>53</sup> 105 ILCS 5/21-7.1(e)(2.5), enacted by Senate Bill 226 (signed into law on June 1, 2010; no Public Act number has yet been assigned).
- <sup>54</sup> U.S. Department of Education, Fiscal Year 2011 Budget Summary, p. 21.
- <sup>55</sup> 105 ILCS 5/24A-5.
- <sup>56</sup> 105 ILCS 5/24A-20(c).
- <sup>57</sup> NCTQ State Teacher Policy Yearbook 2009: Illinois, pp. 126-27.
- <sup>58</sup> Consortium on Chicago School Research, *Rethinking Teacher Evaluation: Findings from the First Year of the Excellence in Teaching Pilot in Chicago Public Schools*, [http://ccsr.uchicago.edu/publications/Joyce\\_TE\\_yr1\\_finaldoc.pdf](http://ccsr.uchicago.edu/publications/Joyce_TE_yr1_finaldoc.pdf) (last visited May 31, 2010).
- <sup>59</sup> 105 ILCS 5/10-23.8a.
- <sup>60</sup> Under section 34-8.1 of the Illinois School Code, CPS principals have the sole authority to recommend the appointment, retention or dismissal of teachers at their schools. Principals are required to appoint teachers and staff "based on merit and ability to perform . . . without regard to seniority or length of service." Thus, teacher appointment and hiring at schools is a matter that is left to school principal discretion so long as it is based on merit and ability only.
- <sup>61</sup> 105 ILCS 5/34-18(31).
- <sup>62</sup> See Illinois Education Research Council website, <http://ierc.siue.edu> (last visited May 31, 2010).
- <sup>63</sup> Matthew Lyons, *The Impact of Title I "Comparability" in Illinois School Districts: An Examination of Within-District Funding Disparities*, 7 (May 4, 2009).
- <sup>64</sup> Jennifer Imazeki, Ph.D & Laura Goe, Ph.D, *The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities*. National Comprehensive Center for Teacher Quality, p. 6 ( August 2009).
- <sup>65</sup> Consortium on Chicago School Research, *Evaluation of the Excellence in Teaching Project: Year One Report to the Joyce Foundation*, *supra* note 49, p. 14.

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<sup>66</sup> Bradford R. White, Jennifer B. Presley, and Karen J. DeAngelis, *Leveling Up: Narrowing the Teacher Academic Capital Gap in Illinois*, Illinois Education Research Council, Policy Research Report: IERC 2008-1, p. 5, <http://ierc.siue.edu> (last visited May 31, 2010).

<sup>67</sup> For summaries of research on educating students with disabilities in the least restrictive environment, see the following: C. Moore & D. Gilbreath, *Educating students with disabilities in general education classrooms: A summary of the research*. Western Regional Resource Center, <http://www.rfcnetwork.org/content/view/242/47> (1998); U.S. Department of Education, *21st Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, III-21 – III-27 (April, 2000), <http://www.ed.gov/about/reports/annual/osep/1999/index.html> (last visited May 31, 2010).

<sup>68</sup> 105 ILCS 5/14C-3.

<sup>69</sup> 105 ILCS 5/14C-8; 23 Ill. Adm. Code 25.90(c).

<sup>70</sup> Public Act 95-793; see also Mary Ann Zehr, *Pre-K Rules for ELLs Would Break Ground Nationally*, Education Week, Published Online April 23, 2010.

<sup>71</sup> 105 ILCS 5/14C-1

<sup>72</sup> 23 Ill. Admin. Code 25.127(a)(3).

<sup>73</sup> 23 Ill. Admin. Code 25.130.

<sup>74</sup> Two-year induction and mentoring programs, in particular, have been found to have a significant impact on student achievement. See New Teacher Center, Chicago, Powerpoint, *CNTC-CPS Partnership Overview, Growth of Intensive Teacher Induction Services*, 7-8, 10 (December 30, 2009).

<sup>75</sup> 23 Ill. Adm. Code 65.130(d).

<sup>76</sup> 105 ILCS 5/21A-20(4).

<sup>77</sup> 105 ILCS 5/2-3.53a.

<sup>78</sup> 23 Ill. Adm. Code 35.30(c).

<sup>79</sup> 105 ILCS 5/2-3.53a; 23 Ill. Adm. Code. 35.40.

<sup>80</sup> 23 Ill. Adm. Code 226.

<sup>81</sup> ISBE evaluation of Illinois ASPIRE – 2010 preliminary evaluation results. ISBE's analysis of school curriculum-based measures (i.e., DIBELS and AIMSweb) in one of the ASPIRE regions showed that, overall, participating schools had significant gains on their mean scores on 3<sup>rd</sup> grade reading between fall and winter and winter and spring for the 2008-2009 school year. Further, the mean scores at each benchmark period were significantly higher for schools that had been participating in Illinois ASPIRE for three years, as opposed to schools that had been participating for two years. Additional data reported from Sterling Community Unit School District found 13% to 17% of students across four school buildings demonstrated reading improvement gains significant enough to change the tier of RtI intensity in just one semester of intervention.

<sup>82</sup> Data reported from Naperville School District 203, an 8-building district that has been an early adopter of RtI implementation, indicates that in a single school year 231 fewer initial referrals to special education were made as the result of RtI implementation, saving the district an estimated \$4.6 million in personnel time and assessments.

<sup>83</sup> 105 ILCS 5/2-3.25g.

<sup>84</sup> 105 ILCS 5/2-3.66b(f).

<sup>85</sup> HB 2448 permits the establishment of "remote educational programs" tailored to individual student learning needs, under the supervision of a responsible adult.

<sup>86</sup> 105 ILCS 5/27A-7.

<sup>87</sup> 105 ILCS 5/27A-8.

<sup>88</sup> *Id.*

<sup>89</sup> 105 ILCS 5/27A-9.

<sup>90</sup> *Id.*

<sup>91</sup> *Id.*

<sup>92</sup> *Id.*

<sup>93</sup> 105 ILCS 5/27A-12.

<sup>94</sup> *Id.*

<sup>95</sup> 105 ILCS 5/27A-11

<sup>96</sup> *Id.*

<sup>97</sup> 105 ILCS 5/27A-11.5

<sup>98</sup> *Id.*

<sup>99</sup> Local Initiatives Support Coalition, *2007 Charter School Facility Finance Landscape*, p. 7 (April 2007).

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<sup>100</sup> 105 ILCS 5/27A-5.

<sup>101</sup> *Id.*

<sup>102</sup> 105 ILCS 5/27A-5(d); 23 Ill. Adm. Code 180.

<sup>103</sup> 105 ILCS 5/34-1.1.

<sup>104</sup> 105 ILCS 5/34-18(30)

<sup>105</sup> 105 ILCS 5/34-8.3.

<sup>106</sup> 105 ILCS 5/2-3.25g.

<sup>107</sup> 23 Ill. Adm. Code 1501.507(b)(11).

<sup>108</sup> Dual Credit Quality Act (P.A. 96-0194), *see* Sections 15, 20, 25 and 30.