



**APPENDICES**  
JUNE 1, 2010

# Volume I

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**Appendix Volume I**

| <b><u>Appendix</u></b> |   | <b><u>Page #</u></b> |
|------------------------|---|----------------------|
| <b>A.</b>              | <b>State Success Factors</b>  |                      |
| <b>Appendix A1-1</b>   | Participating LEA Memorandum of Understanding   | 6                    |
|                        | A. Participating LEA Memorandum of Understanding  | 6                    |
|                        | B. Acknowledgement and Agreement  | 28                   |
|                        | C. Variations Used in the Chicago Public Schools Participating LEA MOU  | 33                   |
| <b>Appendix A1-2</b>   | Detailed Table (A)(1): Participating LEAs   | 35                   |
| <b>Appendix A1-3</b>   | Key Reform Legislation  | 61                   |
|                        | A. Performance Evaluation Reform Act  | 61                   |
|                        | B. P-20 Longitudinal Education Data System Act  | 81                   |
| <b>Appendix A1-4</b>   | Student Outcome Goals   | 97                   |
| <b>Appendix A2-1</b>   | Description of Multi-State Collaborations   | 108                  |
| <b>Appendix A2-2</b>   | RTTT Outcomes Measurement Plan  | 112                  |
| <b>Appendix A2-3</b>   | Budget Summary and Project-Level Budgets  | 120                  |
|                        | A. Budget Summary Table and Overview  | 121                  |
|                        | B. National Career Readiness Certificate Program and Statewide Contract and Supports for Assessments for Learning | 127                  |
|                        | C. Kindergarten Readiness Assessment to Promote Pre-K -3 Instructional Alignment                                  | 131                  |
|                        | D. Super LEA Supplemental Funding   | 135                  |
|                        | E. Regional Superintendent RTTT Oversight and Technical Assistance  | 138                  |
|                        | F. STEM Learning Exchanges  | 142                  |
|                        | G. College and Career Readiness (Community Colleges)  | 147                  |
|                        | H. Special Education Scholarship Program  | 151                  |
|                        | I. Transitional Bilingual Education Scholarships  | 154                  |

|                      |   |     |
|----------------------|---|-----|
|                      | J. School Leadership Consortia/Regional Pipeline Coordination                               | 157 |
|                      | K. Dropout Prevention & Reenrollment  | 161 |
|                      | L. State Monitoring, Data Collection, Measurement, and Reporting                            | 165 |
|                      | M. Interactive Illinois Report Card   | 169 |
|                      | N. Illinois Collaborative for Education Policy Research                                     | 172 |
|                      | O. Learning and Performance Management System   | 175 |
|                      | P. State Performance Evaluation Support Systems   | 179 |
|                      | Q. State Superintendent Certification Actions   | 184 |
|                      | R. Illinois Math and Science Partnership Program Expansion                                  | 187 |
|                      | S. Educator Preparation Content Area Advisory Groups  | 191 |
|                      | T. Teacher Performance Assessments  | 195 |
|                      | U. Technical Assistance and Program Accountability for Beginning Teacher Induction Programs | 198 |
|                      | V. Illinois Partnership Zone Administration and Direct State Interventions                  | 202 |
| <b>Appendix A2-4</b> | Letters of Support Summary Table  | 206 |
| <b>Appendix A3-1</b> | Data on State Progress  | 227 |
|                      | A. NAEP Data  | 228 |
|                      | B. ISAT Data  | 240 |
|                      | C. PSAE Data  | 244 |
|                      | D. High School Graduation Data  | 245 |
|                      | E. Information on Cut Scores  | 246 |
| <b>Appendix A3-2</b> | Data on Closing the Achievement Gap   | 247 |
|                      | A. Data on Illinois' Progress toward Closing the Achievement Gap in Math                    | 248 |
|                      | B. Data on Illinois' Progress toward Closing the Achievement Gap in Reading                 | 249 |
|                      | C. Data on Illinois' Progress toward Closing the  | 250 |

|                      |   |     |
|----------------------|---|-----|
|                      | Achievement Gap on the AP Exam<br>D. Data on Illinois' Progress toward Closing the Achievement Gap for Students with Disabilities | 251 |
| <b>B.</b>            | <b>Standards and Assessments</b>  | 252 |
| <b>Appendix B3-1</b> | Programs of Study/STEM Learning Exchanges   | 252 |
|                      | A. Illinois High School Reform Context and Momentum   | 253 |
|                      | B. Illinois Career Clusters Programs of Study Model   | 260 |
|                      | C. STEM Application Areas   | 263 |
|                      | D. Blue Wave Project  | 264 |
| <b>C.</b>            | <b>Data Systems to Support Instruction</b>  | 266 |
| <b>Appendix C1-1</b> | ISBE Website: Available Data re America COMPETES Act  | 266 |
| <b>Appendix C2-1</b> | Access to State Longitudinal Data   | 268 |
|                      | A. IIRC Performance Data, Drill-Down and Instructional Tools Screen Shots   | 269 |
|                      | B. IIRC Data Dashboards Screen Shots  | 274 |
|                      | C. Example of High School-to-College Success Reports  | 279 |
| <b>Appendix C3-1</b> | Learning and Performance Management Support System Supplemental Materials:  | 292 |
|                      | A. LPMS/IlliniCloud Stakeholder Engagement and Requirements Development   | 293 |
|                      | B. Cloud Computing Infrastructure   | 297 |
|                      | C. NCSA Overview  | 299 |
|                      | D. State and LEA LPMS Data Integration Requirements   | 301 |
|                      | E. Student Vault  | 302 |
| <b>D.</b>            | <b>Great Teachers and Leaders</b>   | 304 |
| <b>Appendix D1-1</b> | Alternative Teacher Certification Programs in Illinois:<br>Breakdown by Offering Institution                                      | 304 |
| <b>Appendix D2-1</b> | Performance Evaluation Advisory Council   | 305 |

|                      |   |     |
|----------------------|---|-----|
| <b>Appendix D3-1</b> | Index of Teacher Academic Capital (ITAC)  | 307 |
| <b>Appendix D3-2</b> | National Board Certification for Principals   | 314 |
| <b>Appendix D5-1</b> | Induction and Mentoring: ISBE Partnering Organizations and Teacher Induction Policy Advisory Team | 315 |
| <b>Appendix D5-2</b> | Table of Professional Development Supports  | 319 |
| <b>E.</b>            | <b>Turning Around the Lowest-Achieving Schools</b>  | 321 |
| <b>Appendix E1-1</b> | State Intervention Authority  | 321 |
| <b>Appendix E2-1</b> | List of Illinois Priority Schools   | 322 |
| <b>Appendix E2-2</b> | Illinois Partnership Zone Supplemental Materials  | 326 |
| <b>Appendix E2-3</b> | Prior Interventions   | 338 |
|                      | A. Prior LEA Interventions  | 339 |
|                      | B. Prior State Interventions  | 344 |
| <b>F.</b>            | <b>General</b>  | 345 |
| <b>Appendix F2-1</b> | Charter Schools: Reasons for Denials  | 345 |

**Appendix A1-1**

**A. Participating LEA Memorandum of Understanding**



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Jesse H. Ruiz  
Chairman

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

Dear Superintendent:

Illinois will be submitting a new application to the U.S. Department of Education for Phase II of the “Race to the Top” by the June 1 deadline. Our fifth place finish in Phase I beat the expectations of many, however, it was not good enough.

Reviewers noted that one of the shortcomings of our application was a lack of participation from our districts; only 42% returned a memorandum of understanding to partner with us. I am writing to you today to seek your partnership in our Phase II application.

If we are successful our schools stand to receive \$400 million. Many Illinois districts need this funding to improve student outcomes and close the achievement gap but participation by as many districts as possible is needed to bring these funds to Illinois. We surveyed districts, conducted a focus group and have been listening to why districts chose to sign and why they did not. We have made changes to the application based on this feedback. These changes include:

- 1) Additional funding for districts to assist with the implementation of STEM programs of study in high schools and additional professional development for math and science instruction, including Advanced Placement courses.
- 2) In an effort to reduce paperwork, we are allowing the already developed district improvement plan to be the basis of the scope of work plan to be submitted for “Race to the Top”.
- 3) Only Tier I and Tier II schools, as identified in ISBE’s School Improvement Grant application, will have to use the four reform models introduced by the U.S. Department of Education which may require the replacement of a principal.

We understand the current fiscal crisis in the state has eroded your confidence in the state’s ability to pay bills but the work that is underway needs this influx of funds to continue. There are several reasons why you should partner with us and sign the memorandum of understanding:

- Illinois has already set a course for strategic reforms that align with the four areas of “Race to the Top.” If Illinois earns a “Race to the Top” grant, it could bring \$400 million for the state and its schools to help implement reforms more quickly.
- Teachers and administrators will be pursuing many of these reforms regardless of what happens with the “Race to the Top”.
- It will allow Illinois to more rapidly develop a statewide shared technology infrastructure providing teachers and administrators with real-time access to data and reducing duplicative reporting. This infrastructure will also allow districts to reduce Information Technology costs through a shared “cloud computing” platform.
- Teachers and principals will receive high quality induction and mentoring, including intensive training in the use of data to improve student growth.

- Districts will benefit from new statewide supports to bring relevance and practical application to more rigorous standards – steps that will help our students successfully compete on a global stage.
- The development of a Longitudinal Data System will reduce and simplify district reporting to the State and allow districts to follow students through their entire educational career, from preschool through college graduation.

We appreciate your further consideration and ask that you return a completed memorandum of understanding to show your interest.

We will be holding a series of webinars to answer questions and I encourage you to participate in these with your union leadership so that questions may be answered. The first of these is scheduled for Tuesday, April 27 at 11 a.m.

We ask that you return the memorandum of understanding as soon as possible, but no later than May 24, by emailing it to [rt3mou@isbe.net](mailto:rt3mou@isbe.net).

Thank you for your consideration.

Sincerely,



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



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

---

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

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

**LEA Superintendent**  
(or equivalent authorized signatory) -  
required:

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

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

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

**Local Teachers' Union Leader** (if applicable):

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Authorized State Official** - required:

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

\_\_\_\_\_  
Christopher A. Koch, Ed.D, State Superintendent

\_\_\_\_\_  
Date

Participating LEA MOU, p. 1

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

A. **Mandatory Requirements.** Exhibit I, Preliminary Scope of Work, indicates which portions of the programs and initiatives outlined in the State's Race to the Top Application for Phase 2 Funding, due to the U.S. Department of Education on or before June 1, 2010 (the "Final State Application"), the Participating LEA is agreeing to implement.

B. **Super LEA Reform Commitments.** Exhibit II (Super LEA Reform Commitments), identifies commitments the LEA Superintendent and Local Teacher Union's Leader must make in order to receive the benefits identified on Exhibit II. **The Super LEA Reform Commitments are relevant only to Participating LEAs with one or more "Tier I" or "Tier II" schools, as identified by ISBE as part of its final 1003(g) School Improvement Grant application.**

C. **LEA Plan.** If the State's application is funded, the Participating LEA will prepare a Final Scope of Work in a timely fashion but no later than 90 days after a grant is awarded ("LEA Plan"). The LEA Plan must describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the Final State Application. To the extent feasible and permitted by the U.S. Department of Education, the State agrees to incorporate the LEA Plan into the district improvement planning template and process. The Participating LEA agrees to develop the LEA Plan in cooperation with its Local Teachers' Union.

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

## **II. Project Administration**

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

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

Participating LEA MOU, p. 2

6. Participate in meetings, webinars, and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

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

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

C. Joint Responsibilities.

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

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

### III. Assurances

The Participating LEA hereby certifies and represents that:

1. It has all requisite power and authority to execute this MOU;

Participating LEA MOU, p. 3

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

**IV. Modifications**

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

**V. Duration/Termination**

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

## EXHIBIT I PRELIMINARY SCOPE OF WORK

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

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

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

##### 1. Standards-Aligned Instructional Systems.

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

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 1

- Other assessments that yield descriptive data that can be used to improve instruction throughout the school year.

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

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

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

The Illinois Programs of Study model provides students with rigorous course sequences that integrate and apply academic and technical content, as well as valuable information and experiences to help them make better choices regarding their education and future career goals.<sup>1</sup> Generally, Programs of Study begin in the 9<sup>th</sup> grade and continue through post-secondary education including community colleges and universities.

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

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

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<sup>1</sup> A description of Programs of Study and the STEM Learning Exchanges is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 51 – 61, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of Programs of Study and the STEM Learning Exchanges.

- Research and Development: scientific research and professional and technical services including laboratory and testing services, and research and development services; and
- Health Sciences: planning, managing and providing therapeutic, diagnostic, health informatics, and support services as well as biomedical research and development.
- Financial Services: securities and investments, business finance, accounting, insurance, and banking services.

For LEAs serving grades 9 through 12

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

When establishing Programs of Study, the LEA will:

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

For LEAs serving grades 6 through 8

The LEA will:

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 3

middle school that align to a Programs of Study model at the high school level.

## II. DATA SYSTEMS TO SUPPORT INSTRUCTION

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

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

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

#### **Illinois Collaborative for Education Policy Research.**

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

The ICEPR will:

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

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

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

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

With funding support through the Race to the Top program, Illinois will expand upon the State system vision set forth in the P-20 Longitudinal Education Data System Act to develop a centrally hosted education information exchange that provides powerful web-based interface tools to support a broad array of instructional and education support functions (referred to as the "Learning and Performance Management System", or

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 4



"System").<sup>2</sup> The System will enable the State to host an integrated set of data elements necessary for use by the State and any district wishing to participate, integrate that data with other information held outside of the System, deliver web-based software applications that can be accessed at no-cost or reduced cost to the end user, and allow customization at the user level. The System will provide longitudinal data to a broad range of stakeholders to inform instruction and improve student learning, and ensure these stakeholders have timely access to needed information while protecting student and educator privacy. With the development and implementation of the System, Illinois can move from the current landscape of fragmented data across a multitude of "siloed" district and State systems, to a common platform providing actionable data for every Illinois educator.

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

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

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

### **III. GREAT TEACHERS AND LEADERS**

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

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

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<sup>2</sup> A description of the Learning and Performance Management System is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 76-83, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of the Learning and Performance Management System.

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

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 6

3. **All principals and non-tenured teachers must be evaluated annually. Each tenured teacher must receive a summative evaluation at least once in the course of every 2 school years. However:**
  - For any tenured teacher rated as either "needs improvement" or "unsatisfactory," the teacher must be evaluated at least once in the school year following the receipt of such rating.
  - For all other tenured teachers in Participating LEAs, at minimum a non-summative assessment of student growth must be completed in any year during which a summative evaluation is not performed.
4. **The Participating LEA will use the results of local performance evaluation systems to inform decision-making in the areas of professional development, tenure, and possible dismissal of less effective teachers and principals.**

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 7

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

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

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

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

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

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

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

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

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

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 8

- Establish induction and mentoring programs for all new teachers for at least two years in duration, with the programs meeting standards set forth in the School Code and administrative rule; and
- Participate in the State's technical assistance and accountability infrastructure to improve the quality of all new teacher induction and mentoring programs.

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

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

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

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

### **(b) Middle to High School**

Since the 2007 - 08 school year, the State has funded the cost for school districts to implement the EXPLORE test in 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"). Commencing in the 2010-11 school year, the State will require that Participating LEAs administer EXPLORE during 8<sup>th</sup> grade to better address the transition from middle to high school. The State will also establish a consistent testing window for administration of the EXPLORE and PLAN by Participating LEAs so that the data can be used in a consistent way to measure student and subgroup growth during the middle to high school transition.

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 9

- Create intensive instructional programs, primarily in math and reading, and student support services during high school years that increase the numbers of students prepared for non-remedial coursework.

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

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

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

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

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

Participating LEA MOU  
Exhibit I Preliminary Scope of Work, p. 10

#### IV. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Note: This Section of the MOU is only applicable to Participating LEAs with one or more Tier I or Tier II Schools. Tier I and Tier II Schools have been identified by ISBE as part of its final 1003(g) School Improvement Grant application. A list of Tier I Schools and Tier II Schools is available at [www.isbe.net/sfsf](http://www.isbe.net/sfsf).

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

Subject to the availability of funding through Race to the Top, the Section 1003(g) School Improvement Grant program, or targeted State funding, the LEA must participate in the Illinois Partnership Zone initiative or must separately undertake one of the four school intervention models identified by the U.S. Department of Education—turnaround model, restart model, school closure, or transformation model—in all Tier I and Tier II Schools within the LEA.<sup>3</sup> The interventions must be implemented during the first three years of the Race to the Top grant period (i.e., the 10 – 11, 11 – 12, or 12 – 13 school years), with no less than a proportionate cohort of schools initiating interventions in each year. If the LEA can demonstrate that a prior intervention substantially aligned to one of the four school intervention models is demonstrating significant student achievement gains, as determined by ISBE, the LEA may receive funding to continue with that intervention.

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

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

<sup>3</sup> A description of the Illinois Partnership Zone is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 144 – 148, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of the Illinois Partnership Zone. A description of the four school intervention models is included in the State of Illinois Race to the Top Application for Initial Funding, Appendix Volume I, pp. 27 – 30, available at the same link.

**EXHIBIT II**  
**SUPER LEA REFORM COMMITMENTS**

**Note: This Section of the MOU is only applicable to Participating LEAs with one or more Tier I or Tier II Schools. Tier I and Tier II Schools have been identified by ISBE as part of its final 1003(g) School Improvement Grant application. A list of Tier I Schools and Tier II Schools is available at [www.isbe.net/sfsf](http://www.isbe.net/sfsf).**

**A. DIRECT SUPPORT AND PRIORITY FUNDING**

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

1. Provide or fund the provision of technical assistance and support to the LEA for implementation of the reforms and systems described in this Exhibit II;
2. Establish funding at a level of at least 10% out of the 50% State Race to the Top allocation (*i.e.*, \$20 million) that will be dedicated solely to LEAs that agree to make the commitments set forth in this Exhibit II;
3. Prioritize participation in the Illinois Partnership Zone Program for LEAs that make all of these commitments; and
4. Pursue significant foundation funding that will be directed to LEAs that make all of these commitments. The final Race to the Top application may also include new programs for LEAs that make all of the priority funding commitments.

**B. COMMITMENTS**

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

**1. Acceleration of Performance Evaluation Re-Design in Tier I and Tier II Schools**

- The Participating LEA will implement in Tier I and Tier II Schools new local performance evaluation systems that meet the requirement set forth in Exhibit I, Section III of this MOU by no later than the start of the 2011-2012 school year, with full District-wide scale-out of such evaluation systems no later than the following year.

Participating LEA MOU  
Exhibit II Super LEA Reform Commitments, p. 1



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

**2. Autonomy for Site-based Leadership of Tier I and Tier II Schools**

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

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

**3. Illinois Partnership Zone Participation**

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

*[signatures on following page]*

Participating LEA MOU  
Exhibit II Super LEA Reform Commitments, p. 2

**SIGNATURES**

**LEA Superintendent** (or equivalent authorized signatory) - required:

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

**Local Teachers' Union Leader** – required:

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

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Print Name/Title

Participating LEA MOU  
Exhibit II Super LEA Reform Commitments, p. 3

**EXHIBIT III  
BASELINE INFORMATION**

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

Yes

No

If yes, please describe:

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

Yes

No

If yes, please describe:

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

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Participating LEA MOU  
Exhibit III Baseline Information, p. 1

**Appendix A1-1**

**B. Acknowledgement and Agreement**



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Joan H. Butz  
Chairman

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

Dear Superintendent:

First, I want to thank you for signing the memorandum of understanding for Illinois' Phase I "Race to the Top" application. I also want to thank the teacher union leaders and school board presidents who signed the memorandum. Our state placed fifth in this very competitive grant process, better than many people would have thought and we could not have scored so well or received the national recognition without your commitment to join with us in this endeavor.

Our fifth place finish was impressive, however, it was not good enough. We plan to apply for the maximum amount allowed in Phase II, \$400 million. The deadline for Illinois to submit its application is June 1 and your partnership is once again needed. I ask that you sign the acknowledgement cover sheet only to renew your commitment to the MOU. You must also ensure the President of your school board and the president of the local teachers' union have an opportunity to sign, and please encourage them to do so. While their signatures are not required, they are important for us to have a winning application.

We understand the current fiscal crisis in the state has eroded your confidence in the state's ability to pay bills but the work that we have underway needs this influx of funds to continue. There are several reasons why you should again commit to the MOU:

- Illinois has already set a course for strategic reforms that align with the four areas of "Race to the Top." If Illinois earns a "Race to the Top" grant, it could bring \$400 million, for the state and its schools to help implement reforms more quickly.
- Teachers and administrators will be pursuing many of these reforms regardless of what happens with the "Race to the Top".
- It will allow Illinois to more rapidly develop a statewide shared technology infrastructure providing teachers and administrators with real-time access to data and reducing duplicative reporting. This infrastructure will also allow districts to reduce Information Technology costs through a shared "cloud computing" platform.
- Teachers and principals will receive high quality induction and mentoring, including intensive training in the use of data to improve student growth.
- Districts will benefit from new statewide supports to bring relevance and practical application to more rigorous standards – steps that will help our students successfully compete on a global stage.
- The development of a Longitudinal Data System will reduce and simplify district reporting to the State and allow districts to follow students through their entire educational career, from preschool through college graduation.

Many Illinois districts need this funding to improve student outcomes and close the achievement gap but participation by as many districts as possible is needed to bring these funds to Illinois. We surveyed districts, conducted a focus group and have been listening to why districts chose to sign and why they did not. We have made changes to the application based on this feedback. These changes include:

- 1) Additional funding to assist with the implementation of STEM programs of study in high schools and additional professional development for math and science instruction, including Advanced Placement courses.
- 2) In an effort to reduce paperwork, we are allowing the already developed district improvement plan to be the basis of the scope of work plan to be submitted for "Race to the Top".
- 3) Only Tier I and Tier II schools, as identified in ISBE's School Improvement Grant application, will have to use the four reform models introduced by the U.S. Department of Education which may require the replacement of a principal.

We will be holding a series of webinars to answer questions and I encourage you to participate in these with your union leadership so that questions may be answered. The first of these is scheduled for Tuesday, April 27 at 11 a.m.

We ask that you return the acknowledgement cover sheet as soon as possible, but no later than May 24, by emailing it to [rt3mou@isbe.net](mailto:rt3mou@isbe.net).

Thank you for your continued consideration.

Sincerely,



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

**STATE OF ILLINOIS  
RACE TO THE TOP APPLICATION FOR PHASE 2 FUNDING  
ACKNOWLEDGEMENT AND AGREEMENT BY**

\_\_\_\_\_  
[Type or print school district name above] (the "Participating LEA")

On January 19, 2010, the State of Illinois ("State") submitted its Race to the Top Application for Initial Funding ("Initial Application"). In connection with the Initial Application, the State and the Participating LEA entered into a Memorandum of Understanding ("MOU"). The State did not receive funding for the Initial Application and intends to submit a Race to the Top Application for Phase 2 Funding ("Phase 2 Application") by June 1, 2010. The State, the Participating LEA, and any other signatories are executing this Acknowledgement in order to confirm their agreement that the MOU will apply to the State's Phase 2 Application.

The signatories to this Acknowledgement agree as follows:

1. To remain bound by the terms of the MOU with respect to the State's Phase 2 Application.<sup>1</sup>
2. To the extent that any signatory to this Acknowledgement did not sign the MOU, such additional signatory indicates agreement to the terms of the MOU and acknowledges that the MOU will apply to the State's Phase 2 Application.
3. To the extent feasible and permitted by the U.S. Department of Education, the State agrees to incorporate the LEA Plan, as defined in Section I of the MOU, into the district improvement planning template and process. The Participating LEA agrees to develop the LEA Plan in cooperation with its Local Teachers' Union.

| <b>LEA Superintendent <sup>2</sup></b><br>(or equivalent authorized<br>signatory) - required: | <b>President of Local School Board</b><br>(or equivalent, if applicable): | <b>Local Teachers' Union Leader <sup>3</sup></b><br>(if applicable): |
|---|---|--|
| Signature   | Signature   | Signature  |
| Date  | Date  | Date   |
| Print Name/Title  | Print Name/Title  | Print Name/Title   |

1. For the State's Phase 2 application, the obligations relating to "Turning Around the Lowest-Achieving Schools" in Section IV.A of the Preliminary Scope of Work apply only to Tier I and Tier II Schools that have been identified by ISBE as part of its final 1003(g) School Improvement Grant application.
2. The signature of the LEA Superintendent must also be set forth on the following page of this Acknowledgement to indicate agreement to the Super LEA Reform Commitments set forth in Exhibit II of the MOU.
3. The signature of the Local Teachers' Union Leader set forth above indicates support for the LEA's decision to be a Participating LEA; provided that such signature and the Local Teachers' Union Leader's indication of support does not constitute an agreement by the Local Union to reopen or otherwise modify any existing collective bargaining agreement or waive its rights and protections under the Illinois Educational Labor Relations Act; and provided further that the signature of the Local Teachers' Union Leader must also be set forth on the following page of this Acknowledgement to indicate agreement to the Super LEA Reform Commitments set forth in Exhibit II of the MOU.

Authorized State Official - required:

By its signature below, the State indicates agreement to the terms of this MOU and hereby accepts the LEA as a Participating LEA for purposes of the State's Phase 2 Application.

\_\_\_\_\_  
Christopher A. Koch, Ed.D. State Superintendent

\_\_\_\_\_  
Date

**EXHIBIT II SIGNATURES  
SUPER LEA REFORM COMMITMENTS**

In order for an eligible Participating LEA to become or remain a "Super LEA", the signatures of the LEA Superintendent and Local Teachers' Union Leader must be set forth below. The Phase 2 Application will dedicate \$20 million of the State's Race to the Top allocation solely to eligible Participating LEAs that become or remain a "Super LEA."

- For Participating LEAs that agreed to become a Super LEA as part of the Initial Application, the Super LEA commitments:
  - will apply to Tier I Schools and Tier II Schools, and
  - may, at the election of the LEA, apply to other Illinois Priority Schools for which the Super LEA receives supplemental Race to the Top funding for participation in the Illinois Partnership Zone.
- For Participating LEAs that did not agree to become a Super LEA as part of the Initial Application, but wish to become a Super LEA for the Phase 2 Application, the LEA must have at least one Tier I or Tier II School. The Super LEA commitments will apply only to Tier I Schools and Tier II Schools.
- Tier I and Tier II Schools have been identified by ISBE as part of its final 1003(g) School Improvement Grant application. Illinois Priority Schools include other significantly underperforming schools that fall within the bottom 5% of student achievement statewide. A list of Tier I Schools, Tier II Schools, and Illinois Priority Schools is available at [www.isbe.net/srif](http://www.isbe.net/srif).

**LEA Superintendent**  
(or equivalent authorized signatory) - required:

**Local Teachers' Union Leader**  
- required:

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

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

*To review the terms of the MOU, including the "Super LEA" Commitments set forth on Exhibit II of the MOU, please visit <http://www.isbe.net/racetothetop/default.htm>. The MOU is the first document in Appendix Volume I. The "Super LEA" Commitments are on pages 20 – 21 of Appendix Volume I.*



## Appendix A1-1

### C. Variations Used in the Chicago Public Schools Participating LEA MOU

#### III. GREAT TEACHERS AND LEADERS

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

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

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

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

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

- Measures of student growth for both teachers and principals will be developed locally, within parameters set by the State to ensure validity and reliability. The process to establish these parameters will include extensive collaboration with school district management, teachers unions, other stakeholders, other states, and technical experts.
- Teacher practice will be measured based on Danielson's "Framework for Teaching" or another comparable framework approved in advance by the State. Principal practice will be measured using a framework(s) to be identified by the State.
- At least until a new State student assessment system aligned with the revised Learning Standards has been implemented, **and except as otherwise provided in PERA,** State

assessments cannot be used as the **only** measure of student growth in teacher performance evaluations.

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

\* \* \*

***Explanation for Variation:***

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

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

**Appendix A1-2**

**Detailed Table (A)(1): Participating LEAs**

| Participating LEAs                             | LEA Demographics |                   |                              | Signatures on MOUs        |   |  | Super LEA Signatures                |  | MOU Terms<br>Uses Standard Terms & Conditions? | Preliminary Scope of Work – Participation in each applicable Plan Criterion |           |            |             |           |            |             |               |               |               |               |           |            |           |            |        |   |
|--|------------------|-------------------|------------------------------|---------------------------|---|--|-------------------------------------|--|--|---|-----------|------------|-------------|-----------|------------|-------------|---------------|---------------|---------------|---------------|-----------|------------|-----------|------------|--------|---|
|  | # of Schools     | # of K12 Students | # of K12 Students in Poverty | LEA Supt. (or equivalent) | President of Local School Board (if applicable) | President of Local Teachers' Union (if applicable) | Exhibit II Superintendent Signature | Exhibit II Local Teacher's Union Signature |  | (B)(3)  | (C)(3)(i) | (C)(3)(ii) | (C)(3)(iii) | (D)(2)(i) | (D)(2)(ii) | (D)(2)(iii) | (D)(2)(iv)(a) | (D)(2)(iv)(b) | (D)(2)(iv)(c) | (D)(2)(iv)(d) | (D)(3)(i) | (D)(3)(ii) | (D)(5)(i) | (D)(5)(ii) | (E)(2) |   |
| Abingdon CUSD #217                             | 3                | 725               | 363                          | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Addison School District 4                      | 8                | 4161              | 2386                         | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Albers School #63                              | 1                | 167               | 33                           | X                         | X   |  | X                                   |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Alden-Hebron School Dist. #19                  | 3                | 426               | 83                           | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Allendale CCSD #7                              | 1                | 95                | 48                           | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Altamont CUSD #10                              | 2                | 718               | 316                          | X                         | X   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Alton CUSD #11                                 | 9                | 6348              | 3603                         | X                         | X   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Amboy CUSD #272                                | 3                | 885               | 295                          | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Anna CCSD #37                                  | 3                | 650               | 199                          | X                         |   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Anna Jonesboro Community HS #81                | 1                | 532               | 190                          | X                         | X   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Annawan CUSD #226                              | 2                | 385               | 93                           | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Aptakisic-Tripp Consolidated School Dist. #102 | 4                | 1941              | 156                          | X                         |   |  | X                                   |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Arbor Park School Dist. #145                   | 4                | 1339              | 436                          | X                         | X   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Arlington Heights SD #25                       | 9                | 5005              | 406                          | X                         |   |  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Armstrong Township HS Dist. 225                | 1                | 163               | 38                           | X                         | X   | X  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |
| Armstrong-Ellis CSD #61                        | 1                | 101               | 51                           | X                         | X   | N/A  |                                     |  | Y  | Y   | Y         | Y          | Y           | Y         | Y          | Y           | Y             | Y             | Y             | Y             | Y         | Y          | Y         | Y          | Y      | Y |

|  |    |       |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|-------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arthur CUSD No. 305                    | 3  | 467   | 107  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ashley CCSD #15                        | 1  | 126   | 82   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ashton – Franklin Center CUSD 275      | 3  | 601   | 175  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Atwood-Hammond CUSD #39                | 2  | 387   | 148  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Auburn CUSD #10                        | 5  | 1368  | 384  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Aurora Dist. East #131                 | 16 | 12937 | 9014 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Aurora West Dist. #129                 | 15 | 12063 | 5421 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ball-Chatham CUSD #5                   | 5  | 4237  | 566  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barrington CUSD 220                    | 11 | 9006  | 1457 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bartonville Dist. #66                  | 1  | 240   | 97   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Batavia Public USD #101                | 8  | 6138  | 581  | X | X | X | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Beach Park CCSD #3                     | 5  | 2437  | 1078 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Beardstown CUSD 15                     | 4  | 1464  | 1001 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Beecher Community School District 200U | 3  | 1118  | 86   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Belleville Public School Dist. #118    | 11 | 3412  | 1967 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Belleville Twsp. HS Dist #201          | 2  | 4962  | 1710 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bellwood School Dist. #88              | 6  | 2620  | 2215 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Belvidere C.U.S.D. #100                | 11 | 8768  | 3750 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Benjamin Elementary School Dist. #25   | 2  | 781   | 37   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bensenville Dist. #2                   | 5  | 1975  | 1011 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Berwyn South School Dist. #100         | 8  | 3491  | 2087 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|---|---|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Bethalto CUSD #8                        | 6 | 2588 | 979  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Big Hollow School District #38          | 3 | 1637 | 224  | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
| Bismarck Henning CUSD #1                | 3 | 936  | 258  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bloomington Public Schools District 87  | 8 | 5250 | 2756 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Blue Ridge CUSD #18                     | 4 | 799  | 314  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bond County CUSD 2                      | 5 | 1860 | 680  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Braceville SD 75                        | 1 | 177  | 63   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bradford CUSD #1                        | 2 | 208  | 73   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bradley School Dist. #61                | 3 | 1435 | 679  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bradley-Bourbonnais Comm. HS Dist. #307 | 1 | 2069 | 579  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Brooklyn Unit Dist. 188                 | 3 | 135  | 121  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Brookwood #167                          | 4 | 1115 | 821  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Brown County CUSD #1                    | 3 | 704  | 300  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Brownstown C.U.S.D. #201                | 3 | 363  | 188  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Buncombe Grade School #43               | 1 | 78   | 34   | X |   | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Burnham 154 1/2                         | 1 | 175  | 158  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Bushnell-Prairie City C.U.S.D. #170     | 3 | 728  | 348  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Butler School Dist. 53                  | 2 | 412  | 10   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Byron C.U.S.D. #226                     | 3 | 1597 | 263  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Cairo School Dist. #1                   | 3 | 518  | 518  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Calhoun CUSD #40                        | 2 | 505  | 231  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |
| Calumet City #155                       | 3 | 1203 | 777  | X |   |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |

|                                  |    |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------------------|----|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Calumet Public School Dist. #132 | 3  | 1103 | 980  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carbon Cliff-Barstow #36         | 1  | 281  | 223  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carbondale E.S.D. No. 95         | 4  | 1239 | 880  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carlinville CUSD #1              | 5  | 1401 | 510  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carlyle CUSD #1                  | 3  | 1160 | 429  | X | X |   |   | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carmi-White Co. CUSD #5          | 5  | 1343 | 533  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carrollton CUSD #1               | 2  | 620  | 221  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cartersville CUSD #5             | 3  | 1806 | 566  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Carthage ESD #317                | 2  | 415  | 161  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cary CCSD #26                    | 6  | 3109 | 372  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cass School Dist. #63            | 2  | 773  | 102  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Catlin CUSD #5                   | 2  | 512  | 96   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| CCSD #204 (Pinckneyville)        | 1  | 163  | 48   | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| CCSD #93 (Bloomington)           | 8  | 3834 | 701  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Center Cass School Dist. 66      | 3  | 1146 | 72   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Central School Dist. #104        | 2  | 462  | 223  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Central School Dist. #4          | 3  | 1092 | 350  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Centralia City Schools #135      | 6  | 1263 | 964  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Centralia H.S. #200              | 1  | 989  | 508  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Century CUSD #100                | 2  | 414  | 335  | X |   |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cerro Gordo CUSD #100            | 3  | 586  | 153  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Champaign Unit 4                 | 16 | 8959 | 4465 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chaney-Monge SD #88              | 2  | 474  | 295  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |     |        |        |   |   |     |   |   |  |                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|-----|--------|--------|---|---|-----|---|---|--|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chester Community Unit School District No. 139                         | 2   | 900    | 389    | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chester Non-High District #122   |     |        |        | X | X | N/A |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chicago Heights School Dist. 170                                       | 10  | 3157   | 2897   | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chicago Public Schools (The Board of Education of the City of Chicago) | 610 | 383051 | 333513 | X |   |     |   |   |  | N<br>(See<br>Appx.<br>A1-1) | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Christopher Unit SD #99  | 3   | 818    | 431    | X | X | X   | X | X |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| CHSD #117 – Lake Villa   | 2   | 2815   | 356    | X | X | X   |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cicero District #99  | 16  | 13276  | 11012  | X | X | X   |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clay City CUSD #10   | 3   | 317    | 146    | X | X |     | X |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Clinton CUSD #15   | 6   | 1965   | 781    | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cobden High School CUD #17   | 3   | 564    | 308    | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Colona Grade School #190   | 1   | 415    | 193    | X | X | X   |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Consolidated School Dist. #180                               | 2   | 656    | 500    | X | X |     | X |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Consolidated School Dist. #181                               | 9   | 3982   | 92     | X | X | X   | X | X |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Consolidated School Dist. #59                                | 14  | 6043   | 2501   | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Consolidated School Dist. #89                                | 5   | 1953   | 278    | X | X | X   |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Consolidated School Dist. 62                                 | 11  | 4523   | 1858   | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community H. S. Dist. #128   | 2   | 3300   | 212    | X | X |     |   |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community H. S. Dist. #155   | 4   | 7137   | 556    | X | X |     | X |   |  | Y                           | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |



|  |    |       |      |   |   |     |   |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|-------|------|---|---|-----|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community High School #94                | 1  | 2169  | 507  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community High School Dist. #218         | 3  | 5825  | 2838 | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community High School Dist. 99           | 2  | 5182  | 877  | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Unit Dist. #2                  | 4  | 815   | 223  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Unit School Dist. #200         | 19 | 13329 | 3052 | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Community Unit School Dist. #300         | 25 | 19449 | 6752 | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Central Community Unit School Dist. #301 | 7  | 3348  | 241  | X |   |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Consolidated School Dist. #158           | 8  | 8672  | 856  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cook County School Dist. #130            | 11 | 3499  | 2855 | X | X |     | X |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cornell CCSD #426                        | 1  | 98    | 37   | X |   |     |   | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Coulterville Unit Dist #1                | 3  | 215   | 82   | X |   |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Country Club Hills School Dist. #160     | 3  | 1428  | 748  | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cowden-Herrick CUSD #3A                  | 3  | 414   | 209  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Creston District #161                    | 1  | 127   | 41   | X | X | N/A |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Crete-Monee SD 201U                      | 8  | 4999  | 3191 | X | X |     | X |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Crystal Lake School Dist. #47            | 12 | 8540  | 19   | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| CUSD #201 - DuPage County                | 4  | 1540  | 457  | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Cypress Grade School Dist. #64           | 1  | 116   | 53   | X |   |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Danville School Dist. #118               | 11 | 5930  | 4200 | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Darien District #61                      | 3  | 1574  | 340  | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Decatur SD 61                            | 21 | 8694  | 6082 | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|   |    |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|----|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Deer Creek – Mackinaw – CUSD 701        | 3  | 1095 | 210  | X |   |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |   |   |
| Deerfield Schools #109                  | 6  | 3130 | 13   | X | X | X | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |   |
| DeKalb CUSD #428                        | 12 | 5745 | 2530 | X | X | X | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| Delavan CUSD #703                       | 3  | 468  | 150  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| DePue UCS #103                          | 2  | 456  | 353  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| Desoto CCSD #86                         | 1  | 237  | 142  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| Diamond Lake School Dist. #76           | 3  | 1050 | 505  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| Dieterich Unit 30                       | 2  | 430  | 147  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |   |
| Dimmick C.C. Grade School District #175 | 1  | 101  | 8    | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |
| District 50 Schools                     | 2  | 747  | 377  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |
| Dixon Unit Schools #170                 | 5  | 2690 | 1145 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |   |
| Dolton School District #148             | 10 | 2495 | 2209 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |
| Dongola Unit #66                        | 3  | 268  | 99   | X |   |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |
| Donovan CUSD #3                         | 3  | 409  | 153  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |
| Downers Grove Grade School Dist. #58    | 13 | 4781 | 341  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| DuPage H.S. Dist. #88                   | 2  | 3994 | 1478 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| DuQuoin CUSD #300                       | 3  | 1453 | 634  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dwight Common S.D. #232                 | 1  | 565  | 183  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Earlville CUSD #9                       | 2  | 447  | 201  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Alton Dist. #13                    | 2  | 694  | 412  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Maine School Dist. #63             | 7  | 3367 | 973  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Peoria CHSD #309                   | 1  | 1176 | 413  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                       |    |      |      |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------------------------------|----|------|------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| East Peoria Elementary Dist. #86      | 7  | 1772 | 667  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Prairie Dist. #73                | 1  | 483  | 89   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Richland CUSD #1                 | 3  | 1972 | 898  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East St. Louis School Dist. #189      | 19 | 7440 | 5870 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Eastland CUSD #308                    | 3  | 658  | 238  | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Edwardsville Dist. #7                 | 13 | 7430 | 1225 | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Egyptian CUSD #5                      | 3  | 536  | 321  | X |   | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| El Paso Gridley CUSD #11              | 5  | 1215 | 374  | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Elementary School Dist. #159          | 5  | 1963 | 992  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Elmhurst Dist. #205                   | 12 | 7991 | 810  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Elmwood Park C.U.S.C. #401            | 5  | 2758 | 1055 | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Elverado CUSD #196                    | 4  | 481  | 155  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Elwood CCSD #203                      | 1  | 434  | 40   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Emmons SD #33                         | 1  | 344  | 22   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Eswood SD #269                        | 1  | 113  | 33   | X | X | N/A | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Eureka CUSD #140                      | 5  | 1572 | 327  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Evanston Twsp. H.S. Dist. #202        | 1  | 2887 | 1177 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Evanston/Skokie Dist. #65             | 15 | 6379 | 2444 | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Evergreen Park Elem. SD #124          | 5  | 1786 | 663  | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Evergreen Park High School Dist. #231 | 1  | 898  | 157  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ewing-Northern C.C.S.D. #115          | 1  | 202  | 99   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fairfield P.S.D. #112                 | 2  | 587  | 332  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |   |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fairmont School District #89           | 1 | 248  | 231  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fairview School Dist. #72              | 1 | 603  | 110  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Farmington Central CUSD #265           | 3 | 1401 | 466  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fenton Community H S Dist. #100        | 1 | 1452 | 603  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fieldcrest CUSD #6                     | 4 | 1186 | 352  | X | X | X | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fisher CUSD #1                         | 2 | 600  | 135  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Flossmoor School Dist. 161             | 5 | 2297 | 655  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ford Heights S.D. #169                 | 2 | 524  | 266  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Forest Ridge School Dist. #142         | 4 | 1569 | 422  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Forrestville Valley #221               | 3 | 855  | 187  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fox Lake Grade School D. 114           | 2 | 774  | 276  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fox River Grove SD #3                  | 2 | 518  | 66   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Frankfort CC District 157-C            | 3 | 2372 | 50   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Franklin CUSD #1                       | 3 | 298  | 101  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Franklin Park Dist. #84                | 4 | 1246 | 416  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Freeburg CHSD #77                      | 1 | 663  | 60   | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Freeport School Dist. #145             | 9 | 4087 | 2453 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fremont Dist. #79                      | 3 | 2079 | 124  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gallatin County CUSD #7                | 3 | 675  | 272  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gardner-South Wilmington H S Dist. #73 | 1 | 209  | 47   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gavin School Dist. #37                 | 2 | 869  | 362  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Geff C.C.D. #14                        | 1 | 87   | 28   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Geneva CUSD #304                       | 9 | 5923 | 233  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                  |    |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------------------|----|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Genoa-Kingston CUSD #424         | 5  | 2002 | 603  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Georgetown-Ridge Farm CU#4       | 4  | 1105 | 657  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Germantown Hills #69             | 2  | 923  | 85   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Giant City SD #130               | 1  | 281  | 98   | X | X |   |   | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gibson City Melvin Sibley Unit 5 | 3  | 1029 | 317  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gifford CCSD #188                | 1  | 194  | 61   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gillespie CUSD #7                | 3  | 1247 | 678  | X | X |   |   | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Glenbard Dist. 87                | 4  | 8843 | 1722 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Glenview School Dist. #34        | 8  | 4420 | 774  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Golf ESD #67                     | 2  | 542  | 90   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gower School Dist. #62           | 2  | 879  | 88   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Granite City CUSD #9             | 10 | 6680 | 3768 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grant CHSD #124                  | 1  | 1766 | 417  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grant Park CUSD #6               | 2  | 526  | 101  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grayslake CCSD #46               | 8  | 4056 | 718  | X | X | X | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grayslake H.S. Dist. #127        | 2  | 2766 | 339  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Grayville CUSD #1                | 2  | 291  | 134  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Gurnee School Dist. #56          | 4  | 2063 | 367  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hamilton County Schools CUSD #10 | 3  | 1209 | 544  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Harlem UD #122                   | 11 | 7346 | 3245 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Harmony Emge SD #175             | 2  | 706  | 351  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Harrison School Dist. 36         | 1  | 433  | 153  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Havana School Dist. #126         | 3  | 1053 | 536  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                    |    |       |      |   |     |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|----|-------|------|---|-----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hawthorn District 73               | 6  | 3685  | 868  | X |     |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Heritage CUSD #8                   | 3  | 533   | 154  | X | N/A |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Heyworth CUSD #4                   | 2  | 887   | 151  | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hiawatha CUSD #426                 | 2  | 560   | 191  | X | X   | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Highland CUSD #5                   | 7  | 2977  | 484  | X | X   |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hillsboro CUSD #3                  | 5  | 1776  | 749  | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hinckley-Big Rock CUSD #429        | 3  | 742   | 87   | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hinsdale Township H.S. Dist. 86    | 2  | 4584  | 437  | X | X   | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Homewood SD #153                   | 4  | 1869  | 542  | X |     |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hononegah Dist. #207               | 1  | 2179  | 291  | X |     |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hoopeston Area CUSD #11            | 5  | 1351  | 790  | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hoover-Schrum SD 157               | 2  | 848   | 741  | X |     |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Illini Central CUSD #189           | 3  | 794   | 342  | X | X   | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Illinois Valley Central Dist. #321 | 6  | 2165  | 480  | X | X   | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Indian Creek CUSD #425             | 4  | 813   | 163  | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Indian Prairie School Dist. 204    | 31 | 28978 | 2815 | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Iroquois West #10                  | 5  | 885   | 447  | X | X   | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Itasca School Dist. #10            | 3  | 908   | 58   | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jacksonville School District #117  | 9  | 3418  | 1680 | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| J Sterling Morton A.S. 201         | 3  | 8474  | 5392 | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jamaica CUSD #12                   | 3  | 397   | 146  | X | X   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Jasper CCSD #17                    | 1  | 155   | 65   | X | X   | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |    |      |      |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|------|------|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jasper Co. CUSD #1                         | 6  | 1353 | 545  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |
| Jersey CUSD #100                           | 8  | 2685 | 1074 | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Johnsburg Dist. #12                        | 4  | 2388 | 334  | X | X | X | X |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Joliet Public School Dist. #86             | 19 | 9588 | 5739 | X | X | X | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kaneland School District #302              | 6  | 4668 | 432  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kankakee School Dist. #111                 | 11 | 5064 | 4204 | X | X | X | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kansas Unit #3                             | 2  | 236  | 106  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Keeneyville School Dist. #20               | 3  | 1576 | 664  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kenilworth SD No. 38                       | 1  | 547  | 0    | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kewanee CUSD #229                          | 5  | 1680 | 1210 | X | X | X | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kildeer Countryside CCSD 96                | 7  | 3155 | 171  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Komarek Dist. 94                           | 1  | 461  | 133  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| La Grange SD 102 a/k/a Cook County SD 102* | 6  | 2901 | 343  | X | X | X | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| LaGrange South Dist. 105                   | 5  | 1197 | 455  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lake Zurich CUSD #95                       | 8  | 6173 | 497  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Laraway CCSD #70C                          | 2  | 321  | 86   | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| LaSalle Elem. School Dist. #122            | 2  | 852  | 604  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| LaSalle-Peru High School #120              | 1  | 1187 | 329  | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lawrence Co. CUSD #20                      | 3  | 1225 | 594  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lebanon CUSD #9                            | 3  | 629  | 218  | X | X | X | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lemont Twsp. H S Dist. #210                | 1  | 1501 | 65   | X | X | X |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lena-Winslow CUSD #202                     | 3  | 894  | 232  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| LeRoy CUSD #2                              | 3  | 767  | 145  | X | X |   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                      |   |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------------------|---|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lexington CUSD #7                    | 3 | 510  | 101  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |   |
| Libertyville Dist. 70                | 5 | 2562 | 120  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lincoln Community HS #404            | 1 | 895  | 314  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lincoln Elem. S.D. #156              | 1 | 1018 | 884  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lincoln-Way CHSD #210                | 4 | 7259 | 471  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lindop SD #92                        | 1 | 444  | 156  | X |   |   |   | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Litchfield CUSD #12                  | 5 | 1365 | 621  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lockport Elementary School Dist. #91 | 2 | 647  | 112  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lockport THSD #205                   | 1 | 3848 | 285  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lombard Elementary Dist. #44         | 7 | 2954 | 762  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lostant CUSD #425                    | 1 | 87   | 32   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lovington CUSD #303                  | 2 | 271  | 118  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lowpoint-Washburn CUSD #21           | 2 | 402  | 199  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ludlow CCSD #142                     | 1 | 85   | 36   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lyons Elementary SD #103             | 6 | 2301 | 1520 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lyons Twsp HS Dist. #204             | 1 | 3812 | 249  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Macomb CUSD #185                     | 4 | 1798 | 614  | X |   | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Madison CUSD #12                     | 4 | 760  | 659  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Maercker School District #60         | 3 | 1268 | 326  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mahomet-Seymour CUSD #3              | 5 | 2763 | 286  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Maine Twsp HSD #207                  | 3 | 6960 | 1557 | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |



|  |    |       |      |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|-------|------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Manhattan School Dist. #114                | 3  | 1237  | 153  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Manteno C.U.S.D. #5                        | 4  | 2136  | 493  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marengo Community HS Dist. #154            | 1  | 869   | 160  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marengo Union Elementary #165              | 2  | 1016  | 414  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Massac Unit #1                             | 7  | 2165  | 1053 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Matteson School District 162               | 7  | 3127  | 1784 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mattoon CUSD #2                            | 4  | 3353  | 1550 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Maywood-Melrose Park-Broadview District 89 | 10 | 5365  | 3903 | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| McLean County Unit Dist. No. 5             | 21 | 12545 | 3117 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mendota CCSD #289                          | 3  | 1213  | 685  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mendota Township High School #280          | 1  | 610   | 211  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mercer County SD 404                       | 5  | 1299  | 433  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Meredosia Chambersburg Dist. 11            | 3  | 289   | 153  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Meridian CUSD #101                         | 2  | 596   | 476  | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Meridian CUSD #223                         | 4  | 1903  | 341  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Midland CUSD #7                            | 3  | 766   | 258  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Midlothian SD #143                         | 4  | 1842  | 1042 | X | X | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Midwest Central CUSD #191                  | 3  | 1136  | 473  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Milford CCSD #280                          | 2  | 431   | 241  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Milford THSD #233                          | 1  | 199   | 81   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Millburn CC School Dist. #24               | 2  | 1606  | 63   | X |   | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                               |    |       |      |   |     |     |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------|----|-------|------|---|-----|-----|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Millstadt CCSD #160           | 2  | 855   | 137  | X | X   |     | X |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mokena S.D. #159              | 3  | 2032  | 176  | X |     |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Moline School Dist. #40       | 15 | 7239  | 3199 | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Momence CUSD #1               | 4  | 1097  | 636  | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Monmouth-Roseville CUSD #238  | 6  | 1718  | 1044 | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Monticello CUSD #25           | 5  | 1646  | 248  | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Morris Community Dist. #101   | 1  | 953   | 0    | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Morrison Comm. Unit Dist. #6  | 4  | 1082  | 310  | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Morrisonville CUSD #1         | 3  | 325   | 127  | X | X   | X   | X | X   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Morton CU Dist. #709          | 6  | 2728  | 296  | X |     |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mt. Olive CUSD #5             | 2  | 538   | 212  | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mt. Prospect School Dist. #57 | 4  | 2012  | 145  | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mt. Vernon City Schools #80   | 3  | 1415  | 1104 | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mt. Vernon Twsp. H.S. #201    | 1  | 1311  | 611  | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mulberry Grove CUSD #1        | 3  | 418   | 179  | X |     |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mundelein CHS Dist. #120      | 1  | 2203  | 563  | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mundelein Elementary SD #75   | 4  | 1762  | 423  | X | X   | X   | X | X   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Murphysboro CUSD #186         | 4  | 1996  | 1034 | X | X   |     |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Naperville CUSD #203          | 21 | 17669 | 1724 | X | X   | X   | X | X   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nelson 8 - Lee Co             | 1  | 31    | 13   | X | N/A | N/A | X | N/A | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Neoga CUSD #3                 | 4  | 749   | 285  | X | X   | X   |   |     | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Neponset CCSD #307            | 1  | 65    | 41   | X | X   | X   | X | X   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |    |      |      |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|------|------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Berlin CUSD #16                              | 3  | 766  | 176  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Holland – Middletown #88                     | 1  | 98   | 37   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Lenox School Dist. #122                      | 12 | 5564 | 673  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Simpson Hill Dist. #32                       | 1  | 258  | 147  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Trier H S Dist. #203                         | 2  | 4143 | 134  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Niles Elementary #71                             | 1  | 534  | 13   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Niles Township HS Dist. 219                      | 2  | 4665 | 1291 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nokomis CUSD #22                                 | 3  | 624  | 241  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Norridge School Dist. #80                        | 2  | 950  | 200  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Norris City-Omaha-Enfield CUSD #3                | 3  | 680  | 228  | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Boone CUSD #200                            | 6  | 1711 | 553  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Chicago CUSD #187                          | 10 | 3804 | 2321 | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Mac CUSD 34 (k/a Virdian #4 and Girard #3) | 5  | 2391 | 781  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Perkin Marquette Hts. #102                 | 3  | 623  | 266  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Shore School District 112                  | 11 | 4426 | 975  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| North Wayne Unit Dist. #200                      | 4  | 417  | 161  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Northbrook Dist. #28                             | 4  | 1689 | 33   | X | X | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Northbrook School Dist. #27                      | 4  | 1188 | 21   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Northbrook/Glenview School Dist. #30             | 3  | 1110 | 20   | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Northfield Twsp. H.S. Dist. #225                 | 2  | 4790 | 530  | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                    |    |       |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|----|-------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Northwestern C.U.S.D. #2           | 3  | 327   | 174  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oak Grove School Dist. #68         | 2  | 409   | 130  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oak Lawn Community H.S. Dist. #229 | 1  | 1884  | 481  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oak Lawn-Hometown SD #123          | 6  | 3015  | 1076 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oak Park Elementary Dist. #97      | 10 | 5273  | 1042 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oakland CUSD #5                    | 2  | 293   | 152  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oakwood CUSD No. 76                | 3  | 1102  | 359  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Odell School Dist. #435            | 1  | 145   | 56   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Odin School Dist. #122             | 1  | 185   | 124  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Odin School Dist. 700              | 1  | 80    | 56   | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| O'Fallon CCSD #90                  | 7  | 3421  | 721  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| O'Fallon Twsp HS Dist. #203        | 1  | 2488  | 339  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oglesby School Dist. #125          | 2  | 473   | 198  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Okaw Valley CUSD #302              | 4  | 515   | 180  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Olympia CUSD #16                   | 5  | 1802  | 539  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Opdyke-Bell Rive CCSD #5           | 2  | 189   | 98   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Orion CUSD #223                    | 3  | 1035  | 147  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Orland School Dist. #135           | 10 | 5334  | 684  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Oswego CUSD 308                    | 19 | 15734 | 2917 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Ottawa Township High School #140   | 1  | 1451  | 332  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Palatine CCSD. #15                 | 19 | 11924 | 3457 | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pana CUSD #8                       | 5  | 1389  | 760  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |    |       |      |   |   |     |   |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|-------|------|---|---|-----|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Panhandle CUSD #2                        | 4  | 504   | 209  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Paris CUSD #4                            | 2  | 507   | 148  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Paris Union School Dist. #95             | 3  | 875   | 518  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Park Forest – Chicago Heights Dist. #163 | 6  | 1680  | 1404 | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Park Ridge Niles Dist. #64               | 7  | 4236  | 116  | X |   |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Patoka Comm. Unit #100                   | 3  | 259   | 143  | X |   |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Paxton-Buckley-Loda CUSD 10              | 4  | 1484  | 440  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pembroke CC Sch. Dist. #259              | 1  | 215   | 208  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Peoria SD #150                           | 27 | 13149 | 9860 | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Peru ESD 124                             | 3  | 820   | 314  | X | X | N/A |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pinckneyville District #50               | 2  | 583   | 218  | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pinckneyville H.S. #101                  | 1  | 458   | 118  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Plainfield CCSD #202                     | 28 | 28243 | 3338 | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Plano CUSD #88                           | 5  | 2193  | 966  | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pleasant Plains Schools #8               | 3  | 1307  | 123  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Polo CUSD #222                           | 3  | 659   | 244  | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pontiac Grade School Dist #429           | 4  | 1214  | 563  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pontiac Township Dist. #90               | 1  | 828   | 243  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Posen Robbins SD #143 1/2                | 5  | 1638  | 1537 | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Potomac CUSD #10                         | 1  | 143   | 69   | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Prairie Central CUSD #8                  | 7  | 1951  | 731  | X | X | X   |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Prairie Grove Cons. Dist. #46            | 2  | 957   | 128  | X | X |     |   | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Prairie-Hills S.D. 144                   | 8  | 2769  | 2379 | X | X | X   | X | X |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| PrairieView-Ogden CCSD #197              | 3  | 249   | 39   | X | X |     |   |   |  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

Table with 25 columns and 24 rows of school district data. Columns 1-9: Name, 4, 903, 440, X, X, X, Y, Y. Columns 10-25: 4, 1398, 144, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 4925, 2488, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 1975, 623, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 10, 6407, 3373, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 1, 222, 66, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 5, 1520, 1185, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 1, 1888, 332, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 4, 1013, 510, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 4032, 4008, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 2, 937, 173, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 570, 199, X, X, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 962, 261, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 1440, 489, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 1084, 271, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 1, 73, 48, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 1, 1464, 139, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 5, 1489, 157, X, X, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 1406, 512, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 3, 589, 69, X, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y. Columns 10-25: 5, 1633, 774, X, X, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y.

|                                    |    |       |       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|----|-------|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rochelle Township HS Dist. #212    | 1  | 1026  | 243   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rock Island District #41           | 13 | 5881  | 3739  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rockdale School Dist. #84          | 1  | 276   | 174   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rockford Public Schools Dist. #205 | 49 | 26777 | 20147 | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Roselle SD #12                     | 2  | 676   | 139   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rossville-Alvin CUSD #7            | 1  | 239   | 142   | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Salt Creek School Dist. #48        | 3  | 475   | 121   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sandoval CUSD #501                 | 3  | 498   | 329   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sandridge SD #172                  | 1  | 449   | 346   | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sandwich CUSD #430                 | 6  | 2354  | 624   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Saratoga CCSD #60C                 | 1  | 755   | 214   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Saunemin CCSD #438                 | 1  | 114   | 53    | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Schaumburg CCSD Dist. #54          | 27 | 13571 | 2291  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Schiller Park Dist. #81            | 3  | 1082  | 702   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| School District #U-46              | 55 | 39982 | 19905 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sesser-Valier CUSD #196            | 3  | 727   | 340   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Shawnee Unit #84                   | 4  | 437   | 273   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Shelbyville CUSD #4                | 4  | 1161  | 434   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sherrard CUSD #200                 | 5  | 1564  | 316   | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Silvis School Dist. #34            | 2  | 552   | 271   | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Skokie School District #68         | 4  | 1614  | 662   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Skokie School District #73 1/2     | 3  | 973   | 253   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                     |    |       |      |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------------|----|-------|------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skokie/Morton Grove Dist. #69       | 3  | 1573  | 665  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Smithton CCSD #130                  | 1  | 499   | 34   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Somonauk CUSD #432                  | 3  | 967   | 162  | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Holland S.D. #151             | 4  | 1413  | 1062 | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Holland SD #150               | 3  | 966   | 477  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| South Wilmington SD #74             | 1  | 89    | 9    | X | X | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Southwestern #9                     | 6  | 1691  | 510  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Spring Lake CCSD #606               | 1  | 55    | 11   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Springfield Public School Dist. 186 | 32 | 14180 | 9325 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Anne Elementary #256            | 1  | 325   | 170  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Anne High School #302           | 1  | 229   | 148  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Joe Ogden CHSD #305             | 1  | 453   | 49   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Joseph CCSD #169                | 2  | 883   | 104  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Libory CSD #30                  | 1  | 87    | 8    | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| St. Rose Dist. 14-15                | 1  | 159   | 13   | X | X | N/A | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Staunton CUSD #6                    | 4  | 1167  | 385  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Steeleville CUSD #138               | 2  | 412   | 110  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Steger School Dist. #194            | 4  | 1562  | 711  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sterling CUSD #5                    | 6  | 3308  | 1659 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Steward ESD #220                    | 1  | 81    | 1    | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Stewardson-Strasburg CUSD 5A        | 2  | 398   | 111  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sullivan CUSD #300                  | 3  | 1107  | 434  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |



|  |   |       |      |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|-------|------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Summit - Cook County School Dist. #104 | 5 | 1568  | 1152 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Summit Hill School Dist. #161          | 7 | 3546  | 229  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Sycamore CUSD #427                     | 7 | 3778  | 770  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Taft School District #90               | 1 | 321   | 43   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Taylorville CUSD #3                    | 6 | 2662  | 1210 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Teutopolis CUSD #50                    | 3 | 1160  | 97   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Thomasboro CCSD #130                   | 1 | 178   | 102  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Thornton Fractional Twsp HS Dist. 215  | 2 | 3680  | 2427 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Thornton SD #154                       | 1 | 234   | 20   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Thornton Township H.S. #205            | 3 | 6098  | 4008 | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Township H.S. Dist. #113               | 2 | 3705  | 251  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Township High School Dist. #214        | 6 | 12113 | 2204 | X |   | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Township HS Dist 211                   | 5 | 12639 | 2915 | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tremont CUSD #702                      | 3 | 995   | 98   | X | X | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Triad CUSD #2                          | 6 | 3605  | 539  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Trico CUSD #176                        | 3 | 915   | 451  | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Triopia CUSD #27                       | 2 | 371   | 88   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tri-Point CUSD #6J                     | 3 | 504   | 249  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Tri-Valley CUSD #3                     | 3 | 1034  | 107  | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Union Ridge S.D. #86                   | 1 | 507   | 148  | X | X |     | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| United CUSD #304                       | 4 | 869   | 313  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| United Twsp. HSD #30                   | 1 | 1715  | 848  | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|  |    |       |       |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|----|-------|-------|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Unity Point School Dist. #140          | 1  | 611   | 328   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Urbana School Dist. #116               | 8  | 3772  | 2382  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Valley View School Dist. 365U          | 19 | 17601 | 8841  | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Valmeyer CUSD #3                       | 3  | 259   | 40    | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vandalia CUSD #203                     | 4  | 1563  | 778   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Venice CUSD #3                         | 1  | 80    | 77    | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vienna High School Dist. #133          | 1  | 388   | 202   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Vienna Public School Dist. #55         | 1  | 396   | 199   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Virginia CUSD #64                      | 3  | 325   | 139   | X |   |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wabash CUSD #348                       | 4  | 1654  | 598   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Waltham CCSD #185                      | 1  | 239   | 17    | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Warren CUSD #205                       | 3  | 407   | 134   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Warren Township High School Dist. #121 | 1  | 4300  | 737   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Washington CHSD #308                   | 1  | 1196  | 162   | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Washington Grade School Dist. #52      | 2  | 805   | 181   | X | X | N/A |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Waterloo CUSD 5                        | 4  | 2703  | 452   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wauconda CUSD #118                     | 6  | 4240  | 970   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Waukegan Public School Dist. #60       | 21 | 15907 | 11282 | X | X | X   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Waverly CUSD #6                        | 2  | 327   | 133   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wayne City Unit #100                   | 4  | 542   | 257   | X | X | X   | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Webber Twp. HS Dist. #204              | 1  | 151   | 41    | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Carroll CUSD #314                 | 4  | 1248  | 569   | X | X |     |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Central CUSD #235                 | 3  | 961   | 474   | X | X | X   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                    |    |      |      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------------|----|------|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| West Chicago Dist. 33              | 7  | 3925 | 2502 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Northfield SD #31             | 2  | 851  | 57   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Prairie CUSD #103             | 4  | 643  | 271  | X |   | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| West Washington Unit #10           | 2  | 534  | 120  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Western Springs Dist. #101         | 4  | 1533 | 1    | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Westville School Dist. #2          | 3  | 1203 | 681  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wethersfield CUSD #230             | 2  | 621  | 224  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wheeling School Dist. #21          | 12 | 6408 | 2629 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Whiteside School Dist. #115        | 2  | 1329 | 565  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Will County School Dist. #92       | 4  | 1758 | 215  | X | X | X | X | X | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Williamsfield CUSD #210            | 3  | 248  | 87   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wilmington CUSD #209U              | 4  | 1377 | 441  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Winchester CUSD #1                 | 2  | 662  | 190  | X |   |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Winfield School Dist. #34          | 2  | 312  | 46   | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Winnebago CUSD 323                 | 5  | 1569 | 264  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Winthrop Harbor School District #1 | 3  | 657  | 155  | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wood Dale Dist. #7                 | 3  | 1175 | 420  | X | X |   | X |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wood River - Hartford ESD #15      | 3  | 737  | 396  | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Woodland School Dist. #50          | 4  | 6695 | 1495 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Woodlawn CHSD #205                 | 1  | 196  | 54   | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Woodridge School Dist. #68         | 7  | 2782 | 1002 | X | X |   |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Woodstock CUSD 200                 | 11 | 6143 | 1792 | X | X | X |   |   | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

|                                 |      |         |        |     |     |     |     |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------------------------|------|---------|--------|-----|-----|-----|-----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yorkville CUSD #115             | 9    | 5020    | 394    | X   | X   | X   | X   | X  | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Zion Elementary School Dist. #6 | 6    | 2434    | 1834   | X   | X   | X   |     |    | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Zion-Benton Twp H S D 126       | 2    | 2758    | 1156   | X   | X   |     | X   |    | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| TOTAL                           | 2691 | 1620865 | 778874 | 521 | 458 | 246 | 132 | 78 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| STATE TOTALS                    | 3909 | 2003171 | 905312 | 869 |     |     |     |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Appendix A1-3**

**Key Reform Legislation**

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

AN ACT concerning education.

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

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

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

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

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

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

(a) In this Section:

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

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

"State Board" means the State Board of Education.

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

Public Act 096-0861

SB0315 Enrolled LRB096 06030 NHT 16112 b

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

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

Public Act 096-0861

SB0315 Enrolled LRB096 06030 NHT 16112 b

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

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



Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

General Assembly disapproves, the change is deemed granted.

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

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

(105 ILCS 5/24A-2.5 new)

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

"Evaluator" means:

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

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

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

- (1) For school districts having 500,000 or more  
inhabitants, in at least 300 schools by September 1, 2012  
and in the remaining schools by September 1, 2013.

- (2) For school districts having less than 500,000  
inhabitants and receiving a Race to the Top Grant or School  
Improvement Grant after the effective date of this  
amendatory Act of the 96th General Assembly, the date  
specified in those grants for implementing an evaluation

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

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

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

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

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

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

Public Act 096-0861

SR0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

Public Act 096-0861

SR0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

qualification, the State Board shall determine qualification.

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

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

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

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



Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

(105 ILCS 5/24A-7.1 new)

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

(105 ILCS 5/24A-6) (from Ch. 122, par. 24A-6)

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

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

(105 ILCS 5/24A-15)

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

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

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

(2) For a principal on a multi-year contract under Section 10-23.6a of this Code, the evaluation must take place by ~~March 1 February~~ 1 of the final year of the contract.

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

(i) rate the principal's performance as "excellent",

"proficient", "needs improvement" or "unsatisfactory"; and

(ii) ensure that each principal is evaluated at least

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

once every school year.

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

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

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

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

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

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

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

(105 ILCS 5/24A-20 new)

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

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

collection and evaluation assessment and support systems:

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

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

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

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

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

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

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

evaluation systems.

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

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHF 16112 b

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

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

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

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

In addition, in January of each year, the general

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHF 16112 b

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

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

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

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

(4) Align with research-based standards.

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

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

(105 ILCS 5/34-85c)

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

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

remediation.

(a) Notwithstanding any law to the contrary, the board and the exclusive representative of the district's teachers are hereby authorized to enter into an agreement to establish alternative procedures for teacher evaluation, remediation, and removal for cause after remediation, including an alternative system for peer evaluation and recommendations provided, however, that no later than September 1, 2012: (i)

any alternative procedures must include provisions whereby student performance data is a significant factor in teacher evaluation and (ii) teachers are rated as "excellent", "proficient", "needs improvement" or "unsatisfactory".

Pursuant exclusively to that agreement, teachers assigned to schools identified in that agreement shall be subject to an alternative performance evaluation plan and remediation procedures in lieu of the plan and procedures set forth in Article 24A of this Code and alternative removal for cause standards and procedures in lieu of the removal standards and procedures set forth in Sections 34-85 and 34-85b of this Code.

To the extent that the agreement provides a teacher with an opportunity for a hearing on removal for cause before an independent hearing officer in accordance with Sections 34-85 and 34-85b or otherwise, the hearing officer shall be governed by the alternative performance evaluation plan, remediation procedures, and removal standards and procedures set forth in the agreement in making findings of fact and a recommendation.

Public Act 096-0861

SB0315 Enrolled

LRB096 06030 NHT 16112 b

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

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

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

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

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



Public Act 096-0107  
SB1828 Enrolled

LRB096 10930 NHT 21182 b

AN ACT concerning education.

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

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

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

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

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

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

Public Act 096-0107  
SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

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

(6) State education systems and national policymaking

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHF 21182 b

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHF 21182 b

informed by valid and reliable data.

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

Section 10. Definitions. In this Act:

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

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

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

"Elementary" means kindergarten through eighth grade.

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

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

"Privacy protection laws" means the federal Family

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

"Secondary" means ninth through twelfth grade.

"State Board" means the State Board of Education.

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

all of the following activities and functions:

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

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

IRB096 10930 NHT 21182 b

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

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

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

(i) A unique statewide student identifier that

Public Act 096-0107

SB1828 Enrolled

IRB096 10930 NHT 21182 b

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

(7) Student-level college readiness test scores.

(8) Student-level graduation and dropout data.

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

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

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

Section 20. Collection and maintenance of data.

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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



Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

Public Act 096-0107

SB1828 Enrolled IRB096 10930 NHT 21182 b

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

Section 25. Data sharing.

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

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

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

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

(2) be approved by the following persons:

(A) the State Superintendent of Education or his or

Public Act 096-0107

SB1828 Enrolled IRB096 10930 NHT 21182 b

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

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

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

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

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

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

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

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

(C) describes specific data access, use, and

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b  
security restrictions that the recipient will undertake; and

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

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

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

(105 ILCS 5/27A-5)

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled LRB096 10930 NHT 21182 b

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

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

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

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

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

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

(5) The Abused and Neglected Child Reporting Act;

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

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

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

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

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

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

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

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

Public Act 096-0107

SB1828 Enrolled LR8096 10930 NRT 21182 b

furtherance of such interest;

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

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

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

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

(6.5) To juvenile authorities when necessary for the

Public Act 096-0107

SB1828 Enrolled LR8096 10930 NHT 21182 b

discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. For purposes of this Section "juvenile authorities" means:

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

health or safety of the student or other persons;

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

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

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

Public Act 096-0107

SB1828 Enrolled

LRB096 10930 NHT 21182 b

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

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

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

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

Public Act 096-0107  
SB1828 Enrolled

IRB096 10930 NRT 21182 b

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

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

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

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

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

Public Act 096-0107  
SB1828 Enrolled

IRB096 10930 NRT 21182 b

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



**Appendix A1-4**

**Student Outcome Goals**

The Student Outcome Goals table below details data from recent years and goals for future improvement in student performance on state and national assessments, high school graduation rates, and college enrollment rates, overall and by subgroup. In addition to requested data and goals for performance on the NAEP, ISAT, and PSAE assessments, the table also presents information on student performance relative to the ACT College Readiness Benchmarks. The ACT College Readiness Benchmarks will provide a consistent measure of college readiness over the course of the RTTT grant period. Annual targets are shown for the NAEP to demonstrate the trajectory of the State’s student outcome goals, although the NAEP is not administered every year.

| <b>Overall Student Outcome Goals</b>                               |                |                |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>SY06-07</b> | <b>SY07-08</b> | <b>SY08-09</b> | <b>SY09-10</b> | <b>SY10-11</b> | <b>SY11-12</b> | <b>SY12-13</b> | <b>SY13-14</b> |
| <b>NAEP: Grade 4 Mathematics</b>                                   | 30.72          | NA             | 30.93          |                | 34.00          | 38.00          | 44.00          | 50.93          |
| <b>NAEP: Grade 4 Reading Language Arts (% at proficient level)</b> | 24.19          | NA             | NA             |                | 27.00          | 30.50          | 34.50          | 39.19          |
| <b>NAEP: Grade 8 Mathematics</b>                                   | 23.81          | NA             | 25.89          |                | 28.50          | 31.50          | 36.00          | 40.89          |
| <b>NAEP: Grade 8 Reading Language Arts</b>                         | 27.46          | NA             | NA             |                | 30.00          | 33.00          | 37.50          | 42.46          |
| <b>NAEP: Grade 8 Mathematics Without RTTT</b>                      | 23.81          | NA             | 25.89          |                | 27.00          | 28.00          | 29.00          | 31.00          |
| <b>NAEP: Grade 8 Reading Language Arts Without RTTT</b>            | 27.46          | NA             | NA             |                | 29.00          | 30.00          | 31.00          | 33.00          |
| <b>ISAT: Grade 3 Math (% at meets and exceeds)</b>                 | 86.8           | 85.1           | 85.2           |                | 86.0           | 87.0           | 90.0           | 93.0           |
| <b>ISAT: Grade 3 Reading</b>                                       | 73.0           | 71.7           | 72.2           |                | 74.0           | 77.0           | 84.0           | 91.0           |
| <b>ISAT: Grade 4 Math</b>  | 86.4           | 84.6           | 85.7           |                | 87.0           | 88.0           | 90.0           | 92.0           |
| <b>ISAT: Grade 4 Reading</b>                                       | 73.7           | 73.2           | 73.8           |                | 76.0           | 79.0           | 85.0           | 91.0           |

|  |      |      |      |  |      |      |      |      |
|--|------|------|------|--|------|------|------|------|
| <b>ISAT: Grade 5 Math</b>                    | 82.5 | 81.4 | 82.4 |  | 85.0 | 87.0 | 89.0 | 92.0 |
| <b>ISAT: Grade 5 Reading</b>                 | 69.7 | 73.5 | 73.5 |  | 76.0 | 79.0 | 85.0 | 91.0 |
| <b>ISAT: Grade 6 Math</b>                    | 81.4 | 82.6 | 82.4 |  | 84.0 | 86.0 | 89.0 | 92.0 |
| <b>ISAT: Grade 6 Reading</b>                 | 73.4 | 79.0 | 79.9 |  | 82.0 | 84.0 | 87.0 | 91.0 |
| <b>ISAT: Grade 7 Math</b>                    | 79.4 | 80.4 | 82.8 |  | 85.0 | 87.0 | 90.0 | 93.0 |
| <b>ISAT: Grade 7 Reading</b>                 | 73.4 | 77.7 | 77.5 |  | 80.0 | 82.0 | 87.0 | 92.0 |
| <b>ISAT: Grade 8 Math</b>                    | 81.3 | 80.4 | 81.7 |  | 83.0 | 85.0 | 89.0 | 93.0 |
| <b>ISAT: Grade 8 Reading</b>                 | 81.8 | 81.4 | 83.6 |  | 85.0 | 87.0 | 90.0 | 93.0 |
| <b>ISAT: Grade 8 Math Without RTTT</b>       | 81.3 | 80.4 | 81.7 |  | 83.0 | 84.0 | 85.0 | 86.0 |
| <b>ISAT: Grade 8 Reading Without RTTT</b>    | 81.8 | 81.4 | 83.6 |  | 85.0 | 86.0 | 87.0 | 88.0 |
| <b>PSAE: Math (% at meets &amp; exceeds)</b> | 52.7 | 53.0 | 51.6 |  | 58.0 | 63.0 | 70.0 | 76.0 |
| <b>PSAE: Reading</b>                         | 54.1 | 53.3 | 56.9 |  | 61.0 | 66.0 | 72.0 | 78.0 |
| <b>PSAE: Math Without RTTT</b>               | 52.7 | 53.0 | 51.6 |  | 54.0 | 56.0 | 58.0 | 60.0 |
| <b>PSAE: Reading Without RTTT</b>            | 54.1 | 53.3 | 56.9 |  | 59.0 | 61.0 | 63.0 | 65.0 |
| <b>ACT CRB: Math (% meets CRB)</b>           | 37   | 37   | 37   |  | 40   | 44   | 49   | 55   |
| <b>ACT CRB: Reading</b>                      | 42   | 43   | 45   |  | 48   | 51   | 56   | 62   |
| <b>ACT CRB: Math Without RTTT</b>            | 37   | 37   | 37   |  | 39.0 | 41.0 | 43.0 | 45.0 |
| <b>ACT CRB: Reading Without RTTT</b>         | 42   | 43   | 45   |  | 47.0 | 49.0 | 51.0 | 52.0 |
| <b>High School Graduation Rate</b>           | 85.9 | 83.1 | 88.8 |  | 78.8 | 82.0 | 86.0 | 90.0 |

|  |                |                |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>High School Graduation Rate Without RTTT</b>  | 85.9           | 83.1           | 88.8           |                | 78.8           | 80.0           | 82.0           | 84.0           |
| <b>Total College Enrollment<sup>1</sup> (% of students who entered 9<sup>th</sup> grade)<sup>2</sup></b>   |                |                | 42             |                | 45             | 49             | 54             | 60             |
| <b>Students Completing at Least One Year of College Credit Applicable to a Degree (% of students who entered 9<sup>th</sup> grade)<sup>3</sup></b> |                |                | 28             |                | 32             | 37             | 43             | 50             |
| <b>College Enrollment Without RTTT</b>   |                |                | 42             |                | 44             | 46             | 48             | 50             |
| <b>Students Completing at Least One Year of College Credit Applicable to a Degree Without RTTT</b>   |                |                | 28             |                | 32             | 34             | 36             | 38             |
| <b>Black Subgroup</b>  |                |                |                |                |                |                |                |                |
|  | <b>SY06-07</b> | <b>SY07-08</b> | <b>SY08-09</b> | <b>SY09-10</b> | <b>SY10-11</b> | <b>SY11-12</b> | <b>SY12-13</b> | <b>SY13-14</b> |
| <b>NAEP: Grade 4 Mathematics</b>   | <b>9.04</b>    | <b>NA</b>      | <b>10.30</b>   |                | <b>14.00</b>   | <b>18.00</b>   | <b>24.00</b>   | <b>30.30</b>   |
| <b>NAEP: Grade 4 Reading Language Arts</b>   | <b>12.55</b>   | <b>NA</b>      | <b>NA</b>      |                | <b>16.50</b>   | <b>21.00</b>   | <b>26.50</b>   | <b>32.55</b>   |

<sup>1</sup> This data disaggregated by subgroup is not currently available. Upon implementation of programs under the State Fiscal Stabilization Fund, data disaggregated by subgroup will be available.

<sup>2</sup> This data is based on information analyzed by the Illinois Board of Higher Education in its Illinois Public Agenda Report and represents the most recent data currently available but is not based solely on 2009 data. This information disaggregated by year and by subgroup is not currently available. Upon implementation of programs under the State Fiscal Stabilization Fund, this data will be available.

<sup>3</sup> This data is based on information analyzed by the Illinois Board of Higher Education in its Illinois Public Agenda Report and represents the most recent data currently available but is not based solely on 2009 data. This information disaggregated by year and by subgroup is not currently available. Upon implementation of programs under the State Fiscal Stabilization Fund, this data will be available.

|   |             |             |             |  |              |              |              |              |
|---|-------------|-------------|-------------|--|--------------|--------------|--------------|--------------|
| <b>NAEP: Grade 8 Mathematics</b>                        | <b>6.29</b> | <b>NA</b>   | <b>8.13</b> |  | <b>12.00</b> | <b>16.00</b> | <b>22.00</b> | <b>28.13</b> |
| <b>NAEP: Grade 8 Reading Language Arts</b>              | <b>9.70</b> | <b>NA</b>   | <b>NA</b>   |  | <b>13.00</b> | <b>17.00</b> | <b>23.00</b> | <b>29.7</b>  |
| <b>NAEP: Grade 8 Mathematics Without RTTT</b>           | <b>6.29</b> | <b>NA</b>   | <b>8.13</b> |  | <b>11.0</b>  | <b>14.0</b>  | <b>17.0</b>  | <b>20.0</b>  |
| <b>NAEP: Grade 8 Reading Language Arts Without RTTT</b> | <b>9.70</b> | <b>NA</b>   | <b>NA</b>   |  | <b>14.0</b>  | <b>17.0</b>  | <b>20.0</b>  | <b>23.0</b>  |
| <b>ISAT: Grade 3 Math</b>                               | <b>68.1</b> | <b>68.3</b> | <b>69.9</b> |  | <b>72.0</b>  | <b>75.0</b>  | <b>81.0</b>  | <b>88.0</b>  |
| <b>ISAT: Grade 3 Reading</b>                            | <b>50.5</b> | <b>55.3</b> | <b>56.9</b> |  | <b>60.0</b>  | <b>65.0</b>  | <b>74.0</b>  | <b>86.0</b>  |
| <b>ISAT: Grade 4 Math</b>                               | <b>68.0</b> | <b>69.0</b> | <b>71.0</b> |  | <b>73.0</b>  | <b>76.0</b>  | <b>81.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 4 Reading</b>                            | <b>50.3</b> | <b>56.2</b> | <b>55.8</b> |  | <b>60.0</b>  | <b>66.0</b>  | <b>75.0</b>  | <b>85.0</b>  |
| <b>ISAT: Grade 5 Math</b>                               | <b>60.2</b> | <b>63.1</b> | <b>65.7</b> |  | <b>69.0</b>  | <b>73.0</b>  | <b>79.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 5 Reading</b>                            | <b>44.8</b> | <b>55.8</b> | <b>55.6</b> |  | <b>60.0</b>  | <b>66.0</b>  | <b>75.0</b>  | <b>85.0</b>  |
| <b>ISAT: Grade 6 Math</b>                               | <b>60.8</b> | <b>63.6</b> | <b>65.4</b> |  | <b>68.0</b>  | <b>72.0</b>  | <b>79.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 6 Reading</b>                            | <b>53.4</b> | <b>63.4</b> | <b>64.9</b> |  | <b>68.0</b>  | <b>72.0</b>  | <b>78.0</b>  | <b>86.0</b>  |
| <b>ISAT: Grade 7 Math</b>                               | <b>58.2</b> | <b>59.7</b> | <b>64.7</b> |  | <b>68.0</b>  | <b>72.0</b>  | <b>79.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 7 Reading</b>                            | <b>54.6</b> | <b>63.7</b> | <b>63.1</b> |  | <b>67.0</b>  | <b>72.0</b>  | <b>79.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 8 Math</b>                               | <b>61.5</b> | <b>60.9</b> | <b>63.6</b> |  | <b>68.0</b>  | <b>72.0</b>  | <b>79.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 8 Reading</b>                            | <b>69.8</b> | <b>68.7</b> | <b>70.7</b> |  | <b>73.0</b>  | <b>76.0</b>  | <b>81.0</b>  | <b>89.0</b>  |
| <b>ISAT: Grade 8 Math Without RTTT</b>                  | <b>61.5</b> | <b>60.9</b> | <b>63.6</b> |  | <b>66.0</b>  | <b>68.0</b>  | <b>70.0</b>  | <b>73.0</b>  |
| <b>ISAT: Grade 8 Reading Without RTTT</b>               | <b>69.8</b> | <b>68.7</b> | <b>70.7</b> |  | <b>73.0</b>  | <b>76.0</b>  | <b>79.0</b>  | <b>82.0</b>  |
| <b>PSAE: Math</b>                                       | <b>19.4</b> | <b>20.6</b> | <b>18.6</b> |  | <b>26.0</b>  | <b>35.0</b>  | <b>50.0</b>  | <b>65.0</b>  |
| <b>PSAE: Reading</b>                                    | <b>28.0</b> | <b>24.9</b> | <b>28.0</b> |  | <b>33.0</b>  | <b>40.0</b>  | <b>54.0</b>  | <b>69.0</b>  |

|   |                |                |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>PSAE: Math Without RTTT</b>                          | <b>19.4</b>    | <b>20.6</b>    | <b>18.6</b>    |                | <b>24.0</b>    | <b>29.0</b>    | <b>35.0</b>    | <b>41.0</b>    |
| <b>PSAE: Reading Without RTTT</b>                       | <b>28.0</b>    | <b>24.9</b>    | <b>28.0</b>    |                | <b>32.0</b>    | <b>37.0</b>    | <b>41.0</b>    | <b>45.0</b>    |
| <b>ACT CRB: Math</b>                                    | <b>9</b>       | <b>10</b>      | <b>9</b>       |                | <b>16</b>      | <b>26</b>      | <b>38</b>      | <b>50</b>      |
| <b>ACT CRB: Reading</b>                                 | <b>15</b>      | <b>16</b>      | <b>17</b>      |                | <b>23</b>      | <b>30</b>      | <b>39</b>      | <b>50</b>      |
| <b>ACT CRB: Math Without RTTT</b>                       | <b>9</b>       | <b>10</b>      | <b>9</b>       |                | <b>12</b>      | <b>14</b>      | <b>17</b>      | <b>20</b>      |
| <b>ACT CRB: Reading Without RTTT</b>                    | <b>15</b>      | <b>16</b>      | <b>17</b>      |                | <b>19</b>      | <b>20</b>      | <b>21</b>      | <b>22</b>      |
| <b>High School Graduation Rate</b>                      | <b>73.8</b>    | <b>74.9</b>    | <b>76.7</b>    |                | <b>66.7</b>    | <b>72.0</b>    | <b>79.0</b>    | <b>86.0</b>    |
| <b>High School Graduation Rate Without RTTT</b>         | <b>73.8</b>    | <b>74.9</b>    | <b>76.7</b>    |                | <b>66.7</b>    | <b>69.0</b>    | <b>72.0</b>    | <b>75.0</b>    |
| <b>Hispanic Subgroup</b>                                |                |                |                |                |                |                |                |                |
|   | <b>SY06-07</b> | <b>SY07-08</b> | <b>SY08-09</b> | <b>SY09-10</b> | <b>SY10-11</b> | <b>SY11-12</b> | <b>SY12-13</b> | <b>SY13-14</b> |
| <b>NAEP: Grade 4 Mathematics</b>                        | <b>17.60</b>   | <b>NA</b>      | <b>18.82</b>   |                | <b>22.00</b>   | <b>26.00</b>   | <b>32.00</b>   | <b>38.82</b>   |
| <b>NAEP: Grade 4 Reading Language Arts</b>              | <b>14.68</b>   | <b>NA</b>      | <b>NA</b>      |                | <b>17.50</b>   | <b>22.00</b>   | <b>27.50</b>   | <b>34.68</b>   |
| <b>NAEP: Grade 8 Mathematics</b>                        | <b>11.81</b>   | <b>NA</b>      | <b>15.91</b>   |                | <b>19.50</b>   | <b>23.50</b>   | <b>29.50</b>   | <b>35.91</b>   |
| <b>NAEP: Grade 8 Reading Language Arts</b>              | <b>15.20</b>   | <b>NA</b>      | <b>NA</b>      |                | <b>18.50</b>   | <b>22.00</b>   | <b>28.00</b>   | <b>35.20</b>   |
| <b>NAEP: Grade 8 Mathematics Without RTTT</b>           | <b>11.81</b>   | <b>NA</b>      | <b>15.91</b>   |                | <b>18.0</b>    | <b>20.0</b>    | <b>22.0</b>    | <b>25.0</b>    |
| <b>NAEP: Grade 8 Reading Language Arts Without RTTT</b> | <b>15.20</b>   | <b>NA</b>      | <b>NA</b>      |                | <b>18.0</b>    | <b>20.0</b>    | <b>23.0</b>    | <b>26.0</b>    |
| <b>ISAT: Grade 3 Math</b>                               | <b>84.8</b>    | <b>78.1</b>    | <b>77.7</b>    |                | <b>80.0</b>    | <b>82.0</b>    | <b>86.0</b>    | <b>91.0</b>    |
| <b>ISAT: Grade 3 Reading</b>                            | <b>65.7</b>    | <b>55.2</b>    | <b>54.9</b>    |                | <b>60.0</b>    | <b>67.0</b>    | <b>75.0</b>    | <b>86.0</b>    |
| <b>ISAT: Grade 4 Math</b>                               | <b>85.6</b>    | <b>76.8</b>    | <b>79.5</b>    |                | <b>81.0</b>    | <b>83.0</b>    | <b>86.0</b>    | <b>90.0</b>    |
| <b>ISAT: Grade 4 Reading</b>                            | <b>68.5</b>    | <b>59.4</b>    | <b>60.1</b>    |                | <b>64.0</b>    | <b>68.0</b>    | <b>76.0</b>    | <b>87.0</b>    |

|   |                |                |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>ISAT: Grade 5 Math</b>                       | <b>81.6</b>    | <b>74.0</b>    | <b>75.5</b>    |                | <b>78.0</b>    | <b>81.0</b>    | <b>85.0</b>    | <b>90.0</b>    |
| <b>ISAT: Grade 5 Reading</b>                    | <b>64.3</b>    | <b>58.2</b>    | <b>59.8</b>    |                | <b>64.0</b>    | <b>69.0</b>    | <b>76.0</b>    | <b>87.0</b>    |
| <b>ISAT: Grade 6 Math</b>                       | <b>77.4</b>    | <b>77.1</b>    | <b>75.9</b>    |                | <b>78.0</b>    | <b>80.0</b>    | <b>85.0</b>    | <b>90.0</b>    |
| <b>ISAT: Grade 6 Reading</b>                    | <b>62.2</b>    | <b>67.9</b>    | <b>69.4</b>    |                | <b>73.0</b>    | <b>76.0</b>    | <b>82.0</b>    | <b>88.0</b>    |
| <b>ISAT: Grade 7 Math</b>                       | <b>75.0</b>    | <b>75.4</b>    | <b>78.1</b>    |                | <b>80.0</b>    | <b>82.0</b>    | <b>87.0</b>    | <b>92.0</b>    |
| <b>ISAT: Grade 7 Reading</b>                    | <b>64.4</b>    | <b>67.6</b>    | <b>66.8</b>    |                | <b>70.0</b>    | <b>75.0</b>    | <b>82.0</b>    | <b>89.0</b>    |
| <b>ISAT: Grade 8 Math</b>                       | <b>76.8</b>    | <b>74.5</b>    | <b>76.3</b>    |                | <b>78.0</b>    | <b>81.0</b>    | <b>86.0</b>    | <b>91.0</b>    |
| <b>ISAT: Grade 8 Reading</b>                    | <b>76.2</b>    | <b>73.5</b>    | <b>77.4</b>    |                | <b>79.0</b>    | <b>82.0</b>    | <b>86.0</b>    | <b>91.0</b>    |
| <b>ISAT: Grade 8 Math Without RTTT</b>          | <b>76.8</b>    | <b>74.5</b>    | <b>76.3</b>    |                | <b>78.0</b>    | <b>79.0</b>    | <b>80.0</b>    | <b>81.0</b>    |
| <b>ISAT: Grade 8 Reading Without RTTT</b>       | <b>76.2</b>    | <b>73.5</b>    | <b>77.4</b>    |                | <b>79.0</b>    | <b>80.0</b>    | <b>81.0</b>    | <b>82.0</b>    |
| <b>PSAE: Math</b>                               | <b>33.0</b>    | <b>32.6</b>    | <b>31.6</b>    |                | <b>38.0</b>    | <b>46.0</b>    | <b>58.0</b>    | <b>70.0</b>    |
| <b>PSAE: Reading</b>                            | <b>33.0</b>    | <b>30.9</b>    | <b>36.5</b>    |                | <b>42.0</b>    | <b>50.0</b>    | <b>60.0</b>    | <b>72.0</b>    |
| <b>PSAE: Math Without RTTT</b>                  | <b>33.0</b>    | <b>32.6</b>    | <b>31.6</b>    |                | <b>36.0</b>    | <b>41.0</b>    | <b>46.0</b>    | <b>53.0</b>    |
| <b>PSAE: Reading Without RTTT</b>               | <b>33.0</b>    | <b>30.9</b>    | <b>36.5</b>    |                | <b>40.0</b>    | <b>45.0</b>    | <b>50.0</b>    | <b>56.0</b>    |
| <b>ACT CRB: Math</b>                            | <b>18</b>      | <b>18</b>      | <b>17</b>      |                | <b>23</b>      | <b>30</b>      | <b>39</b>      | <b>50</b>      |
| <b>ACT CRB: Reading</b>                         | <b>20</b>      | <b>21</b>      | <b>25</b>      |                | <b>30</b>      | <b>35</b>      | <b>42</b>      | <b>50</b>      |
| <b>ACT CRB: Math Without RTTT</b>               | <b>18</b>      | <b>18</b>      | <b>17</b>      |                | <b>21</b>      | <b>24</b>      | <b>27</b>      | <b>30</b>      |
| <b>ACT CRB: Reading Without RTTT</b>            | <b>20</b>      | <b>21</b>      | <b>25</b>      |                | <b>28</b>      | <b>30</b>      | <b>33</b>      | <b>35</b>      |
| <b>High School Graduation Rate</b>              | <b>73.4</b>    | <b>75.7</b>    | <b>76.8</b>    |                | <b>66.8</b>    | <b>72.0</b>    | <b>79.0</b>    | <b>86.0</b>    |
| <b>High School Graduation Rate Without RTTT</b> | <b>73.4</b>    | <b>75.7</b>    | <b>76.8</b>    |                | <b>66.8</b>    | <b>69.0</b>    | <b>71.0</b>    | <b>74.0</b>    |
| <b>Low-Income Subgroup</b>                      |                |                |                |                |                |                |                |                |
|   | <b>SY06-07</b> | <b>SY07-08</b> | <b>SY08-09</b> | <b>SY09-10</b> | <b>SY10-11</b> | <b>SY11-12</b> | <b>SY12-13</b> | <b>SY13-14</b> |

|   |              |             |              |  |              |              |              |              |
|---|--------------|-------------|--------------|--|--------------|--------------|--------------|--------------|
| <b>NAEP: Grade 4 Mathematics</b>                        | <b>16.10</b> | <b>NA</b>   | <b>16.84</b> |  | <b>20.00</b> | <b>24.00</b> | <b>30.00</b> | <b>36.84</b> |
| <b>NAEP: Grade 4 Reading Language Arts</b>              | <b>13.55</b> | <b>NA</b>   | <b>NA</b>    |  | <b>17.00</b> | <b>21.00</b> | <b>27.00</b> | <b>33.55</b> |
| <b>NAEP: Grade 8 Mathematics</b>                        | <b>11.34</b> | <b>NA</b>   | <b>12.77</b> |  | <b>16.00</b> | <b>19.50</b> | <b>25.00</b> | <b>31.34</b> |
| <b>NAEP: Grade 8 Reading Language Arts</b>              | <b>14.18</b> | <b>NA</b>   | <b>NA</b>    |  | <b>17.50</b> | <b>22.00</b> | <b>28.00</b> | <b>34.18</b> |
| <b>NAEP: Grade 8 Mathematics Without RTTT</b>           | <b>11.34</b> | <b>NA</b>   | <b>12.77</b> |  | <b>14.0</b>  | <b>17.0</b>  | <b>20.0</b>  | <b>23.0</b>  |
| <b>NAEP: Grade 8 Reading Language Arts Without RTTT</b> | <b>14.18</b> | <b>NA</b>   | <b>NA</b>    |  | <b>17.0</b>  | <b>20.0</b>  | <b>23.0</b>  | <b>26.0</b>  |
| <b>ISAT: Grade 3 Math</b>                               | <b>76.2</b>  | <b>75.2</b> | <b>75.9</b>  |  | <b>78.0</b>  | <b>81.0</b>  | <b>85.0</b>  | <b>90.0</b>  |
| <b>ISAT: Grade 3 Reading</b>                            | <b>57.2</b>  | <b>56.8</b> | <b>57.6</b>  |  | <b>62.0</b>  | <b>67.0</b>  | <b>76.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 4 Math</b>                               | <b>76.4</b>  | <b>74.6</b> | <b>76.7</b>  |  | <b>79.0</b>  | <b>81.0</b>  | <b>85.0</b>  | <b>89.0</b>  |
| <b>ISAT: Grade 4 Reading</b>                            | <b>58.0</b>  | <b>58.7</b> | <b>59.3</b>  |  | <b>63.0</b>  | <b>67.0</b>  | <b>75.0</b>  | <b>86.0</b>  |
| <b>ISAT: Grade 5 Math</b>                               | <b>70.6</b>  | <b>70.0</b> | <b>72.0</b>  |  | <b>74.0</b>  | <b>77.0</b>  | <b>82.0</b>  | <b>89.0</b>  |
| <b>ISAT: Grade 5 Reading</b>                            | <b>53.1</b>  | <b>58.0</b> | <b>58.6</b>  |  | <b>63.0</b>  | <b>67.0</b>  | <b>75.0</b>  | <b>86.0</b>  |
| <b>ISAT: Grade 6 Math</b>                               | <b>69.6</b>  | <b>71.6</b> | <b>71.9</b>  |  | <b>74.0</b>  | <b>77.0</b>  | <b>82.0</b>  | <b>89.0</b>  |
| <b>ISAT: Grade 6 Reading</b>                            | <b>57.9</b>  | <b>66.3</b> | <b>68.0</b>  |  | <b>70.0</b>  | <b>74.0</b>  | <b>80.0</b>  | <b>87.0</b>  |
| <b>ISAT: Grade 7 Math</b>                               | <b>66.5</b>  | <b>68.4</b> | <b>72.4</b>  |  | <b>74.0</b>  | <b>77.0</b>  | <b>83.0</b>  | <b>90.0</b>  |
| <b>ISAT: Grade 7 Reading</b>                            | <b>59.0</b>  | <b>65.3</b> | <b>65.1</b>  |  | <b>68.0</b>  | <b>73.0</b>  | <b>80.0</b>  | <b>88.0</b>  |
| <b>ISAT: Grade 8 Math</b>                               | <b>69.0</b>  | <b>68.2</b> | <b>70.6</b>  |  | <b>73.0</b>  | <b>76.0</b>  | <b>82.0</b>  | <b>90.0</b>  |
| <b>ISAT: Grade 8 Reading</b>                            | <b>71.8</b>  | <b>70.4</b> | <b>73.6</b>  |  | <b>76.0</b>  | <b>78.0</b>  | <b>84.0</b>  | <b>90.0</b>  |
| <b>ISAT: Grade 8 Math Without RTTT</b>                  | <b>69.0</b>  | <b>68.2</b> | <b>70.6</b>  |  | <b>72.0</b>  | <b>74.0</b>  | <b>76.0</b>  | <b>79.0</b>  |

|   |             |             |             |  |             |             |             |             |
|---|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|
| <b>ISAT: Grade 8 Reading Without RTTT</b>       | <b>71.8</b> | <b>70.4</b> | <b>73.6</b> |  | <b>77.0</b> | <b>79.0</b> | <b>81.0</b> | <b>83.0</b> |
| <b>PSAE: Math</b>                               | <b>27.2</b> | <b>27.5</b> | <b>26.3</b> |  | <b>31.0</b> | <b>39.0</b> | <b>52.0</b> | <b>68.0</b> |
| <b>PSAE: Reading</b>                            | <b>31.4</b> | <b>28.5</b> | <b>33.2</b> |  | <b>37.0</b> | <b>43.0</b> | <b>55.0</b> | <b>70.0</b> |
| <b>PSAE: Math Without RTTT</b>                  | <b>27.2</b> | <b>27.5</b> | <b>26.3</b> |  | <b>30.0</b> | <b>34.0</b> | <b>39.0</b> | <b>45.0</b> |
| <b>PSAE: Reading Without RTTT</b>               | <b>31.4</b> | <b>28.5</b> | <b>33.2</b> |  | <b>38.0</b> | <b>42.0</b> | <b>46.0</b> | <b>50.0</b> |
| <b>ACT CRB: Math</b>                            | <b>14</b>   | <b>14</b>   | <b>14</b>   |  | <b>39</b>   | <b>44</b>   | <b>50</b>   | <b>56</b>   |
| <b>ACT CRB: Reading</b>                         | <b>19</b>   | <b>19</b>   | <b>22</b>   |  | <b>39</b>   | <b>44</b>   | <b>50</b>   | <b>56</b>   |
| <b>ACT CRB: Math Without RTTT</b>               | <b>14</b>   | <b>14</b>   | <b>14</b>   |  | <b>16</b>   | <b>17</b>   | <b>18</b>   | <b>20</b>   |
| <b>ACT CRB: Reading Without RTTT</b>            | <b>19</b>   | <b>19</b>   | <b>22</b>   |  | <b>23</b>   | <b>24</b>   | <b>25</b>   | <b>25</b>   |
| <b>High School Graduation Rate</b>              | <b>74.9</b> | <b>78.2</b> | <b>76.6</b> |  | <b>66.6</b> | <b>72.0</b> | <b>79.0</b> | <b>86.0</b> |
| <b>High School Graduation Rate Without RTTT</b> | <b>74.9</b> | <b>78.2</b> | <b>76.6</b> |  | <b>66.6</b> | <b>70.0</b> | <b>74.0</b> | <b>78.0</b> |

| <b>LEP Subgroup (English Language Learners)<sup>4</sup></b> |                |                |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|   | <b>SY06-07</b> | <b>SY07-08</b> | <b>SY08-09</b> | <b>SY09-10</b> | <b>SY10-11</b> | <b>SY11-12</b> | <b>SY12-13</b> | <b>SY13-14</b> |
| <b>NAEP: Grade 4 Mathematics</b>                            | <b>7.89</b>    | <b>NA</b>      | <b>9.82</b>    |                | <b>13.0</b>    | <b>17.0</b>    | <b>24.0</b>    | <b>31.0</b>    |
| <b>NAEP: Grade 4 Reading Language Arts</b>                  | <b>3.09</b>    | <b>NA</b>      | <b>NA</b>      |                | <b>6.0</b>     | <b>11.0</b>    | <b>18.0</b>    | <b>25.0</b>    |
| <b>NAEP: Grade 8 Mathematics</b>                            | <b>9.05</b>    | <b>NA</b>      | <b>7.14</b>    |                | <b>12.0</b>    | <b>16.0</b>    | <b>23.0</b>    | <b>30.0</b>    |
| <b>NAEP: Grade 8 Reading Language Arts</b>                  | <b>2.56</b>    | <b>NA</b>      | <b>NA</b>      |                | <b>5.0</b>     | <b>10.0</b>    | <b>17.0</b>    | <b>25.0</b>    |

<sup>4</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.



|   |             |             |             |  |             |             |             |             |
|---|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|
| <b>NAEP: Grade 8 Mathematics Without RTTT</b>           | <b>9.05</b> | <b>NA</b>   | <b>7.14</b> |  | <b>11.0</b> | <b>14.0</b> | <b>17.0</b> | <b>20.0</b> |
| <b>NAEP: Grade 8 Reading Language Arts Without RTTT</b> | <b>2.56</b> | <b>NA</b>   | <b>NA</b>   |  | <b>6.0</b>  | <b>8.0</b>  | <b>10.0</b> | <b>12.0</b> |
| <b>ISAT: Grade 3 Math</b>                               | <b>84.8</b> | <b>72.9</b> | <b>73.2</b> |  | <b>75.0</b> | <b>79.0</b> | <b>83.0</b> | <b>87.0</b> |
| <b>ISAT: Grade 3 Reading</b>                            | <b>66.8</b> | <b>42.5</b> | <b>43.4</b> |  | <b>50.0</b> | <b>58.0</b> | <b>68.0</b> | <b>79.0</b> |
| <b>ISAT: Grade 4 Math</b>                               | <b>90.1</b> | <b>64.8</b> | <b>68.3</b> |  | <b>71.0</b> | <b>74.0</b> | <b>78.0</b> | <b>83.0</b> |
| <b>ISAT: Grade 4 Reading</b>                            | <b>77.7</b> | <b>38.4</b> | <b>39.3</b> |  | <b>45.0</b> | <b>51.0</b> | <b>62.0</b> | <b>76.0</b> |
| <b>ISAT: Grade 5 Math</b>                               | <b>81.6</b> | <b>58.9</b> | <b>58.2</b> |  | <b>62.0</b> | <b>67.0</b> | <b>74.0</b> | <b>82.0</b> |
| <b>ISAT: Grade 5 Reading</b>                            | <b>65.1</b> | <b>32.5</b> | <b>33.4</b> |  | <b>40.0</b> | <b>49.0</b> | <b>62.0</b> | <b>75.0</b> |
| <b>ISAT: Grade 6 Math</b>                               | <b>62.9</b> | <b>57.9</b> | <b>55.8</b> |  | <b>60.0</b> | <b>66.0</b> | <b>74.0</b> | <b>81.0</b> |
| <b>ISAT: Grade 6 Reading</b>                            | <b>36.6</b> | <b>37.0</b> | <b>41.1</b> |  | <b>46.0</b> | <b>54.0</b> | <b>66.0</b> | <b>79.0</b> |
| <b>ISAT: Grade 7 Math</b>                               | <b>58.0</b> | <b>54.3</b> | <b>56.8</b> |  | <b>61.0</b> | <b>67.0</b> | <b>74.0</b> | <b>82.0</b> |
| <b>ISAT: Grade 7 Reading</b>                            | <b>39.8</b> | <b>34.9</b> | <b>33.7</b> |  | <b>40.0</b> | <b>49.0</b> | <b>62.0</b> | <b>75.0</b> |
| <b>ISAT: Grade 8 Math</b>                               | <b>57.3</b> | <b>52.7</b> | <b>54.4</b> |  | <b>60.0</b> | <b>66.0</b> | <b>74.0</b> | <b>81.0</b> |
| <b>ISAT: Grade 8 Reading</b>                            | <b>52.0</b> | <b>40.4</b> | <b>46.8</b> |  | <b>51.0</b> | <b>57.0</b> | <b>68.0</b> | <b>80.0</b> |
| <b>ISAT: Grade 8 Math Without RTTT</b>                  | <b>57.3</b> | <b>52.7</b> | <b>54.4</b> |  | <b>58.0</b> | <b>60.0</b> | <b>62.0</b> | <b>65.0</b> |
| <b>ISAT: Grade 8 Reading Without RTTT</b>               | <b>52.0</b> | <b>40.4</b> | <b>46.8</b> |  | <b>50.0</b> | <b>53.0</b> | <b>55.0</b> | <b>58.0</b> |
| <b>PSAE: Math</b>                                       | <b>32.3</b> | <b>19.5</b> | <b>17.7</b> |  | <b>22.0</b> | <b>28.0</b> | <b>38.0</b> | <b>50.0</b> |
| <b>PSAE: Reading</b>                                    | <b>26.9</b> | <b>7.7</b>  | <b>8.1</b>  |  | <b>13.0</b> | <b>18.0</b> | <b>23.0</b> | <b>28.0</b> |
| <b>PSAE: Math Without RTTT</b>                          | <b>32.3</b> | <b>19.5</b> | <b>17.7</b> |  | <b>20.0</b> | <b>23.0</b> | <b>26.0</b> | <b>29.0</b> |
| <b>PSAE: Reading Without RTTT</b>                       | <b>26.9</b> | <b>7.7</b>  | <b>8.1</b>  |  | <b>12.0</b> | <b>16.0</b> | <b>20.0</b> | <b>24.0</b> |
| <b>ACT CRB: Math</b>                                    | <b>21</b>   | <b>12</b>   | <b>13</b>   |  | <b>18</b>   | <b>25</b>   | <b>35</b>   | <b>48</b>   |

|   |                     |                     |                     |                     |                     |                     |                     |                     |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>ACT CRB:<br/>Reading</b>   | <b>21</b>           | <b>4</b>            | <b>6</b>            |                     | <b>10</b>           | <b>14</b>           | <b>17</b>           | <b>20</b>           |
| <b>ACT CRB: Math<br/>Without RTTT</b>                               | <b>21</b>           | <b>12</b>           | <b>13</b>           |                     | <b>15</b>           | <b>17</b>           | <b>19</b>           | <b>21</b>           |
| <b>ACT CRB:<br/>Reading<br/>Without RTTT</b>                        | <b>21</b>           | <b>4</b>            | <b>6</b>            |                     | <b>8</b>            | <b>10</b>           | <b>12</b>           | <b>14</b>           |
| <b>High School<br/>Graduation Rate</b>                              | <b>69.1</b>         | <b>57.2</b>         | <b>63.1</b>         |                     | <b>53.1</b>         | <b>60.0</b>         | <b>71.0</b>         | <b>83.0</b>         |
| <b>High School<br/>Graduation Rate<br/>Without RTTT</b>             | <b>69.1</b>         | <b>57.2</b>         | <b>63.1</b>         |                     | <b>53.1</b>         | <b>56.0</b>         | <b>59.0</b>         | <b>62.0</b>         |
| <b>IEP Subgroup</b>   |                     |                     |                     |                     |                     |                     |                     |                     |
|   | <b>SY06-<br/>07</b> | <b>SY07-<br/>08</b> | <b>SY08-<br/>09</b> | <b>SY09-<br/>10</b> | <b>SY10-<br/>11</b> | <b>SY11-<br/>12</b> | <b>SY12-<br/>13</b> | <b>SY13-<br/>14</b> |
| <b>NAEP: Grade 4<br/>Mathematics</b>                                | <b>NA</b>           | <b>NA</b>           | <b>18.98</b>        |                     | <b>23.0</b>         | <b>27.0</b>         | <b>33.0</b>         | <b>40.0</b>         |
| <b>NAEP: Grade 4<br/>Reading<br/>Language Arts</b>                  | <b>10.50</b>        | <b>NA</b>           | <b>NA</b>           |                     | <b>13.0</b>         | <b>17.0</b>         | <b>24.0</b>         | <b>31.0</b>         |
| <b>NAEP: Grade 8<br/>Mathematics</b>                                | <b>NA</b>           | <b>NA</b>           | <b>6.44</b>         |                     | <b>10.0</b>         | <b>15.0</b>         | <b>22.0</b>         | <b>30.0</b>         |
| <b>NAEP: Grade 8<br/>Reading<br/>Language Arts</b>                  | <b>7.45</b>         | <b>NA</b>           | <b>NA</b>           |                     | <b>10.0</b>         | <b>14.0</b>         | <b>21.0</b>         | <b>28.0</b>         |
| <b>NAEP: Grade 8<br/>Mathematics<br/>Without RTTT</b>               | <b>NA</b>           | <b>NA</b>           | <b>6.44</b>         |                     | <b>8.0</b>          | <b>10.0</b>         | <b>13.0</b>         | <b>16.0</b>         |
| <b>NAEP: Grade 8<br/>Reading<br/>Language Arts<br/>Without RTTT</b> | <b>7.45</b>         | <b>NA</b>           | <b>NA</b>           |                     | <b>10.0</b>         | <b>12.0</b>         | <b>15.0</b>         | <b>18.0</b>         |
| <b>ISAT: Grade 3<br/>Math</b>                                       | <b>70.0</b>         | <b>67.8</b>         | <b>66.2</b>         |                     | <b>69.0</b>         | <b>73.0</b>         | <b>78.0</b>         | <b>84.0</b>         |
| <b>ISAT: Grade 3<br/>Reading</b>                                    | <b>42.9</b>         | <b>42.8</b>         | <b>41.7</b>         |                     | <b>45.0</b>         | <b>50.0</b>         | <b>64.0</b>         | <b>79.0</b>         |
| <b>ISAT: Grade 4<br/>Math</b>                                       | <b>64.5</b>         | <b>63.8</b>         | <b>64.0</b>         |                     | <b>67.0</b>         | <b>71.0</b>         | <b>76.0</b>         | <b>82.0</b>         |
| <b>ISAT: Grade 4<br/>Reading</b>                                    | <b>41.1</b>         | <b>41.2</b>         | <b>40.4</b>         |                     | <b>44.0</b>         | <b>49.0</b>         | <b>62.0</b>         | <b>77.0</b>         |
| <b>ISAT: Grade 5<br/>Math</b>                                       | <b>55.9</b>         | <b>54.5</b>         | <b>54.8</b>         |                     | <b>59.0</b>         | <b>65.0</b>         | <b>72.0</b>         | <b>81.0</b>         |
| <b>ISAT: Grade 5<br/>Reading</b>                                    | <b>33.6</b>         | <b>38.5</b>         | <b>37.6</b>         |                     | <b>41.0</b>         | <b>48.0</b>         | <b>60.0</b>         | <b>77.0</b>         |

|   |             |             |             |  |             |             |             |             |
|---|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|
| <b>ISAT: Grade 6 Math</b>                       | <b>49.2</b> | <b>52.0</b> | <b>50.7</b> |  | <b>55.0</b> | <b>62.0</b> | <b>70.0</b> | <b>81.0</b> |
| <b>ISAT: Grade 6 Reading</b>                    | <b>34.2</b> | <b>43.0</b> | <b>43.9</b> |  | <b>48.0</b> | <b>54.0</b> | <b>65.0</b> | <b>79.0</b> |
| <b>ISAT: Grade 7 Math</b>                       | <b>41.9</b> | <b>45.2</b> | <b>47.7</b> |  | <b>51.0</b> | <b>56.0</b> | <b>67.0</b> | <b>80.0</b> |
| <b>ISAT: Grade 7 Reading</b>                    | <b>31.7</b> | <b>38.0</b> | <b>38.3</b> |  | <b>42.0</b> | <b>49.0</b> | <b>62.0</b> | <b>77.0</b> |
| <b>ISAT: Grade 8 Math</b>                       | <b>42.0</b> | <b>43.2</b> | <b>44.7</b> |  | <b>49.0</b> | <b>55.0</b> | <b>66.0</b> | <b>80.0</b> |
| <b>ISAT: Grade 8 Reading</b>                    | <b>40.8</b> | <b>42.4</b> | <b>46.2</b> |  | <b>50.0</b> | <b>56.0</b> | <b>68.0</b> | <b>80.0</b> |
| <b>ISAT: Grade 8 Math Without RTTT</b>          | <b>42.0</b> | <b>43.2</b> | <b>44.7</b> |  | <b>47.0</b> | <b>49.0</b> | <b>52.0</b> | <b>55.0</b> |
| <b>ISAT: Grade 8 Reading Without RTTT</b>       | <b>40.8</b> | <b>42.4</b> | <b>46.2</b> |  | <b>48.0</b> | <b>50.0</b> | <b>53.0</b> | <b>56.0</b> |
| <b>PSAE: Math</b>                               | <b>14.4</b> | <b>13.3</b> | <b>12.2</b> |  | <b>19.0</b> | <b>28.0</b> | <b>42.0</b> | <b>61.0</b> |
| <b>PSAE: Reading</b>                            | <b>19.3</b> | <b>18.8</b> | <b>16.8</b> |  | <b>22.0</b> | <b>31.0</b> | <b>43.0</b> | <b>64.0</b> |
| <b>PSAE: Math Without RTTT</b>                  | <b>14.4</b> | <b>13.3</b> | <b>12.2</b> |  | <b>14.0</b> | <b>17.0</b> | <b>20.0</b> | <b>23.0</b> |
| <b>PSAE: Reading Without RTTT</b>               | <b>19.3</b> | <b>18.8</b> | <b>16.8</b> |  | <b>19.0</b> | <b>22.0</b> | <b>25.0</b> | <b>28.0</b> |
| <b>ACT CRB: Math</b>                            | <b>8</b>    | <b>8</b>    | <b>7</b>    |  | <b>11</b>   | <b>16</b>   | <b>22</b>   | <b>28</b>   |
| <b>ACT CRB: Reading</b>                         | <b>16</b>   | <b>14</b>   | <b>16</b>   |  | <b>20</b>   | <b>26</b>   | <b>32</b>   | <b>38</b>   |
| <b>ACT CRB: Math Without RTTT</b>               | <b>8</b>    | <b>8</b>    | <b>7</b>    |  | <b>9</b>    | <b>12</b>   | <b>15</b>   | <b>17</b>   |
| <b>ACT CRB: Reading Without RTTT</b>            | <b>16</b>   | <b>14</b>   | <b>16</b>   |  | <b>18</b>   | <b>21</b>   | <b>23</b>   | <b>26</b>   |
| <b>High School Graduation Rate</b>              | <b>71.9</b> | <b>81.2</b> | <b>78.1</b> |  | <b>68.1</b> | <b>73.0</b> | <b>79.0</b> | <b>85.0</b> |
| <b>High School Graduation Rate Without RTTT</b> | <b>71.9</b> | <b>81.2</b> | <b>78.1</b> |  | <b>68.1</b> | <b>71.0</b> | <b>74.0</b> | <b>78.0</b> |

## Appendix A2-1

### Description of Multi-State Collaborations

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

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

### State Collaborative for Great Teachers and Leaders

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

### **Benefits of the Collaborative**

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

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

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

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

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

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

### **Mass Insight Education Partnership Zone Initiative**

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

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

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

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

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

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

- Alignment and support of state leadership.

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

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

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

### **Multi-State Teacher Performance Assessment Consortium**

#### **The Teacher Performance Assessment Consortium**

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

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

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

A related assessment will support states in evaluating and supporting teacher development further along the teaching career continuum, at the point at which a professional

license is issued, typically 3 to 5 years into the career. Success at this juncture might be associated with additional compensation in a state or district with a career ladder program.

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

## Appendix A2-2

### RTTT Outcomes Measurement Plan:

#### Description and Critical Components

This document outlines key features of Illinois' RTTT Outcomes Measurement Plan as described in Section (A)(2) of the application. Leadership for development and implementation of the RTTT Outcomes Measurement Plan will be provided by the Director of Performance Management, also as described in Section (A)(2) of the application.

#### I. Illinois' Outcomes-Based Measurement Objectives

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

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

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



## II. Components of the Illinois Outcomes-Based Measurement Plan

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

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

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

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

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

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

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

The process of implementing the Measurement Plan will include:

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

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

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

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

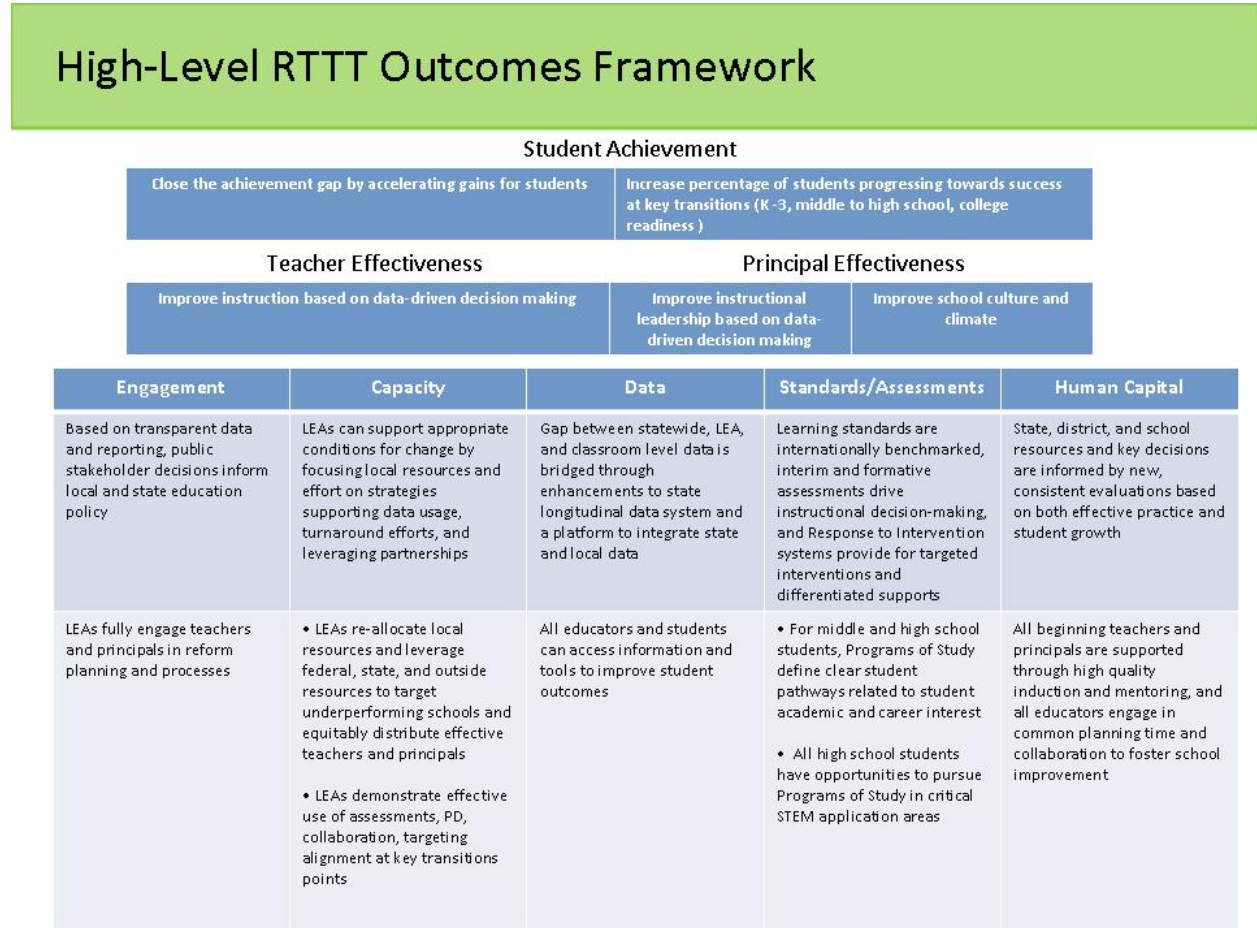
The table below outlines the overall Measurement Plan, including planned major activities and their intended outcomes, consistent with the State’s recommended activities as part of this application. Following is a tentative timeline for implementation of an outcomes-based measurement plan that commences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

| <b>Illinois Measurement Plan: Proposed Timeline</b> |   |                           |
|---|---|---------------------------|
| <b>Phase</b>  | <b>Key Processes and Deliverables</b>   | <b>Proposed Timeframe</b> |
| <b>Define Success</b>                               | <ul style="list-style-type: none"> <li>• Kick off meeting with ISBE leadership and staff</li> <li>• Project planning</li> </ul>   | October 2010              |
|   | <ul style="list-style-type: none"> <li>• Recommend internal and external stakeholders for interviews and focus groups</li> <li>• Complete internal and external stakeholder interviews and strategy review</li> <li>• Through the SSOS, provide professional development regarding outcomes-based performance measurement</li> <li>• Develop Participating LEA outcomes-based measurement plan including reporting and measurement priorities consistent with federal required Performance Measures, and State Required and Recommended Indicators</li> </ul> | November – December 2010  |
| <b>Align Strategies</b>                             | <ul style="list-style-type: none"> <li>• Review existing Participating LEA strategies and planned refinements to ensure local approach is designed to accomplish required processes and drive outcomes for</li> </ul>   | January 2011              |

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

**Appendix A2-2**  
**Attachment A: Outcomes Framework**

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



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

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

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

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

**Appendix A2-3**

**Budget Summary and Project-Level Budgets**



**Budget Part I: Summary Budget Table  
(Evidence for selection criterion (A)(2)(i)(d))**

| <b>Budget Categories</b>  | <b>Project Year 1</b> | <b>Project Year 2</b> | <b>Project Year 3</b> | <b>Project Year 4</b> | <b>Total</b> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel  | 1,190,910             | 1,194,126             | 1,197,455             | 1,147,782             | 4,730,273    |
| 2. Fringe Benefits  | 452,348               | 453,763               | 455,228               | 433,372               | 1,794,711    |
| 3. Travel   | 45,800                | 46,600                | 46,600                | 43,600                | 182,600      |
| 4. Equipment  | 11,000                | 0                     | 0                     | 0                     | 11,000       |
| 5. Supplies   | 55,690                | 55,690                | 43,630                | 43,630                | 198,640      |
| 6. Contractual  | 36,969,740            | 40,460,431            | 33,020,403            | 26,535,572            | 136,986,146  |
| 7. Training Stipends  | 594,000               | 1,188,000             | 1,782,000             | 1,782,000             | 5,346,000    |
| 8. Other  | 4,923,900             | 10,217,045            | 5,571,320             | 2,528,365             | 23,240,630   |
| 9. Total Direct Costs (lines 1-8)                                 | 44,243,388            | 53,615,655            | 42,116,636            | 32,514,321            | 172,490,000  |
| 10. Indirect Costs*   | 0                     | 0                     | 0                     | 0                     | 0            |
| 11. Funding for Involved LEAs                                     | 5,307,500             | 7,307,500             | 5,307,500             | 3,307,500             | 21,230,000   |
| 12. Supplemental Funding for Participating LEAs                   | 1,195,000             | 1,695,000             | 1,695,000             | 1,695,000             | 6,280,000    |
| 13. Total Costs (lines 9-12)                                      | 50,745,888            | 62,618,155            | 49,119,136            | 37,516,821            | 200,000,000  |
| 14. Funding Subgranted to Participating LEAs (50% of Total Grant) | 50,000,000            | 70,000,000            | 50,000,000            | 30,000,000            | 200,000,000  |
| 15. Total Budget (lines 13-14)                                    | 100,745,888           | 132,618,155           | 99,119,136            | 67,516,821            | 400,000,000  |

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

## Budget Part I: Budget Summary Narrative

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

- **Category I (LEA Allocation):** ISBE will distribute the Category I Race to the Top funds to Participating LEAs by formula, as required under ARRA and directed by the U.S. Department of Education. ISBE will monitor and periodically audit to ensure that any funding provided to Participating LEAs will only be spent on Race to the Top Plan programs and projects.
- **Category II (Supplemental Funding for Participating LEAs):** Category II costs include supplemental funding to Participating LEAs for various targeted initiatives.
- **Category III (Grant Funding for Non-LEA Partners):** Category III costs include funding support for non-LEA partners through a competitive grant process or formula funding.
- **Category IV (State Project Management and Contractual):** Category IV costs include State project management expenses and funding for Illinois State Board of Education (ISBE) contractual services in support of the Plan.

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

In addition, Category II contains a specific set aside for Super LEAs for implementing plans to attract and retain highly effective teachers and principals. Super LEAs are provided a specific line item due to the commitments made by these LEAs and required of these LEAs under the MOU. Super LEAs, under the MOU and as further described in Section A(1) of the Application, have committed to 1) implementing new teacher and principal evaluation systems by no later than the start of the 2011-12 school year, 2) providing staffing autonomy to Illinois Priority Schools within the district, and 3) the agreement of the district superintendent and teachers' union leader to participate in the comprehensive State intervention framework.

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

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

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

In addition, the State will leverage other federal, State and local funds to further support the Race to the Top education reform plans as further described in Section (A)(3)(i) of the Narrative.

## BUDGET OVERVIEW, PROJECTS SUMMARY

| <b>CATEGORY I COSTS: LEA ALLOCATION</b>   |                          |                          |                          |                          |                     |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|
|   | <b>10-11 School Year</b> | <b>11-12 School Year</b> | <b>12-13 School Year</b> | <b>13-14 School Year</b> | <b>Total</b>        |
| Participating LEAs receive 50% of RTTT award  | 50,000,000               | 70,000,000               | 50,000,000               | 30,000,000               | 200,000,000         |
| <b>Category I Subtotal</b>  |                          |                          |                          |                          | <b>200,000,000</b>  |
| <b>CATEGORY II COSTS: SUPPLEMENTAL FUNDING FOR PARTICIPATING LEAS</b>   |                          |                          |                          |                          |                     |
| <b>Project (see Project-Level Budget Narrative for details)</b>   | <b>10-11 School Year</b> | <b>11-12 School Year</b> | <b>12-13 School Year</b> | <b>13-14 School Year</b> | <b>Total</b>        |
| National Career Readiness Certificate Program and Statewide Contract and Supports for Assessments for Learning<br><i>(Plan Section (B)(3))</i>          | 433,750                  | 713,750                  | 713,750                  | 713,750                  | 2,575,000           |
| Kindergarten Readiness Assessment to Promote PreK – 3 Instructional Alignment<br><i>(Plan Section (B)(3))</i>   | 569,400                  | 2,276,400                | 2,276,400                | 2,276,400                | 7,398,600           |
| Super LEA Supplemental Funding for implementing plans to attract and retain highly effective teachers and principals<br><i>(Plan Section (D)(3)(i))</i> | 5,000,000                | 7,000,000                | 5,000,000                | 3,000,000                | 20,000,000          |
| <b>Category II Subtotal</b>   |                          |                          |                          |                          | <b>\$29,973,600</b> |
| <b>CATEGORY III COSTS: GRANT FUNDING FOR NON-LEA PARTNERS</b>   |                          |                          |                          |                          |                     |
| <b>Project (see Project-Level Budget Narrative for details)</b>   | <b>10-11 School Year</b> | <b>11-12 School Year</b> | <b>12-13 School Year</b> | <b>13-14 School Year</b> | <b>Total</b>        |
| Regional Superintendent RTTT Oversight and Technical Assistance<br><i>(Plan Section (A)(2))</i>   | 2,105,500                | 3,801,700                | 7,957,400                | 7,957,400                | 21,822,000          |
| STEM Learning Exchanges<br><i>(Plan Section (B)(3))</i>   | 10,836,800               | 6,787,600                | 1,437,800                | 1,437,800                | 20,500,000          |
| College and Career Readiness (Community Colleges)   | 1,177,348                | 1,173,303                | 1,149,349                | 0                        | 3,500,000           |

|  |            |            |           |           |                     |
|--|------------|------------|-----------|-----------|---------------------|
| <i>(Plan Section (B)(3))</i>   |            |            |           |           |                     |
| Special Education Scholarship Program<br><i>(Plan Section (D)(3)(ii))</i>                              | 457,500    | 457,500    | 457,500   | 457,500   | 1,830,000           |
| Transitional Bilingual Education Scholarships<br><i>(Plan Section (D)(3)(ii))</i>                      | 312,500    | 312,500    | 312,500   | 312,500   | 1,250,000           |
| School Leadership Consortium/Regional Pipeline Coordination Budget<br><i>(Plan Section (D)(3)(ii))</i> | 2,182,400  | 3,987,200  | 5,791,200 | 5,791,200 | 17,752,000          |
| Dropout Prevention & Reenrollment<br><i>(Plan Section (E)(2))</i>                                      | 4,000,000  | 8,500,000  | 0         | 0         | 12,500,000          |
| <b>Category III Subtotal</b>   |            |            |           |           | <b>\$79,154,000</b> |
| <b>CATEGORY IV COSTS: STATE PROJECT MANAGEMENT AND CONTRACTUAL</b>                                     |            |            |           |           |                     |
| State Monitoring, Data Collection, Measurement, and Reporting<br><i>(Plan Section (A)(2))</i>          | 2,453,750  | 2,448,750  | 2,298,750 | 2,298,750 | 9,500,000           |
| Interactive Illinois Report Card (IIRC)<br><i>(Plan Section (C)(2))</i>                                | 500,000    | 500,000    | 500,000   | 500,000   | 2,000,000           |
| Illinois Collaborative for Education Policy Research<br><i>(Plan Section (C)(3)(iii))</i>              | 965,750    | 965,750    | 784,250   | 784,250   | 3,500,000           |
| Learning & Performance Mgmt System<br><i>(Plan Section (C)(3))</i>                                     | 12,592,249 | 15,596,137 | 4,246,405 | 4,250,638 | 36,685,429          |
| State Performance Evaluation Support Systems<br><i>(Plan Section (D)(2))</i>                           | 1,943,271  | 1,909,151  | 9,592,571 | 2,578,091 | 16,023,084          |
| State Superintendent Certification Actions<br><i>(Plan Section (D)(2))</i>                             | 500,000    | 500,000    | 500,000   | 500,000   | 2,000,000           |
| Illinois Math and Science Partnership Program Expansion<br><i>(Plan Section (D)(3)(ii))</i>            | 1,629,269  | 1,928,012  | 1,442,719 | 0         | 5,000,000           |
| Educator Preparation Content Area Advisory Groups<br><i>(Plan Section (D)(3)(ii))</i>                  | 135,200    | 135,200    | 135,200   | 135,200   | 540,800             |
| Teacher Performance Assessments  | 250,000    | 250,000    | 0         | 0         | 500,000             |

|  |           |           |           |           |                      |
|--|-----------|-----------|-----------|-----------|----------------------|
| Development of high quality performance assessments of teaching practice<br><i>(Plan Section (D)(4))</i>                             |           |           |           |           |                      |
| Technical Assistance and Program Accountability for Beginning Teacher Induction Programs in Illinois<br><i>(Plan Section (D)(5))</i> | 1,101,030 | 1,101,030 | 998,970   | 998,970   | 4,200,000            |
| Illinois Partnership Zone Administration and Direct State Interventions<br><i>(Plan Section (E)(2))</i>                              | 1,600,171 | 2,274,172 | 3,524,372 | 3,524,372 | 10,923,087           |
| <b>Category IV Subtotal</b>  |           |           |           |           | <b>\$90,872,400</b>  |
| <b>TOTAL (Category I)</b>  |           |           |           |           | <b>\$200,000,000</b> |
| <b>TOTAL (Category II-IV)</b>  |           |           |           |           | <b>\$200,000,000</b> |
| <b>TOTAL RTTT BUDGET</b>   |           |           |           |           | <b>\$400,000,000</b> |

**BUDGET PART II: PROJECT-LEVEL BUDGET TABLES AND NARRATIVES**

| <b>Budget Part II: Project-Level Budget Table</b><br><b>Project Name: National Career Readiness Certificate Program and Statewide</b><br><b>Contract and Supports for Assessments for Learning</b><br><b>Associated with Criteria: Evidence for selection criterion (B)(3)</b>   |                                   |                                   |                                   |                                   |                      |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------|
| <b>Budget Categories</b>   | <b>Project<br/>Year 1<br/>(a)</b> | <b>Project<br/>Year 2<br/>(b)</b> | <b>Project<br/>Year 3<br/>(c)</b> | <b>Project<br/>Year 4<br/>(d)</b> | <b>Total<br/>(e)</b> |
| 1. Personnel   | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 2. Fringe Benefits   | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 3. Travel  | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 4. Equipment   | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 5. Supplies  | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 6. Contractual   | \$433,750                         | \$713,750                         | \$713,750                         | \$713,750                         | \$2,575,000          |
| 7. Training Stipends   | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 8. Other   | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 9. Total Direct Costs (lines 1-8)  | \$433,750                         | \$713,750                         | \$713,750                         | \$713,750                         | \$2,575,000          |
| 10. Indirect Costs*  | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 11. Funding for Involved LEAs  | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 12. Supplemental Funding for Participating LEAs  | 0                                 | 0                                 | 0                                 | 0                                 | 0                    |
| 13. Total Costs (lines 9-12)   | \$433,750                         | \$713,750                         | \$713,750                         | \$713,750                         | \$2,575,000          |
| All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.<br>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br>Column (e): Show the total amount requested for all project years.<br>*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.<br>Note that indirect costs are not allocated to lines 11-12. |                                   |                                   |                                   |                                   |                      |

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

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

**1) Personnel**

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

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

- National Career Readiness Certificate Program, Statewide Contract and Supports for Assessments for Learning:
  - The State will directly contract with ACT for implementation of the Career Readiness Certificate Program. There are three tests used by ACT in awarding National Career Readiness Certificates. Two of those are administered as part of the PSAE. The third is the Locating Information test. As ACT is the sole distributor of the WorkKeys Locating Information assessment, the procurement procedures do not apply. As part of this contract, ACT will provide the WorkKeys Locating Information assessment to 12<sup>th</sup> grade students who met the minimum score requirements to receive at least a silver certificate on the other two tests during their junior year. At \$5 per student, this project is budgeted for 40,000 students to participate in its first year and then scale up to 100,000 for years 2, 3 and 4.  
**Total Cost: \$1,700,000** (\$200,000 in grant year 1 and \$500,000 in grant years 2-4)
  - A statewide licensing fee of \$100,000 is also included in costs for all years.  
**Total Cost: \$400,000** (\$100,000 in each grant year)



- These numbers are based on the State's current contract with ACT for implementation of the WorkKeys Locating Information assessment in other LEAs. If the demand for the National Career Readiness Certificate project exceeds the current budget, the State may reallocate funds or supplement this project with other state funds.
- Consulting Services relating to implementation of the Career Readiness Certificate Program.  
**Total Cost: \$55,000** (\$13,750 per year)
- Cost of one full-time individual who will work in the Center for School Improvement focusing on formative assessment implementation and managing the vendors under the statewide contract.  
**Total Cost: \$400,000** (\$100,000 per year)
- In addition, the state will form a working group team, consisting of technical experts and practitioners, to assist ISBE with defining minimum criteria for validity, reliability and usability of Assessments for Learning. This group will meet four times during the first grant year.  
**Total Cost (only grant year 1): \$20,000** (\$5,000 per meeting, 4 meetings of 20 participants, at \$250 per person per meeting).

**Total Contractual: \$2,575,000**

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipends associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>       |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$433,750     | \$713,750     | \$713,750     | \$713,750     | <b>\$2,575,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for Participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>       |
|--------------|---------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$433,750     | \$0            | \$0            | \$             | \$433,750          |
| Year 2       | \$713,750     | \$0            | \$0            | \$             | \$713,750          |
| Year 3       | \$713,750     | \$0            | \$0            | \$             | \$713,750          |
| Year 4       | \$713,750     | \$0            | \$             | \$             | \$713,750          |
| <b>Total</b> |               |                |                |                | <b>\$2,575,000</b> |

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

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 569,400                   | 2,276,400                 | 2,276,400                 | 2,276,400                 | 7,398,600        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 569,400                   | 2,276,400                 | 2,276,400                 | 2,276,400                 | 7,398,600        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 569,400                   | 2,276,400                 | 2,276,400                 | 2,276,400                 | 7,398,600        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

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

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

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

| Year one   | % FTE | Base Salary     | Total            |
|--|-------|-----------------|------------------|
| Project Director-responsible for the overall leadership and management of the Kindergarten Readiness-P-3 Teacher Training Project. | 100%  | \$90,000        | \$90,000         |
| Research Assistants (4)-gather, analyze and report data from Kindergarten Readiness Assessment (KRA). Report to KRA manager.       | 100%  | \$60,000 (each) | \$240,000        |
| Administrative Support (2)-Provide administrative, editorial and communications support  | 100%  | \$50,000 (each) | \$100,000        |
| <b>Total</b>   |       |                 | <b>\$430,000</b> |

| Years two through four   | % FTE | Base Salary | Total     |
|--|-------|-------------|-----------|
| Project Director-responsible for the overall leadership and management of the Kindergarten Readiness-P-3 Teacher Training Project. | 100%  | \$90,000    | \$90,000  |
| Research Assistants (4)-gather, analyze and report data from   | 100%  |             | \$240,000 |

|   |      |                    |                    |
|---|------|--------------------|--------------------|
| Kindergarten Readiness Assessment (KRA). Report to KRA manager.   |      | \$60,000<br>(each) |                    |
| Kindergarten readiness trainers (4)-Implement training model for readiness assessment and teacher training. | 100% | \$55,000<br>(each) | \$220,000          |
| Administrative Support (2)-Provide administrative, editorial and communications support                     | 100% | \$50,000<br>(each) | \$100,000          |
| <b>Total</b>  |      |                    | <b>\$650,000</b>   |
| <b>Total Cost Grant Period (four years)</b>   |      |                    | <b>\$2,380,000</b> |

**Contractual Fringe Benefits**

Fringe benefits are 30%, for a total year one budget of \$129,000. Year 2 - 4 budget is \$195,000 per year.

**Total Cost: \$714,000**

**Equipment**

Computers will be purchased for each contractual staff member along with other necessary office equipment (desks, chairs, lamps, etc.) \$20,000 has been allocated toward equipment expenses for the eleven additional contractual personnel.

**Total Cost: \$20,000**

**Supplies**

Office supplies at \$200 per month, \$2,400 per year.

**Total Cost: \$9,600**

- Implementation of Kindergarten Readiness Assessment (Years two through four): 95,000 students assessed in all Participating LEAs each year, at a cost of \$15 per student.

**Total Cost: \$4,275,000**

**Total Contractual Costs: \$7,398,600**

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

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Total |
|--|--------|--------|--------|--------|-------|
|  |        |        |        |        |       |

|              |           |             |             |             |                    |
|--------------|-----------|-------------|-------------|-------------|--------------------|
| <b>Total</b> | \$569,400 | \$2,276,400 | \$2,276,400 | \$2,276,400 | <b>\$7,398,600</b> |
|--------------|-----------|-------------|-------------|-------------|--------------------|

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>       |
|--------------|---------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$569,400     | \$0            | \$0            | \$0            | \$569,400          |
| Year 2       | \$2,276,400   | \$0            | \$0            | \$0            | \$2,276,400        |
| Year 3       | \$2,276,400   | \$0            | \$0            | \$0            | \$2,276,400        |
| Year 4       | \$2,276,400   | \$0            | \$0            | \$0            | \$2,276,400        |
| <b>Total</b> |               |                |                |                | <b>\$7,398,600</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Super LEA Supplemental Funding**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(i)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 0                         | 0                         | 0                         | 0                         | 0                |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 0                         | 0                         | 0                         | 0                         | 0                |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 5,000,000                 | 7,000,000                 | 5,000,000                 | 3,000,000                 | 20,000,000       |
| 13. Total Costs (lines 9-12)                    | 5,000,000                 | 7,000,000                 | 5,000,000                 | 3,000,000                 | 20,000,000       |

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

## **PROJECT-LEVEL BUDGET NARRATIVE**

### **Super LEA Supplemental Funding**

The Super LEA Supplemental Funding is described in Section (D)(3)(i) of the Application. The State agreed to set-aside at least 10% of the State Race to the Top allocation dedicated solely to Super LEAs. Super LEAs are those LEAs where both the LEA superintendent and local teachers' union leader agreed to three critical actions specified in Exhibit II of the Participating LEA MOU. There are 13 Super LEAs, distributed across the State and including more than 118,000 public school students, and 19 Illinois Priority Schools.

In return for the Super LEAs' and their local teachers' union leader's commitment to negotiate 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, 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 persistently low-performing schools within the LEA, for implementation of a variety of staffing incentives and other related strategies to develop a highly effective workforce for its persistently low-performing schools. ISBE will distribute this funding directly to the Super LEAs to be used in accordance with a reform plan approved by ISBE. The plan 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. If a Super LEA's allocated funding is in excess of amounts necessary to support its plan to attract and retain educators, its funds may be allocated toward other priorities of the RTTT Plan.

- 1) **Personnel:** No personnel will be hired for this project.
- 2) **Fringe Benefits:** There are no fringe benefit expenses for this project.
- 3) **Travel:** There are no travel expenses associated with this project.
- 4) **Equipment:** There are no equipment related expenses for this project.
- 5) **Supplies:** There are no supply related expenses for this project.
- 6) **Contractual:** There are no contractual costs associated with this project.
- 7) **Training Stipends:** There are no training stipend expenses associated with this project.



**8) Other:** None.

**9) Total Direct Costs:** None (all funding to be distributed directly to Super LEAs as noted below).

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

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

**12) Supplemental Funding for Participating LEAs: Funding to Super LEAs:** As described above, all funding for this project will be distributed directly to the Super LEAs in accordance with a plan approved by ISBE, with greater funding going towards Super LEAs with a large number of priority schools within the Super LEA. As further described in the Budget Summary Narrative, the most intensive funding will be provided in year 2 of the grant period for project implementation as year one will be primarily used for establishment and development of the project reform plans. The Super LEA funding will be according to the following funding schedule:

| <b>TIME PERIOD</b>       | <b>BUDGET ALLOCATION</b> |
|--------------------------|--------------------------|
| Year One: SY 2010-2011   | <b>\$5,000,000</b>       |
| Year Two: SY 2011-2012   | <b>\$7,000,000</b>       |
| Year Three: SY 2011-2012 | <b>\$5,000,000</b>       |
| Year Four: SY 2011-2012  | <b>\$3,000,000</b>       |
| <b>TOTAL</b>             | <b>\$20,000,000</b>      |

**13) Total Costs: \$20,000,000**

**Budget Part II: Project-Level Budget Table**  
**Project Name: Regional Superintendent RTTT Oversight and Technical Assistance**  
**Associated with Criteria: Evidence for selection criterion (A)(2)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 2,105,500                 | 3,801,700                 | 7,957,400                 | 7,957,400                 | 21,822,000       |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 2,105,500                 | 3,801,700                 | 7,957,400                 | 7,957,400                 | 21,822,000       |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 2,105,500                 | 3,801,700                 | 7,957,400                 | 7,957,400                 | 21,822,000       |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**Project-Level Budget Narrative**  
**Regional Superintendent RTTT Oversight and Technical Assistance**

The Regional Superintendent RTTT Oversight and Technical Assistance program is described in Section (A)(2) of the application. The Illinois State Board of Education (ISBE) will contract with Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) to implement the reforms described in the application at the school and district level. ROEs and ISCs will provide consistent, quality assistance and training to all LEAs increasing student achievement and ensuring that all students graduate with the necessary knowledge, skills, abilities and attitudes to be successful in college and careers. The majority of funds requested for this project will be used in grant years 3 and 4 as the State is re-purposing other funds towards this project for grant years 1 and 2.

- 1) **Personnel:** There are no personnel costs associated with this project.
- 2) **Fringe Benefits:** There are no fringe benefits associated with this project.
- 3) **Travel:** There are no travel costs associated with this project.
- 4) **Equipment:** There are no equipment expenses associated with this project.
- 5) **Supplies:** There are no supply expenses associated with this project.
- 6) **Contractual:** As mentioned above, ISBE will contract with the ROEs and ISCs to implement the Regional Service Delivery system. There will be contracts with 47 ROEs and ISCs for four years of Regional Delivery System work. The ROEs and ISCs will work directly with districts and schools in their regions to facilitate school improvement, increase student learning and evaluate progress as described in the narrative.

**Contractual Personnel:**

| The follow requested personnel will be hired to oversee & coordinate the Regional Delivery System  | % FTE | Base Salary | Total/ Year | Total     |
|--|-------|-------------|-------------|-----------|
| System Director for Regional Delivery System<br>(Duties: project planning, project evaluation, ISBE liaison, supervision of area work, coordination of other partners, statewide training) | 100%  | \$70,000    | \$70,000    | \$280,000 |
| Administrative Assistant for System Director   | 50%   | \$30,000    | \$15,000    | \$60,000  |
| Technology/Data Specialist   | 50%   | \$30,000    | \$15,000    | \$60,000  |
| Area Coordinators for Regional Delivery  | 67%   | \$60,000    | \$241,200   | \$964,800 |

|   |     |          |           |                    |
|---|-----|----------|-----------|--------------------|
| System (6 Areas)<br>(Duties: training, evaluation, coordination, coaches network/training, training of ROE and ISC staff, area effectiveness data, area collaboration of resources, supervision of regional work) |     |          |           |                    |
| Administrative Assistants for Area Coordinators (6 Areas)   | 67% | \$30,000 | \$120,600 | \$482,400          |
| <b>Total Contractual Personnel for Grant Period</b>   |     |          |           | <b>\$1,847,200</b> |

Contractual Personnel Fringe Costs: The total fringe benefits are budgeted at 44% of applicable salary, or \$203,200 per year.

**Total fringe benefit: \$812,800**

Contractual Travel Costs: The System Director will travel to six coordinator sites for planning, coordination, supervision and evaluation. The six Area Coordinators will travel within their respective areas to coordinate, supervise and evaluate ROEs' and ISCs' work. Travel will be reimbursed at the state rate. The System Director will have \$500/month and the six Area Coordinators will have \$400/month each. The total travel per year is \$34,800.

**Total travel: \$139,200**

ROE and ISC Contract Costs: Each ROE and ISC will receive both a base and a per student amount. The contract includes training and coaching for school and district staff.

**Total ROE and ISC contract costs: \$18,792,400**

System Director and Area Coordinators Support Contract Costs: There will be contracts with 7 ROEs and ISCs for support of the System Director and Area Coordinators who will coordinate and supervise the overall implementation of the Regional Delivery System. These contracts will include support costs for office, supplies, copies and postage.

**Total Support Contract Costs: \$110,400** (\$500/month or \$6,000/year System Director supports and \$300/month/coordinator or \$3,600/year/coordinator for six Area Coordinators support)

Professional Development Contractual Costs: Professional development activities will be provided for ROE and ISC staff and key district personnel over the four years.

**Total Professional Development Costs: \$120,000**

**TOTAL CONTRACTUAL: \$21,822,000**

**7) Training Stipends**

There will be no training stipends for ROE and ISC staff. ROEs and ISCs may include training stipends for district personnel in their contracts.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b> |
|--------------|---------------|---------------|---------------|---------------|--------------|
| <b>Total</b> | \$2,105,500   | \$3,801,700   | \$7,957,400   | \$7,957,400   | \$21,822,000 |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for Participating LEAs.

**13) Total Costs**

| <b>Category</b> | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>        |
|-----------------|---------------|----------------|----------------|----------------|---------------------|
| Year 1          | \$2,105,500   | \$0            | \$0            | \$0            | \$2,105,500         |
| Year 2          | \$3,801,700   | \$0            | \$0            | \$0            | \$3,801,700         |
| Year 3          | \$7,957,400   | \$0            | \$0            | \$0            | \$7,957,400         |
| Year 4          | \$7,957,400   | \$0            | \$0            | \$0            | \$7,957,400         |
| <b>TOTAL</b>    |               |                |                |                | <b>\$21,822,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: STEM Learning Exchanges**  
**Associated with Criteria: Evidence for selection criterion (B)(3)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 65,000                    | 65,000                    | 65,000                    | 65,000                    | 260,000          |
| 2. Fringe Benefits                              | 14,950                    | 14,950                    | 14,950                    | 14,950                    | 59,800           |
| 3. Travel                                       | 2,500                     | 2,500                     | 2,500                     | 2,500                     | 10,000           |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 10,754,350                | 6,705,150                 | 1,355,350                 | 1,355,350                 | 20,170,200       |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 10,836,800                | 6,787,600                 | 1,437,800                 | 1,437,800                 | 20,500,000       |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 10,836,800                | 6,787,600                 | 1,437,800                 | 1,437,800                 | 20,500,000       |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE  
STEM Learning Exchanges**

The STEM Learning Exchanges are described in Section B(3) of the Application.

**1) Personnel**

|   | %<br>FTE | Base<br>Salary | Total     |
|---|----------|----------------|-----------|
| One full time staff member will be hired by the Illinois State Board of Education (ISBE) as a grant manager to plan, implement, and evaluate grant proposals, as well as ensure all awardees are in compliance with established administrative and financial policies and procedures. Following awards, the grant manager will monitor all phases of award and closing, including assessment of progress and performance. Also, the grant manager will be required to participate as a member of each of the Science Technology Engineering and Mathematics (STEM) Learning Exchange steering committees as well as the overarching coordinating committee. | 100%     | \$65,000       | \$260,000 |

**2) Fringe Benefits**

Benefits for the grant manager are approximately 23% of salary.

**Total: \$59,800 (\$14,950 per year)**

**3) Travel**

The ISBE grant manager will be expected to attend meetings in Springfield and Chicago to brief state stakeholders and will meet regularly with leadership from the nine STEM Learning Exchanges. The grant manager will also be required to attend each STEM Learning Exchange steering committee as well as participate in overarching coordinating committee meetings. ISBE will support travel expenses.

**Total Travel: \$10,000 (\$2,500 per year)**

**4) Equipment**

ISBE will use existing resources to provide an office with full use of computers, phones and other office equipment.

**5) Supplies**

ISBE will use existing resources to provide the grant manager with office supplies.

**6) Contractual**

ISBE will develop a web-based portal and common set of Learning and Performance Management System (LPMS) applications for managing STEM Learning Exchanges to fulfill its major functions. ISBE will contract with one or more application developers to design, build, and implement these applications over the course of the grant period. The developers will also be required to coordinate with the Learning and Performance Management development team to ensure the STEM Learning Exchange portal and

applications are interoperable with and can be migrated into other ISBE learning management systems.

- \$2,000,000 for development, maintenance, and hosting of a web-based portal that will coordinate the core functions and applications developed to support each STEM Learning Exchange. The system will be designed to be migrated over to the LPMS cloud-based computing environment once the LPMS is fully operational.
- \$1,500,000 for application development to support and deliver the nine core functions of the STEM Learning Exchanges.
- \$395,000 for managing, coordinating and providing professional development for STEM Learning Exchange users.

**Total (grant period): \$3,895,000**

In addition, a contractor will be retained to conduct an external evaluation of the STEM Learning Exchanges.

**Total Evaluation (grant period): for \$345,000**

STEM Learning Exchanges are envisioned as statewide public-private education partnerships that are linked to national industry, education, and government networks related to a specific STEM area, as well as national public-private networks such as Partnership for 21st Century Skills. These exchanges will be organized as open collaborative communities governed by and orchestrated through a public-private steering group consisting of representatives from public and private stakeholders. Each STEM Learning Exchange will be supported by a lead non-profit organization or governmental entity that will serve as the administrative and fiscal agent for the exchange along with an educational foundation if necessary to receive tax-deductible donations and other funding from both public and private sources. STEM Learning Exchanges will be coordinated by ISBE through an overarching public-private entity 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.

ISBE will hold a competitive selection process to identify public-private partnerships to establish nine STEM Learning Exchanges that will designate or create a non-profit organization or foundation to receive federal funding. Each Learning Exchange will be funded at a level no lower than \$1,000,000 but not to exceed \$3,000,000 over the four years.

**Total Competition Funds: \$15,430,200**

ISBE will also provide funding for pre-advanced placement (AP) and AP professional development programs for CTE and academic instructors to support STEM Programs of Study.

**Total STEM Programs of Study Professional Development Funds: \$500,000** (\$250,000 for grant years 1 and 2).

**Total Contractual: \$20,170,200**

Below is a list of allowable expenses and activities for Learning Exchanges accompanied by an example allocation for a Learning Exchange funded at \$1,750,000. Salary and benefits for full-



time staff members, e.g. \$375,000 for one full-time staff members over four years (\$93,750 each year).

- Travel and travel-related expenses, e.g. \$75,000 over four years (\$18,750 per year).
- Development of e-learning curriculum, developing and hosting competitive challenges, distributing career development information, professional development and other materials and resources, e.g. \$1,000,000 over four years.
- STEM Externships, e.g. \$300,000 over four years (\$75,000 per year). Aggregated together the nine STEM Learning Exchanges will support STEM externships for over 500 teachers.

In addition, each Learning Exchange will be expected to raise a minimum of 20 percent (\$200,000 - \$600,000) of the total award in direct and indirect matching funds from business and industry partners and leverage substantially more funding by coordinating existing investments being made by all partners. This match may be used to support any of the allowable expenses identified above.

Illinois will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 in engaging this developer.

**7) Training Stipends**

There are no training stipend expenses associated with this project. The Illinois Department of Commerce and Economic Opportunity (DCEO), however, has committed to providing an in-kind contribution of \$300,000 in WIA Incentive Funds to support the development of career pathway applications as part of the core functions of the STEM Learning Exchanges.

**8) Other**

There are no other expenses associated with this project. However, in addition to the ISBE grant manager, the Illinois Business Roundtable (IBRT) will hire and fund, as a federal funds match, a business and industry coordinator for the STEM Learning Exchanges. The business and industry coordinator will be responsible for assisting ISBE with leadership and management of employer and employer associations in the STEM Learning Exchanges and will serve on the overarching coordinating committee. This person will have extensive experience in working with business and industry, education and government partners in education initiatives. The IBRT will fund the personnel costs for this position for all four years of the project and will also fund all administrative and travel costs.

Salary: \$90,000 (\$360,000 over four years).

Fringe: \$20,700(23% of salary)for a total of \$82,800 over four years.

Travel: \$2,450 (\$9,800 over four years) (16 trips to Springfield and other travel costs re presentations around the state)

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>       |
|--------------|---------------|---------------|---------------|---------------|---------------------|
| <b>Total</b> | \$10,836,800  | \$6,787,600   | \$1,437,800   | \$1,437,800   | <b>\$20,500,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>       |
|--------------|---------------|----------------|----------------|----------------|---------------------|
| Year 1       | \$10,836,800  | \$0            | \$0            | \$0            | \$10,836,800        |
| Year 2       | \$6,787,600   | \$0            | \$0            | \$0            | \$6,787,600         |
| Year 3       | \$1,437,800   | \$0            | \$0            | \$0            | \$1,437,800         |
| Year 4       | \$1,437,800   | \$0            | \$0            | \$0            | \$1,437,800         |
| <b>TOTAL</b> |               |                |                |                | <b>\$20,500,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: College and Career Readiness (Community Colleges)**  
**Associated with Criteria: Evidence for selection criterion (B)(3)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 1,177,348                 | 1,173,303                 | 1,149,349                 | 0                         | 3,500,000        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 1,177,348                 | 1,173,303                 | 1,149,349                 | 0                         | 3,500,000        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 1,177,348                 | 1,173,303                 | 1,149,349                 | 0                         | 3,500,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**College and Career Readiness (Community Colleges)**

The College and Career Readiness (CCR) project will support the implementation of STEM Programs of Study, as described in Section (B)(3) of the Application. For this project, Illinois State Board of Education (ISBE) will contract with and enter an intergovernmental agreement with the Illinois Community College Board (ICCB). Through the \$3.5 million dollar budget, ICCB will work on a variety of college and career readiness initiatives, in cooperation with local high schools and middle schools, with specific focus given to activities designed to increase alignment between high school and college curriculums such as Programs of Study and integration of Science Technology Engineering and Mathematics (STEM) education. Funding will also go towards programs designed to reduce the need for remediation at the post secondary level.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

| The following requested personnel will all be hired as employees of the project through the contract with ICCB.  | % FTE | Base Salary | Total            |
|--|-------|-------------|------------------|
| Director for CCR (three year position): This person will be responsible for overall leadership and management of the implementation and evaluation of the CCR Project for Science Technology Engineering and Mathematics (STEM). The person selected for this position will be experienced in the delivery of remedial education and will understand both the secondary and postsecondary education systems in Illinois. | 100%  | \$51,500    | \$154,500        |
| Fringe Benefits: The following requested fringe benefits will be for employees of the project hired through the ICCB contract.   | 100%  | \$6,695     | \$20,085         |
| Travel: The following requested travel will be for employees of the project hired through the ICCB contract.   | 100%  | \$4,100     | \$12,300         |
| <b>Total</b>   |       |             | <b>\$186,885</b> |

- Data collection and support (three years)-- \$35,000 per year to support data analysis.  
**Total: \$105,000**
- Program Evaluation--A contract to support qualitative and quantitative program evaluation of the success of the CCR in STEM interventions and curriculum alignment activities (\$65,000 per year over three years). Note: The basis for this dollar amount is based upon the cost to evaluate pilot sites in the College and Career Readiness Pilot Project Act.  
**Total: \$195,000**
- Professional Development--Contract for the professional development conference and the delivery of specific, training for teachers and instructors involved in the delivery of remedial interventions and curriculum alignment teams (\$40,000 year 1; \$30,000 year 2; \$12,000 year 3).  
**Total: \$82,000**
- Three-year contracts with 13 community colleges for the delivery of Remedial Interventions consistent with the following goals: (1) reduce remediation by developing interventions aimed at decreasing the need for remedial coursework in mathematics, reading, and writing at the college level--targeting high school juniors and seniors; (2) align high school and college curriculums in STEM education; (3) provide resources and academic support to students to enrich their junior and senior year of high school through remedial or advanced coursework and other interventions aimed at preparing students for STEM fields. These efforts will be focused specifically on low performing Participating LEAs. This work will include a specific focus on STEM related remediation.  
**Total: \$2,931,115 (Approximately \$977,038.33 per year or \$225,470.38 for each community college over the three year period)**

**Contractual Total: \$3,500,000**

ISBE will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>       |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$1,177,348   | \$1,173,303   | \$1,149,349   | \$0           | <b>\$3,500,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for Participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>      |
|--------------|---------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$1,177,348   | \$0            | \$0            | \$0            | \$1,177,348        |
| Year 2       | \$1,173,303   | \$0            | \$0            | \$0            | \$1,173,303        |
| Year 3       | \$1,149,349   | \$0            | \$0            | \$0            | \$1,149,349        |
| Year 4       | \$0           | \$0            | \$0            | \$0            | \$0                |
| <b>Total</b> |               |                |                |                | <b>\$3,500,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Special Education Scholarship Program**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(ii)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 37,500                    | 37,500                    | 37,500                    | 37,500                    | 150,000          |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 37,500                    | 37,500                    | 37,500                    | 37,500                    | 150,000          |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 420,000                   | 420,000                   | 420,000                   | 420,000                   | 1,680,000        |
| 13. Total Costs (lines 9-12)                    | 457,500                   | 457,500                   | 457,500                   | 457,500                   | 1,830,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Special Education Scholarship Program**

The Special Education Scholarship program is described in Section (D)(3)(ii) of the Application. Illinois State Board of Education (ISBE) will direct funds to the Illinois Student Assistance Commission (ISAC) and ISAC will provide funding to Participating LEAs, which will use this funding to provide scholarships to eligible general education teachers. The total amount of funds for Participating LEAs (administered by ISAC) under this budget is \$1,680,000.

**1) Personnel**

No personnel will be hired for this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

ISAC will provide the administrative support for this program and will be responsible for allocating these funds to Participating LEAs. ISBE will provide ISAC with \$150,000 for a program coordinator over the course of the grant period (\$37,500 per year, 50% FTE).

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>     |
|--------------|---------------|---------------|---------------|---------------|------------------|
| <b>Total</b> | \$37,500      | \$37,500      | \$37,500      | \$37,500      | <b>\$150,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**



The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

Funds in the amount of \$420,000 per grant year, totaling \$1,680,000 for the entire grant period, will be provided to Participating LEAs from ISAC. This funding will provide scholarships for approximately 84 eligible teachers or students who are pursuing a career in special education. Over the course of the grant period, a total of 336 eligible teachers/students will receive the tuition waiver. *[Average number of courses for a special education endorsement is five courses at approximately \$1,000 per course, for a total of a \$5,000 tuition waiver].*

**13) Total Costs**

|              | <b>Line 9</b>    | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>       |
|--------------|------------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$37,500         | \$0            | \$0            | \$420,000      | \$457,500          |
| Year 2       | \$37,500         | \$0            | \$0            | \$420,000      | \$457,500          |
| Year 3       | \$37,500         | \$0            | \$0            | \$420,000      | \$457,500          |
| Year 4       | \$37,500         | \$0            | \$0            | \$420,000      | \$457,500          |
| <b>Total</b> | <b>\$150,000</b> |                |                |                | <b>\$1,830,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Transitional Bilingual Education Scholarships**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(ii)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | \$37,500                  | \$37,500                  | \$37,500                  | \$37,500                  | \$150,000        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | \$37,500                  | \$37,500                  | \$37,500                  | \$37,500                  | \$150,000        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | \$275,000                 | \$275,000                 | \$275,000                 | \$275,000                 | \$1,100,000      |
| 13. Total Costs (lines 9-12)                    | \$312,500                 | \$312,500                 | \$312,500                 | \$312,500                 | 1,250,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Transitional Bilingual Education Scholarships**

The Transitional Bilingual Education Scholarship program is described in Section (D)(3)(ii) of the Application.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefits expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply costs associated with this project.

**6) Contractual**

The Illinois Student Assistance Commission (ISAC) will provide the administrative support for this program through an intergovernmental agreement with ISBE and will be responsible for allocating these funds to Participating LEAs. ISBE will provide ISAC with \$150,000 for a program coordinator over the course of the grant period (\$37,500 per year, 50% FTE).

**Total Contractual: \$150,000**

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other costs associated with the project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>     |
|--------------|---------------|---------------|---------------|---------------|------------------|
| <b>Total</b> | \$37,500      | \$37,500      | \$37,500      | \$37,500      | <b>\$150,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs

**12) Supplemental Funding for Participating LEAs**

Funds in the amount of \$275,000 per grant year, totaling \$1,100,000 for the entire grant period, will be provided to Participating LEAs from ISAC. This funding will provide scholarships for preschool teachers in Participating LEAs to obtain the requisite endorsement either in bilingual education or English as a second language. Approximately 366 teachers over the grant period (92 per year) will obtain \$3,000 scholarships as a result of this program.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>       |
|--------------|---------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$37,500      | \$0            | \$0            | \$275,000      | \$312,500          |
| Year 2       | \$37,500      | \$0            | \$0            | \$275,000      | \$312,500          |
| Year 3       | \$37,500      | \$0            | \$0            | \$275,000      | \$312,500          |
| Year 4       | \$37,500      | \$0            | \$0            | \$275,000      | \$312,500          |
| <b>Total</b> |               |                |                |                | <b>\$1,250,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: School Leadership Consortia/Regional Pipeline Coordination**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(ii)**

| <b>Budget Categories</b>   | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|--|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel   | \$260,000                 | \$260,000                 | \$260,000                 | \$260,000                 | \$1,040,000      |
| 2. Fringe Benefits   | \$114,400                 | \$114,400                 | \$114,400                 | \$114,400                 | \$457,600        |
| 3. Travel  | \$4,000                   | \$4,800                   | \$4,800                   | \$4,800                   | \$18,400         |
| 4. Equipment   | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies  | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual   | \$460,000                 | \$920,000                 | \$1,380,000               | \$1,380,000               | \$4,140,000      |
| 7. Training Stipends   | \$594,000                 | \$1,188,000               | \$1,782,000               | \$1,782,000               | \$5,346,000      |
| 8. Other   | \$750,000                 | \$1,500,000               | \$2,250,000               | \$2,250,000               | \$6,750,000      |
| 9. Total Direct Costs (lines 1-8)  | \$2,182,400               | \$3,987,200               | \$5,791,200               | \$5,791,200               | \$17,752,000     |
| 10. Indirect Costs*  | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs  | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs  | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)   | \$2,182,400               | \$3,987,200               | \$5,791,200               | \$5,791,200               | \$17,752,000     |
| <p>All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.<br/>           Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.<br/>           Column (e): Show the total amount requested for all project years.<br/>           *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.</p> |                           |                           |                           |                           |                  |

**Project-Level Budget Narrative**  
**School Leadership Consortium/Regional Pipeline Coordination Budget**

The School Leadership Consortium/Regional Pipeline Coordination program is described in Section (D)(3)(ii) of the Application. Funding for the program will be provided to Consortium members and to principal candidates who will receive scholarship and stipend funds. Districts with Tier I and Tier II schools will be expected to supplement funding with funds from School Improvement Grants. The program is expected to roll-on leadership programs progressively throughout the grant period. The table below shows the expected number of programs and candidates in each year of the grant program:

|                    | Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------|--------|--------|--------|--------|
| Number of Programs | 2      | 4      | 6      | 6      |
| Candidates Roll-on | 30     | 60     | 90     | 90     |

**1) Personnel**

Personnel will include Regional Pipeline Coordinators with responsibility for project planning, project evaluation, liaison, supervision of area work, coordination of other partners, and statewide training. In addition the program will have a Data Analyst responsible for ensuring the quality of the programs.

| Personnel: The follow requested personnel will be hired within the Center for School Improvement. | % FTE | Base Salary | Total/Year | Total              |
|---|-------|-------------|------------|--------------------|
| Area Pipeline Coordinator (2)   | 100%  | \$100,000   | \$200,000  | \$800,000          |
| Data Analyst  | 100%  | \$60,000    | \$60,000   | \$240,000          |
| <b>Total Personnel for Grant Period</b>   |       |             |            | <b>\$1,040,000</b> |

**2) Fringe Benefits**

The total fringe benefits are budgeted at 44 percent of applicable salary, or \$114,400 per year.

**Total Fringe Benefits: \$457,600**

**3) Travel**

This budget includes two trips per year to both current and prospective programs including those programs receiving Teacher Quality Partnership Grants at \$200 per trip.

|       | Year 1 | Year 2 | Year 3 | Year 4 |
|-------|--------|--------|--------|--------|
| Trips | 20     | 24     | 24     | 24     |
|       | \$4000 | \$4800 | \$4800 | \$4800 |

**Total travel: \$18,400**

**4) Equipment**

There will be no equipment expenses associated with this project.

**5) Supplies**

There will be no supply expenses associated with this project.

**6) Contractual**

**Personnel**

**Program Administrators** – Each consortium member will be funded to have a program administrator responsible for managing the program including developing mentoring and coaching relationships, monitoring the impact, managing the partnership with the districts including finding residency placement and job placement opportunities. (\$1,440,000 over 4 years)

**Principal Coaches** – Program coaches will be provided to principal candidates during their residency year and two subsequent years in placed positions. Principal coaches will be individuals who have demonstrated success in schools. They will be on full release and not in current positions. Each coach will supervise up to 10 principals. During residency, programs will cover the entire cost of a coach; during in-service coaching districts will be expected to cover the cost of coaches using School Improvement Grants or other funding (\$2,700,000 over 4 years)

| Personnel: All employees hired for this project will be hired by the contractor. | % FTE        | Base Salary                            | Total                  |
|--|--------------|--|------------------------|
| Year 1 Principal Coaches (3)<br>Program Administrators (2)                       | 100%<br>100% | \$100,000<br>(each)<br>\$80,000 (each) | \$300,000<br>\$160,000 |
| Year 2 Principal Coaches (6)<br>Program Administrators (4)                       | 100%<br>100% | \$100,000<br>(each)<br>\$80,000 (each) | \$600,000<br>\$320,000 |
| Year 3 Principal Coaches (9)<br>Program Administrators (6)                       | 100%<br>100% | \$100,000<br>(each)<br>\$80,000 (each) | \$900,000<br>\$480,000 |
| Year 3 Principal Coaches (9)<br>Program Administrators (6)                       | 100%<br>100% | \$100,000<br>(each)<br>\$80,000 (each) | \$900,000<br>\$480,000 |
| <b>Total Contractual Personnel (4 years)</b>                                     |              |  | <b>\$4,140,000</b>     |

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

**Total Contractual Costs: \$4,140,000**

**7) Training Stipends**

During residency principal candidates will receive a stipend equivalent to their salary in the most recent year in which they taught or were in a school or district administrator position. Districts will be expected to cover 66% of the cost of the stipend

**Total Training Stipends (over 4 years): \$5,346,000**

**8) Other**

Candidates will receive scholarships to attend preparation programs. These scholarships will pay tuition toward principal preparation programs.

**Total Other Costs (over 4 years): \$6,750,000**

**9) Total Direct Costs**

|                            | Year 1             | Year 2             | Year 3             | Year 4             | Total               |
|----------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Personnel                  | \$260,000          | \$ 260,000         | \$260,000          | \$260,000          | \$1,040,000         |
| Fringe Benefits            | \$114,400          | \$ 114,400         | \$114,400          | \$114,400          | \$457,600           |
| Travel                     | \$ 4,000           | \$ 4,800           | \$4,800            | \$4,800            | \$18,400            |
| Equipment                  | \$ -               | \$ -               | \$ -               | \$ -               | \$ -                |
| Supplies                   | \$ -               | \$ -               | \$ -               | \$ -               | \$ -                |
| Contractual                | \$460,000          | \$920,000          | \$1,380,000        | \$1,380,000        | \$4,140,000         |
| Training Stipends          | \$594,000          | \$1,188,000        | \$1,782,000        | \$1,782,000        | \$5,346,000         |
| Other Costs (Scholarships) | \$750,000          | \$1,500,000        | \$2,250,000        | \$2,250,000        | \$6,750,000         |
| <b>Total Direct Costs</b>  | <b>\$2,182,400</b> | <b>\$3,987,200</b> | <b>\$5,791,200</b> | <b>\$5,791,200</b> | <b>\$17,752,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The State's plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for Participating LEAs.

**13) Total Costs**

| Category     | Line 9      | Line 10 | Line 11 | Line 12 | Total               |
|--------------|-------------|---------|---------|---------|---------------------|
| Year 1       | \$2,182,400 | \$0     | \$0     | \$0     | \$2,182,400         |
| Year 2       | \$3,987,200 | \$0     | \$0     | \$0     | \$3,987,200         |
| Year 3       | \$5,791,200 | \$0     | \$0     | \$0     | \$5,791,200         |
| Year 4       | \$5,791,200 | \$0     | \$0     | \$0     | \$5,791,200         |
| <b>TOTAL</b> |             |         |         |         | <b>\$17,752,000</b> |



**Budget Part II: Project-Level Budget Table**  
**Project Name: Dropout Prevention & Reenrollment**  
**Associated with Criteria: Evidence for selection criterion (E)(2)**

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

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

## **PROJECT-LEVEL BUDGET NARRATIVE**

### **Dropout Prevention & Reenrollment**

The Dropout Prevention and Reenrollment Project, to be administered through the Illinois Hope and Opportunity Pathways through Education (IHOPE) Program, is described in Section (E)(2) of the Application, Goal III. All funding for the Dropout Prevention and Reenrollment Program will be used to support the establishment of IHOPE regional delivery systems for re-enrolling students who have dropped out of school. As a result, formula funding will flow from Illinois State Board of Education (ISBE) directly to the Regional Superintendents of Education or the City of Chicago School District 299, who will then distribute these funds to the Participating LEAs, who have applied and have an approved IHOPE plan. Grant funds will be allocated based on the proportion of dropouts in the geographic area served by the Regional Office of Education or the City of Chicago School District 299 in comparison to the total number of dropouts statewide. A consistent count for dropouts will be used to calculate the amount each Regional Office or Chicago School District 299 will receive by using the dropout totals reported by school districts to the Illinois Student Information System by July 31 of each year.

#### **1) Personnel**

There are no personnel expenses associated with this project. Existing IHOPE personnel will support any administrative functions relating to the expansion of this project.

#### **2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

#### **3) Travel**

There are no travel expenses associated with this project.

#### **4) Equipment**

There are no equipment expenses associated with this project.

#### **5) Supplies**

There are no supply expenses associated with this project.

#### **6) Contractual**

There are no contractual expenses associated with this project.

#### **7) Training Stipends**

There are no training stipend expenses associated with this project.

#### **8) Other**

Funding to Regional Superintendents of Education or the City of Chicago School District 299.

As described above, all formula funding for this project will be distributed directly to Regional Superintendents or the City of Chicago School District 299, who in turn will then distribute this funding to Participating LEAs, with priority given to those districts that have

applied and have an approved IHOPE plan. Funding allocated for years one and two of the grant period is indicated below.

| <b>TIME PERIOD</b>         | <b>PROGRAM/ENROLLMENT GOAL</b>   | <b>BUDGET ALLOCATION</b>   |
|----------------------------|--|--|
| Year One:<br>2010-2011     | Phase I: Approximately 900 students will be re-enrolled.   | <b>\$4,000,000</b> for re-enrollment programs, with an average re-enrolling per student cost of \$4,444. |
| Year Two:<br>2011-2012     | Phase I: 900 new students will be re-enrolled.<br><br>Phase II: An additional 1,913 students will be re-enrolled.<br><br>Total re-enrolled students: 2,813 | <b>\$8,500,000</b> for re-enrollment programs, with an average re-enrolling per student cost of \$4,444. |
| Year Three:<br>2012-2013   | An additional 2,813 students will be re-enrolled.  | <b>No funding required.*</b>   |
| Year Four:<br>2013-2014    | An additional 2,813 students will be re-enrolled.  | <b>No funding required.*</b>   |
| <b>Total Grant Period:</b> | <b>9,339 students will be re-enrolled.</b>   | <b>\$12,500,000</b>  |

\*Note: once a "re-enrollment opening" is established, it then becomes self-sustaining without additional funds.

**9) Total Direct Cost**

|                                     | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>       |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------------|
| Dropout Prevention and Reenrollment | \$4,000,000   | \$8,500,000   | \$0           | \$0           | \$12,500,000        |
| <b>TOTAL</b>                        |               |               |               |               | <b>\$12,500,000</b> |

**10) Indirect Cost**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>       |
|--------------|---------------|----------------|----------------|----------------|---------------------|
| Year 1       | \$4,000,000   | \$0            | \$0            | \$0            | \$4,000,000         |
| Year 2       | \$8,500,000   | \$0            | \$0            | \$0            | \$8,500,000         |
| Year 3       | \$0           | \$0            | \$0            | \$0            | \$0                 |
| Year 4       | \$0           | \$0            | \$0            | \$0            | \$0                 |
| <b>TOTAL</b> |               |                |                |                | <b>\$12,500,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: State Monitoring, Data Collection, Measurement, and Reporting**  
**Associated with Criteria: Evidence for selection criterion (A)(2)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 113,050                   | 113,050                   | 113,050                   | 113,050                   | 452,200          |
| 2. Fringe Benefits                              | 48,700                    | 48,700                    | 48,700                    | 48,700                    | 194,800          |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 5,000                     | 0                         | 0                         | 0                         | 5,000            |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 2,287,000                 | 2,287,000                 | 2,137,000                 | 2,137,000                 | 8,848,000        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 2,453,750                 | 2,448,750                 | 2,298,750                 | 2,298,750                 | 9,500,000        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 2,453,750                 | 2,448,750                 | 2,298,750                 | 2,298,750                 | 9,500,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.

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

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

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

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

**PROJECT-LEVEL BUDGET NARRATIVE**  
**State Monitoring, Data Collection, Measurement, and Reporting**

The State Monitoring, Data Collection, Measurement, and Reporting relates to ISBE's responsibilities across this Application. See Section (A)(2) of the Application for a description of ISBE's management structure.

**1) Personnel**

|  | % FTE | Base Salary | Total     |
|--|-------|-------------|-----------|
| Internal Auditor to assist in coordinating compliance efforts related to state monitoring, data collection, measurement and reporting. | 85%   | \$66,500    | \$56,525  |
| External Assurance Liaison to work with external contractors completing fiscal monitoring of sub-grantee awards.                       | 85%   | \$66,500    | \$56,525  |
| <b>Total</b>   | 85%   | \$133,000   | \$113,050 |

**2) Fringe Benefits**

|                            | % FTE | Base Benefits | Total    |
|----------------------------|-------|---------------|----------|
| Internal Auditor           | 85%   | \$28,647      | \$24,350 |
| External Assurance Liaison | 85%   | \$28,647      | \$24,350 |
| <b>Total</b>               | 85%   | \$57,294      | \$48,700 |

**3) Travel**

Illinois State Board of Education (ISBE) will pay any travel expenses related to this project from state funds.

**4) Equipment**

|  | Cost of Item | Item Description | Total          |
|--|--------------|------------------|----------------|
| Five desktop computers will be needed to supply the needs of five contractors. | \$1,000      | Computer         | \$5,000        |
| <b>Total</b>   |              |                  | <b>\$5,000</b> |

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

|  | Annual Cost                           | Total       |
|--|---------------------------------------|-------------|
| <p>One contractual position to coordinate the collection of required data for reporting needs. Activities to include, working with system programmers to design data collection tools, dissemination of technical instructions to LEAs in regarding reporting requirements:</p> <ul style="list-style-type: none"> <li>• 120 Days</li> <li>• 7.5 Hours Per Day</li> <li>• \$60 Per Hour</li> </ul> | \$54,000                              | \$216,000   |
| <p>Three contractual positions for data collection efforts and ensuring the reliability of reported data:</p> <ul style="list-style-type: none"> <li>• 120 Days</li> <li>• 7.5 Hours Per Day</li> <li>• \$40 Per Hour</li> </ul>   | \$108,000                             | \$432,000   |
| <p>One contractual position for development of electronic data collection tools:</p> <ul style="list-style-type: none"> <li>• 2,000 Hours Per Year</li> <li>• \$75 Per Hour</li> </ul>   | \$150,000<br>(Years one and two only) | \$300,000   |
| <p>One contractual position for Project Management. Activities to include overseeing the development and implementation of the Measurement Plan, LEA Accreditation with NCA CASI (see below), ITAC development, and Scorecard Reporting:</p> <ul style="list-style-type: none"> <li>• 2,000 Hours Per Year</li> <li>• \$105 Per Hour</li> </ul>  | \$210,000                             | \$840,000   |
| <p>Multiple regionally based contracts with Certified Public Accounting Firms for fiscal monitoring of sub-grantee awards:</p> <ul style="list-style-type: none"> <li>• 4,100 Hours</li> <li>• \$150 per Hour</li> </ul>   | \$615,000                             | \$2,460,000 |
| <p>Development of (i) web design application and "Scorecard" reporting for State, LEA, and school performance, student growth data, teacher and principal performance data, and other metrics specified in the Measurement Plan; and (ii) training modules to support LEA use of reporting tools.</p>  | \$500,000                             | \$2,000,000 |
| <p>Intergovernmental Agreement and/or a contract with an entity that will be procured to develop and implement detailed Measurement Plan and support LEA reporting of performance measures and indicators included within the Measurement Plan.</p>  | \$500,000                             | \$2,000,000 |

|   |           |                    |
|---|-----------|--------------------|
| Index of Teacher Academic Capital data collection, preparation, and analysis (includes personnel, fringe benefits, travel, supplies and contractual expenditures) | \$150,000 | \$600,000          |
| <b>Total</b>  |           | <b>\$8,848,000</b> |

ISBE will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>       |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>TOTAL</b> | \$2,453,750   | \$2,448,750   | \$2,298,750   | \$2,298,750   | <b>\$9,500,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs.**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|               | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>      |
|---------------|---------------|----------------|----------------|----------------|--------------------|
| <b>Year 1</b> | \$2,453,750   | \$0            | \$0            | \$0            | \$2,453,750        |
| <b>Year 2</b> | \$2,448,750   | \$0            | \$0            | \$0            | \$2,448,750        |
| <b>Year 3</b> | \$2,298,750   | \$0            | \$0            | \$0            | \$2,298,750        |
| <b>Year 4</b> | \$2,298,750   | \$0            | \$0            | \$0            | \$2,298,750        |
| <b>TOTAL</b>  |               |                |                |                | <b>\$9,500,000</b> |



**Budget Part II: Project-Level Budget Table**  
**Project Name: Interactive Illinois Report Card (IIRC)**  
**Associated with Criteria: Evidence for selection criterion (C)(2)**

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

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Interactive Illinois Report Card (IIRC)**

The Interactive Illinois Report Card (IIRC) Project is described in Section (C)(2) of the Application. Funding for this project will involve expanding the Illinois State Board of Education's current contract with IIRC to support various upgrades and enhancements to the IIRC. In addition to the funds budgeted below, other state and federal funds are being repurposed to support this project.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual:** As described above, ISBE will expand its current contract with IIRC to provide for the following:

- Updating of IIRC instructional tools to ensure alignment with the Common Core (year 1).
- Launching of IIRC student-level data dashboards and corresponding permission management system for teachers and principals with informative, easy-to-use screens to monitor, benchmark, and document progress for students and groups of students.
- Addition of *High School-to-College Success Reports* to the IIRC.
- Development of 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 as part of ISBE's "Know More About Your Schools" campaign.
- Upgrading IIRC website to include translated versions of key IIRC resource screens (beginning with Spanish) and a new user-friendly on-line guide for new IIRC visitors.
- Installation of 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 data education warehouse.
- Installation of user-feed-back options on IIRC website to create a system for obtaining regular feedback.
- Upgrades to the Integrated Plan necessary to accommodate Race to the Top tracking and professional development reporting.

**Total Contractual Costs: \$2,000,000 (\$500,000 per year)**

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other costs associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>      |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$500,000     | \$500,000     | \$500,000     | \$500,000     | <b>\$2,000,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The State Plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs in this project.

**13) Total Costs**

|               | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>      |
|---------------|---------------|----------------|----------------|----------------|--------------------|
| <b>Year 1</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 2</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 3</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 4</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>TOTAL</b>  |               |                |                |                | <b>\$2,000,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Illinois Collaborative for Education Policy Research**  
**Associated with Criteria: Evidence for selection criterion (C)(3)(iii)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 965,750                   | 965,750                   | 784,250                   | 784,250                   | 3,500,000        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 965,750                   | 965,750                   | 784,250                   | 784,250                   | 3,500,000        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 965,750                   | 965,750                   | 784,250                   | 784,250                   | 3,500,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Illinois Collaborative for Education Policy Research (ICEPR)**

The Illinois Collaborative for Education Policy Research (ICEPR) is described in Section (C)(3)(iii) of the Application.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

The ICEPR will provide grants to "seed" projects within universities. ICEPR will grant five awards during the first year and five different awards during the second year for various research projects. 10 grants will be awarded for years one and two totaling \$181,500 per year. This funding would allow for subcontracts for evaluation projects aligned to the priorities of the RTTT Plan; and development of necessary systems to support longitudinal data analysis, including data on higher education and workforce outcomes.

ISBE will contract with an Illinois university to coordinate the establishment of the ICEPR. Costs to be paid from this budget include the following:

**Total Costs (grant period)**

|  |                    |
|--|--------------------|
| ICEPR grants per above   | \$363,000          |
| Data collection and data system development necessary for ICEPR and P-20 research functions.                                       | \$1,000,000        |
| Advisory Committee Meetings at 25 participants at each meeting. Approximately 10 meetings per year                                 | \$30,000           |
| Coordination of the ICEPR which includes personnel costs, minimal travel, equipment, supplies telecommunication and meeting costs. | \$2,107,000        |
| <b>Total</b>   | <b>\$3,500,000</b> |

ISBE will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>       |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | 965,750       | 965,750       | 784,250       | 784,250       | <b>\$3,500,000</b> |

**10) Indirect costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>       |
|--------------|---------------|----------------|----------------|----------------|--------------------|
| Year 1       | \$965,750     | \$0            | \$0            | \$0            | \$965,750          |
| Year 2       | \$965,750     | \$0            | \$0            | \$0            | \$965,750          |
| Year 3       | \$784,250     | \$0            | \$0            | \$0            | \$784,250          |
| Year 4       | \$784,250     | \$0            | \$0            | \$0            | \$784,250          |
| <b>Total</b> |               |                |                |                | <b>\$3,500,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Learning and Performance Management System**  
**Associated with Criteria: Evidence for selection criterion (C)(3)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 61,284                    | 63,984                    | 66,792                    | 69,732                    | 261,792          |
| 2. Fringe Benefits                              | 26,965                    | 28,153                    | 29,388                    | 30,682                    | 115,188          |
| 3. Travel                                       | 4,000                     | 4,000                     | 4,000                     | 4,000                     | 16,000           |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 12,500,000                | 15,500,000                | 4,146,225                 | 4,146,224                 | 36,292,449       |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 12,592,249                | 15,596,137                | 4,246,405                 | 4,250,638                 | 36,685,429       |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 12,592,249                | 15,596,137                | 4,246,405                 | 4,250,638                 | 36,685,429       |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Learning and Performance Management System**

The Learning and Performance Management System (LMPS) is described in Section (C)(3) of the Application.

**1) Personnel**

|   | % FTE | Base Salary  | Total  |
|---|-------|--|--|
| The Project Liaison will coordinate efforts between Illinois State Board of Education (ISBE) and the Learning Technology Centers. | 100%  | \$61,284 in Year one with a 4.4% increase in each of the following years | \$61,284 in Year one with a 4.4% increase in each of the following years |

**Total Grant Period: \$261,792**

**2) Fringe Benefits**

|                 | % FTE | Base Benefits  | Total  |
|-----------------|-------|--|--|
| Project Liaison | 100%  | \$26,965 in Year one with a 4.4% increase in each of the following years | \$26,965 in Year one with a 4.4% increase in each of the following years |

**Total Grant Period: \$115,188**

**3) Travel**

|   | # Trips     | \$ per Trip | Total   |
|---|-------------|-------------|---------|
| Travel to and from Learning Technology Centers. | 20 per year | \$200       | \$4,000 |

**Total Grant Period: \$16,000**

**4) Equipment**

There are no equipment expenses associated with this project. The Illinois Department of Commerce and Economic Opportunity (DCEO) has committed to providing an in-kind contribution of \$10,000,000 from the Broadband Development Fund to support broadband development in rural communities to assist with connecting school districts to the proposed Learning and Performance Management System. DCEO has also committed to providing \$5 million from ARRA Matching Funds to support critical information technology initiatives under the proposed Learning and Performance Management System, in particular, the STEM Learning Exchange.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**



|  |                     |
|--|---------------------|
| <p>Contract with an entity or entities to be procured for LPMS System Development and establishment of the cloud environment, including:</p> <ul style="list-style-type: none"> <li>• Hosting infrastructure</li> <li>• Portal Platform</li> <li>• Data Integration Platform</li> <li>• Assessments for Learning integration</li> <li>• Student Vault development</li> <li>• Curriculum management (Science Technology Engineering and Mathematics (STEM) Learning Exchanges hosting and integration)</li> <li>• Standard reporting</li> <li>• Professional Development</li> </ul> | \$35,526,929        |
| <p>One contractual position for ISBE Project Management.</p> <ul style="list-style-type: none"> <li>• 2,000 Hours Per Year</li> <li>• Average \$95.69 Per Hour</li> </ul>  | \$765,520           |
| <b>Total (4 year grant period)</b>   | <b>\$36,292,449</b> |

ISBE will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>        |
|--------------|---------------|---------------|---------------|---------------|---------------------|
| <b>Total</b> | \$12,592,249  | \$15,596,137  | \$4,246,405   | \$4,250,638   | <b>\$36,685,429</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|        | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b> |
|--------|---------------|----------------|----------------|----------------|--------------|
| Year 1 | \$12,592,249  | \$0            | \$0            | \$0            | \$12,592,249 |

|              |              |     |     |     |                     |
|--------------|--------------|-----|-----|-----|---------------------|
| Year 2       | \$15,596,137 | \$0 | \$0 | \$0 | \$15,596,137        |
| Year 3       | \$4,246,405  | \$0 | \$0 | \$0 | \$4,246,405         |
| Year 4       | \$4,250,638  | \$0 | \$0 | \$0 | \$4,250,638         |
| <b>Total</b> |              |     |     |     | <b>\$36,685,429</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: State Performance Evaluation Support Systems**  
**Associated with Criteria: Evidence for selection criterion (D)(2)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 1,635,771                 | 1,558,506                 | 6,047,651                 | 2,076,126                 | 11,318,054       |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 43,145                    | 3,237,420                 | 194,465                   | 3,475,030        |
| 9. Total Direct Costs (lines 1-8)               | 1,635,771                 | 1,601,651                 | 9,285,071                 | 2,270,591                 | 14,793,084       |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 307,500                   | 307,500                   | 307,500                   | 307,500                   | 1,230,000        |
| 13. Total Costs (lines 9-12)                    | 1,943,271                 | 1,909,151                 | 9,592,571                 | 2,578,091                 | 16,023,084       |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**State Performance Evaluation Support Systems**

The State Performance Evaluation Support Systems Project is described in Section (D)(2) of the Application.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

The following personnel will work on the development of the new system on a contractual basis through the Statewide System of Support.

|                        | % FTE | Base Salary | Total              |
|------------------------|-------|-------------|--------------------|
| Director               | 100%  | \$100,000   | \$100,000          |
| Professional Staff (2) | 100%  | \$80,000    | \$160,000          |
| Assistant              | 100%  | \$50,000    | \$50,000           |
| <b>Total per year</b>  |       |             | <b>\$310,000</b>   |
| <b>Total</b>           |       |             | <b>\$1,240,000</b> |

Support through the Center for School Improvement (CSI) and the National Board for Professional Teaching Standards for implementation of National Board for Certified Principals Program (*See also Illinois Partnership Zone Administration and Direct State Interventions Budget Narrative re NBCP support for Priority Schools*)

**Total Cost: \$2,023,084** (\$505,771 per year)

**Year One:**

- Teacher Evaluation: District/Union negotiation: Facilitation of district/union negotiation regarding growth measures in evaluation - each of the 13 Super LEAs with priority schools will receive expert facilitation of their negotiations.

**Total Cost:** 10 days @ \$1,500/day equal \$15,000 X 13 (Super LEAs) = **\$195,000**

### **Years Two and Three:**

- **Principal Training:** All principals in the state will be required to participate in two days of training prior to their own evaluation. The training will be led by a prequalified trainer.

Cost: \$190.00 per principal for year two and \$100 per principal for year three (two days of training).

- Year two: 19 principals x 190 = \$3,610
- Year three: 3,900 principals x 100 = \$390,000

**Total Cost: \$393,610**

- **Superintendents (and others who evaluate principals)** will receive two days of training to prepare them to conduct effective evaluations.

Cost: \$190.00 per superintendent for year two and \$100 per superintendent for year three (two days of training)

- Year two: 19 superintendents x 190 = \$3,610
- Year three: 43 superintendents x 100 = \$4,300

**Total Cost: \$7,910**

### **Years Two through Four:**

- **Evaluator prequalification:** In order to conduct evaluations of teachers, principals and assistant principals will have to be prequalified which will include an assessment of their evaluation practice. The qualification program will require five days training for all evaluators.

Cost: Training at \$250 per evaluator.

- Year two: 19 evaluators x 250 = \$4,750
- Year three: 736 evaluators x 250 = \$184,000
- Year four: 111 evaluators x 250 = \$27,750

**Total Cost: \$216,500**

- **Teacher Training:** All teachers will be required to participate in two days training to prepare them for the evaluation process and help them to understand the student growth measures. All training will take place on existing professional development days.

Cost: \$55 per teacher (two days of training).

- Year two: 1,923 teachers x 55 = \$105,765
- Year three: 73,568 teachers x 55 = \$4,046,240
- Year four: 11,111 teachers x 55 = \$611,105

**Total Cost: \$4,763,110**

- **Evaluation Contract** State will contract with a major evaluation organization to provide both formative evaluation to support implementation and a summative evaluation to

determine the impact and effectiveness of the teacher and principal evaluation initiative.  
**Total Cost: \$2,478,840**

**TOTAL CONTRACTUAL: \$11,318,054**

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

- Principal evaluation data collection tools (years two and three): Each school will receive a set of data collection tolls that will inform principal evaluation (e.g., Val Ed 360 review tools, school climate survey). Final materials will be determined as part of the state rulemaking process.

Cost: \$500 per set of data collection tools

- Year two: 19 schools x 500= \$9,500
- Year three: 3,900 schools x 500= \$1,950,000

**Total Cost: \$1,959,500**

- Teacher training materials (years two through four): All teachers will be provided with \$15 worth of materials, (e.g., handouts, printed materials). Each evaluator will be provided with the teacher materials and copies of any relevant books (e.g., Danielson’s Framework for Teaching,) at a cost of \$50 per evaluator.

- Year two: 1,923 teachers x 15 = \$28,845
- Year two: 96 evaluators x 50 = \$4,800
- Year three: 73,568 teachers x 15 = \$1,103,520
- Year three: 3,678 evaluators x 50 = \$183,900
- Year four: 11,111 teachers x 15 = \$166,665
- Year four: 556 evaluators x 50 = \$27,800

**Total Cost: \$1,515,530**

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>       |
|--------------|---------------|---------------|---------------|---------------|---------------------|
| <b>Total</b> | \$1,635,771   | \$1,601,651   | \$9,285,071   | \$2,270,591   | <b>\$14,793,084</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

The state will provide Participating LEAs with \$457.08 per school to be used for the purchase of video equipment for use in teacher evaluations. The districts can determine whether the funds are allocated to individual schools or maintained by the district office. Total equipment budget per year: \$1,230,000 (\$457.08 each for 2,691 schools).

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>       |
|--------------|---------------|----------------|----------------|----------------|---------------------|
| Year 1       | \$1,635,771   | \$0            | \$0            | \$307,500      | \$1,943,271         |
| Year 2       | \$1,601,651   | \$0            | \$0            | \$307,500      | \$1,909,151         |
| Year 3       | \$9,285,071   | \$0            | \$0            | \$307,500      | \$9,592,571         |
| Year 4       | \$2,270,591   | \$0            | \$0            | \$307,500      | \$2,578,091         |
| <b>Total</b> |               |                |                |                | <b>\$16,023,084</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: State Superintendent Certification Actions**  
**Associated with Criteria: Evidence for selection criterion (D)(2)**

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

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.



**PROJECT-LEVEL BUDGET NARRATIVE**  
**State Superintendent Certification Actions**

The State Superintendent Certification Actions Project is described in Section (D)(2) of the Application. Funding for this project will cover contracts with law firms, other external consultants, and hearing officers to support the State Superintendent's suspension and revocation actions.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

ISBE will contract with law firms, other external consultants, and hearing officers for services needed to institute and carry out the State Superintendent's suspension and revocation actions (\$500,000 per year).

**Total Contractual Costs: \$2,000,000**

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other costs associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>      |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$500,000     | \$500,000     | \$500,000     | \$500,000     | <b>\$2,000,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The State Plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs in this project.

**13) Total Costs**

|               | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>      |
|---------------|---------------|----------------|----------------|----------------|--------------------|
| <b>Year 1</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 2</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 3</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>Year 4</b> | \$500,000     | \$0            | \$0            | \$0            | \$500,000          |
| <b>TOTAL</b>  |               |                |                |                | <b>\$2,000,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Illinois Math and Science Partnership Program Expansion**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(ii)**

| <b>Budget Categories</b>                           | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|--|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                       | 51,576                    | 52,092                    | 52,613                    | 0                         | 156,281          |
| 2. Fringe Benefits                                 | 22,693                    | 22,920                    | 23,150                    | 0                         | 68,763           |
| 3. Travel  | 3,000                     | 3,000                     | 3,000                     | 0                         | 9,000            |
| 4. Equipment                                       | 2,000                     | 0                         | 0                         | 0                         | 2,000            |
| 5. Supplies  | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                     | 1,550,000                 | 1,850,000                 | 1,363,956                 | 0                         | 4,763,956        |
| 7. Training Stipends                               | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other (Grants to Institutes of Higher Learning) | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)                  | 1,629,269                 | 1,928,012                 | 1,442,719                 | 0                         | 5,000,000        |
| 10. Indirect Costs*                                | 0                         | 0                         | 0                         | 0                         |                  |
| 11. Funding for Involved LEAs                      | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs    | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                       | 1,629,269                 | 1,928,012                 | 1,442,719                 | 0                         | 5,000,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Illinois Math and Science Partnership Program Expansion**

The Illinois Math and Science Partnership (IMSP) Expansion project is described in Section (D)(3)(ii) of the Application. Funding for the IMSP Expansion project, which is administered by the Illinois State Board of Education (ISBE) is allocated to institutions of higher education, which then partner with high need Participating LEAs to increase the math and science expertise of teachers within these LEAs.

**1) Personnel**

One additional Illinois State Board of Education (ISBE) personnel will be employed for this project.

FTE: 100%

Base Salary: \$51,576 (1% increase in years 2-4)

**Total (3 years): \$156,281**

**2) Fringe Benefits**

Fringe benefits (44% of Base Salary) for the additional ISBE staff position (\$22,693 per year with adjustments throughout grants years 2-4 to reflect salary adjustments).

**Total (3 years): \$68,763**

**3) Travel**

Travel expenses for the additional ISBE staff position to provide on-site monitoring (\$3,000 per year).

**Total (3 years): \$9,000**

**4) Equipment**

Equipment expenses for additional ISBE staff position are included in year one of the project to cover laptop and other needed equipment.

**Total (year 1 only): \$2,000**

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

As described above, this project is an expansion of an existing project administered by the state. ISBE will contract with and provide grants to institutions of higher education and LEA's partnering with institutions of higher education to expand their current IMSP programs. There are two types of IMSP programs: the IMSP Graduate Program offers a master's degree in math and/or science with a focus on K-12 instruction, and the IMSP Summer Workshop/Institute offers teachers specific professional development in math and science content matter and effective pedagogy in focused areas of math and/or science. The budget for expansion of these two programs is based on their current budgets. Through this expansion project, IMSP will include funding for openings for an additional 150 teachers in the IMSP Summer Workshop/Institute and an additional 150 teachers in the IMSP Graduate

Program. The following chart outlines the costs associated with expanding these programs to the additional teachers:

| <b>IMSP Program</b>                          | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b>       | <b>Total</b>       |
|--|---------------|---------------|---------------|---------------------|--------------------|
| Summer Workshop/Institute (150 new teachers) | \$600,000     | \$800,000     | \$437,500     | No funding provided | \$1,837,500        |
| Graduate Program (150 new teachers)          | \$900,000     | \$1,000,000   | \$876,456     | No funding provided | \$2,776,456        |
| <b>Total</b>                                 |               |               |               |                     | <b>\$4,613,956</b> |

In addition, one contract for evaluation services will be awarded under this project at an estimated cost of \$50,000 per year and **\$150,000 over 3 years**.

**Total Contractual (3 years): \$4,763,956**

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b> |
|--------------|---------------|---------------|---------------|---------------|--------------|
| <b>Total</b> | \$1,629,269   | \$1,928,012   | \$1,442,719   | \$0           | \$5,000,000  |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|        | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b> |
|--------|---------------|----------------|----------------|----------------|---------------|
| Year 1 | \$1,629,269   | \$0            | \$0            | \$0            | \$1,629,269   |
| Year 2 | \$1,928,012   | \$0            | \$0            | \$0            | \$1,928,012   |

|              |             |     |     |     |                    |
|--------------|-------------|-----|-----|-----|--------------------|
| Year 3       | \$1,442,719 | \$0 | \$0 | \$0 | \$1,442,719        |
| Year 4       | \$0         | \$0 | \$0 | \$0 | \$0                |
| <b>TOTAL</b> |             |     |     |     | <b>\$5,000,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Educator Preparation Content Area Advisory Groups**  
**Associated with Criteria: Evidence for selection criterion (D)(3)(ii)**

| <b>Budget Categories</b>                                 | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|--|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel   | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel  | 2,300                     | 2,300                     | 2,300                     | 2,300                     | 9,200            |
| 4. Equipment   | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies  | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual   | 110,700                   | 110,700                   | 110,700                   | 110,700                   | 442,800          |
| 7. Training Stipends                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other (substitute teacher reimbursement and meetings) | 22,200                    | 22,200                    | 22,200                    | 22,200                    | 88,800           |
| 9. Total Direct Costs (lines 1-8)                        | 135,200                   | 135,200                   | 135,200                   | 135,200                   | 540,800          |
| 10. Indirect Costs*                                      | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs          | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                             | 135,200                   | 135,200                   | 135,200                   | 135,200                   | 540,800          |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.

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

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

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

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

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Educator Preparation Content Area Advisory Groups**

The Educator Preparation and Advisory Groups will work collaboratively to make recommendations on strengthening content knowledge requirements for all Illinois students (see Section (D)(3)(ii) of the Application. The budget for each grant year is the same. Each year the advisory groups will focus on different grade levels (e.g. elementary, middle and high school) and/or different content areas (e.g. math, science, and reading).

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

|                                | # Trips | \$ per Trip | Total          |
|--------------------------------|---------|-------------|----------------|
| Travel for ISBE staff per year | 10      | \$230       | \$2,300        |
| <b>Total (1 year)</b>          |         |             | <b>\$2,300</b> |
| <b>Total (4 years)</b>         |         |             | <b>\$9,200</b> |

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

|  | % FTE | Base Salary | Total           |
|--|-------|-------------|-----------------|
| This contractual individual will be responsible for the coordination and preparation of all materials, meetings, and communications, as well as facilitation of meetings and subgroups. It is essential that this individual collect all materials produced by the groups, organize, update and disseminate them for each meeting. The building and documentation of the groups' work is critical to the analysis, interpretation and potential writing of legislation to change the preparation of Illinois educators. The salary is based upon 120 hours of work at \$62.50 per hour | 10%   | \$75,000    | \$7,500         |
| <b>Total (one year)</b>  |       |             | <b>\$7,500</b>  |
| <b>Total (4 years)</b>   |       |             | <b>\$30,000</b> |



|   | # Trips    | \$ per Trip             | Total            |
|---|------------|-------------------------|------------------|
| There will be four separate and distinct advisory groups of 25 individuals each. Travel will vary depending on distance from the meeting sites. State travel guidelines will be followed for travel costs. Travel is essential to enable advisory group members to work efficiently and reach their goal which is to produce recommendations for the SEA to make legislative changes impacting the preparation of Illinois educators. | 6 meetings | \$172 x100 participants | \$103,200        |
| <b>Total (one year)</b>   |            |                         | <b>\$103,200</b> |
| <b>Total (4 years)</b>  |            |                         | <b>\$412,800</b> |

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

|   | Number of Meetings | \$ per meeting         | Total           |
|---|--------------------|------------------------|-----------------|
| Of the 100 advisory group members, approximately 10% (10) will be teachers. Local school districts agree to release the teachers of record, but cannot be expected to absorb the cost of the substitute teacher. The substitute teacher pay varies statewide, but the average is \$100 per day. | 6 meetings         | \$100 x10 participants | \$6,000         |
| <b>Total (one year)</b>   |                    |                        | <b>\$6,000</b>  |
| <b>Total (four years)</b>   |                    |                        | <b>\$24,000</b> |

| Cost of meeting space, beverages and meals for working lunches.  | Number of Meetings | \$ per meeting           | Total   |
|--|--------------------|--------------------------|---------|
| 100 advisory group members will be attending all six meetings to identify recommendations for improving educator preparation. It is necessary to offer working lunches to maximize the time that participants have together. Costs will follow state guidelines. | 6 meetings         | \$15 x100 participants   | \$9,000 |
| Four meeting rooms, one for each advisory group.   | 6 meetings         | \$300 Per room x 4 rooms | \$7,200 |

|                         |  |  |                 |
|-------------------------|--|--|-----------------|
| <b>Total (one year)</b> |  |  | <b>\$16,200</b> |
| <b>Total (4 years)</b>  |  |  | <b>\$64,800</b> |

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>     |
|--------------|---------------|---------------|---------------|---------------|------------------|
| <b>Total</b> | \$135,200     | \$135,200     | \$135,200     | \$135,200     | <b>\$540,800</b> |

**10) Indirect costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>    |
|--------------|---------------|----------------|----------------|----------------|------------------|
| Year 1       | \$135,200     | \$0            | \$0            | \$0            | \$135,200        |
| Year 2       | \$135,200     | \$0            | \$0            | \$0            | \$135,200        |
| Year 3       | \$135,200     | \$0            | \$0            | \$0            | \$135,200        |
| Year 4       | \$135,200     | \$0            | \$0            | \$0            | \$135,200        |
| <b>Total</b> |               |                |                |                | <b>\$540,800</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Teacher Performance Assessments**  
**Associated with Criteria: Evidence for selection criterion (D)(4)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 0                         | 0                         | 0                         | 0                         | 0                |
| 6. Contractual                                  | 250,000                   | 250,000                   | 0                         | 0                         | 500,000          |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 250,000                   | 250,000                   | 0                         | 0                         | 500,000          |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 250,000                   | 250,000                   | 0                         | 0                         | 500,000          |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Teacher Performance Assessments**

The Teacher Performance Assessment program is described in Section (D)(4) of the Application. With this \$500,000 budget, the Illinois State Board of Education (ISBE) will contract with Illinois universities which offer teacher preparation programs. These universities will be primarily responsible for the piloting and implementation of the teacher performance assessments for pre-service teachers. Under the contract, the selected universities will implement teacher performance assessments to evaluate pre-service teachers for initial licensure (Tier 1). Expenses for equipment including technology and software will be allowed for Illinois universities participating in this assessment. Universities will be allowed to purchase necessary technology including video cameras, related accessories, and software which are critical to the successful implementation of the teacher performance assessment. This pilot may be expanded as an additional measure of effectiveness of preparation programs.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel and Meeting**

There are no travel expenses associated with this project.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

There are no supply expenses associated with this project.

**6) Contractual**

There are contractual expenses for Universities participating in the assessment.

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>     |
|--------------|---------------|---------------|---------------|---------------|------------------|
| Equipment    | \$225,000     | \$225,000     | \$0           | \$0           | <b>\$450,000</b> |
| Supplies     | \$25,000      | \$25,000      | \$0           | \$0           | <b>\$50,000</b>  |
| <b>Total</b> |               |               |               |               | <b>\$500,000</b> |

ISBE will be in compliance with the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>     |
|--------------|---------------|---------------|---------------|---------------|------------------|
| <b>Total</b> | \$250,000     | 250,000       | \$0           | \$0           | <b>\$500,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for participating LEAs.

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Total</b>     |
|--------------|---------------|----------------|----------------|----------------|------------------|
| Year 1       | \$250,000     | \$0            | \$0            | \$0            | \$250,000        |
| Year 2       | \$250,000     | \$0            | \$0            | \$0            | \$250,000        |
| Year 3       | \$0           | \$0            | \$0            | \$0            | \$0              |
| Year 4       | \$0           | \$0            | \$0            | \$0            | \$0              |
| <b>Total</b> |               |                |                |                | <b>\$500,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Technical Assistance and Program Accountability for Beginning Teacher Induction Programs, Associated with Criteria: Evidence for selection criterion (D)(5)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 640,000                   | 640,000                   | 640,000                   | 640,000                   | 2,560,000        |
| 2. Fringe Benefits                              | 224,640                   | 224,640                   | 224,640                   | 224,640                   | 898,560          |
| 3. Travel                                       | 30,000                    | 30,000                    | 30,000                    | 30,000                    | 120,000          |
| 4. Equipment                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 5. Supplies                                     | 54,690                    | 54,690                    | 42,630                    | 42,630                    | 194,640          |
| 6. Contractual                                  | 0                         | 0                         | 0                         | 0                         | 0                |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 151,700                   | 151,700                   | 61,700                    | 61,700                    | 426,800          |
| 9. Total Direct Costs (lines 1-8)               | 1,101,030                 | 1,101,030                 | 998,970                   | 998,970                   | 4,200,000        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | 0                         | 0                         | 0                         | 0                         | 0                |
| 13. Total Costs (lines 9-12)                    | 1,101,030                 | 1,101,030                 | 998,970                   | 998,970                   | 4,200,000        |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Technical Assistance and Program Accountability for Beginning**  
**Teacher Induction Programs in Illinois**

The Technical Assistance and Program Accountability for Beginning Teacher Induction Programs in Illinois project is described in Section (D)(5) of the Application. Funding for this project will concentrate on accelerating new teacher development through building the State systems necessary to ensure high quality induction and mentoring programs.

**1) Personnel**

| Personnel: The following requested personnel will all be hired as employees of the project.  | % FTE | Base Salary | Total              |
|--|-------|-------------|--------------------|
| Technical Assistance Outreach Coordinators (6)<br>The Outreach Coordinators will provide direct technical assistance to induction programs, provide regional trainings, and other necessary activities to ensure quality induction programming | 100%  | \$90,000    | \$540,000          |
| Project Director / Lead<br>Project Director will provide oversight and coordinate the work throughout the state  | 50%   | \$100,000   | \$50,000           |
| Project Administrator<br>Project Administrator will provide logistical support for Outreach Coordinators and Project Director  | 100%  | \$50,000    | \$50,000           |
| <b>Total for year one</b>  |       |             | <b>\$640,000</b>   |
| <b>Total for Grant Period (4 years)</b>  |       |             | <b>\$2,560,000</b> |

**2) Fringe Benefits**

Fringe benefits are 35.1% of the personnel costs. Therefore, fringe benefits are budgeted at \$224,640 per year, for a total of **\$898,560**.

**3) Travel**

Travel funds will be used for National New Teacher Collaborative (NTC) staff consultation and some direct service or training. The budget contains 15 days trips at \$2,000 per trip for a total of \$30,000 per year and **\$120,000** per grant period.

**4) Equipment**

There are no equipment expenses associated with this project.

**5) Supplies**

The project will require the purchasing of technical assistance tools (via licensing agreements) for \$54,690 in years one and two and \$42,630 in years three and four, for a total of **\$194,640** for the grant period.

**6) Contractual**

There are no contractual expenses associated with this project.

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

- **Meetings**

- Meeting with travel for three day start-up retreat for Technical Assistance Outreach Coordinators and Project Lead totaling \$20,000 for one year and **\$80,000** for the grant period.
- Meeting with travel for Technical Assistant Outreach Coordinators and Project Lead for monthly coordination (8 people x 12 meetings = 96 trips at \$200 per trip) totaling \$19,200 for one year and **\$76,800** for the grant period.

**Total Meetings Cost: \$39,200 per year and \$156,800 for four years.**

- **Consultation with NTC Directors** (\$1,500 per day x 15 days = \$22,500 for one year and \$90,000 for the grant period).
  - NTC Directors will provide consultation to design the technical assistance structure and support the development of technical assistance, tools and protocols.
- **Induction Institutes** (3) at \$30,000 each for \$90,000 for year one and \$90,000 for year two making the total budgeted **\$180,000** for the grant period.
- **Total Other Costs: \$151,700 for years one and two and \$61,700 for years three and four, for a grant period total of \$426,800.**

**9) Total Direct Costs**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Total</b>       |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$1,101,030   | \$1,101,030   | \$998,970     | \$998,970     | <b>\$4,200,000</b> |

**10) Indirect Costs**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs**

There is no supplemental funding for Participating LEAs.

**13) Total Costs**

|               | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Year 12</b> | <b>Totals</b> |
|---------------|---------------|----------------|----------------|----------------|---------------|
| <b>Year 1</b> | \$1,101,030   | \$0            | \$0            | \$0            | \$1,101,030   |
| <b>Year 2</b> | \$1,101,030   | \$0            | \$0            | \$0            | \$1,101,030   |



|              |           |     |     |     |                    |
|--------------|-----------|-----|-----|-----|--------------------|
| Year 3       | \$998,970 | \$0 | \$0 | \$0 | \$998,970          |
| Year 4       | \$998,970 | \$0 | \$0 | \$0 | \$998,970          |
| <b>TOTAL</b> |           |     |     |     | <b>\$4,200,000</b> |

**Budget Part II: Project-Level Budget Table**  
**Project Name: Illinois Partnership Zone Administration and Direct State Interventions**  
**Associated with Criteria: Evidence for selection criterion (E)(2)**

| <b>Budget Categories</b>                        | <b>Project Year 1 (a)</b> | <b>Project Year 2 (b)</b> | <b>Project Year 3 (c)</b> | <b>Project Year 4 (d)</b> | <b>Total (e)</b> |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------|
| 1. Personnel                                    | 0                         | 0                         | 0                         | 0                         | 0                |
| 2. Fringe Benefits                              | 0                         | 0                         | 0                         | 0                         | 0                |
| 3. Travel                                       | 0                         | 0                         | 0                         | 0                         | 0                |
| 4. Equipment                                    | 4,000                     | 0                         | 0                         | 0                         | 4,000            |
| 5. Supplies                                     | 1,000                     | 1,000                     | 1,000                     | 1,000                     | 4,000            |
| 6. Contractual                                  | 1,095,171                 | 1,273,172                 | 2,523,372                 | 2,523,372                 | 7,415,087        |
| 7. Training Stipends                            | 0                         | 0                         | 0                         | 0                         | 0                |
| 8. Other  | 0                         | 0                         | 0                         | 0                         | 0                |
| 9. Total Direct Costs (lines 1-8)               | 1,100,171                 | 1,274,172                 | 2,524,372                 | 2,524,372                 | 7,423,087        |
| 10. Indirect Costs*                             | 0                         | 0                         | 0                         | 0                         | 0                |
| 11. Funding for Involved LEAs                   | 0                         | 0                         | 0                         | 0                         | 0                |
| 12. Supplemental Funding for Participating LEAs | \$500,000                 | \$1,000,000               | \$1,000,000               | \$1,000,000               | \$3,500,000      |
| 13. Total Costs (lines 9-12)                    | 1,600,171                 | 2,274,172                 | 3,524,372                 | 3,524,372                 | 10,923,087       |

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.  
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all project years.  
\*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.  
Note that indirect costs are not allocated to lines 11-12.

**PROJECT-LEVEL BUDGET NARRATIVE**  
**Illinois Partnership Zone Administration and Direct State Interventions**

The Illinois Partnership Zone Administration and Direct State Interventions program is described in Section (E)(2) of the Application.

**1) Personnel**

There are no personnel expenses associated with this project.

**2) Fringe Benefits**

There are no fringe benefit expenses associated with this project.

**3) Travel**

There are no travel expenses associated with this project.

**4) Equipment** (one time purchase during year 1)

| Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit. | Cost per Item | Item Description           | Total   |
|---|---------------|----------------------------|---------|
| Desktop Computers: Three desktop computers will be needed to expand our current office and supply the needs of three contractual employees.   | \$1,333       | Computer including monitor | \$4,000 |

**5) Supplies**

Based on estimates of costs consistent with the funding of other divisions of the Illinois State Board of Education (ISBE).

General office supplies:

Annual: \$1,000

**Total: \$4,000**

**6) Contractual**

|   | % FTE | Base Salary | Annual   | Total     |
|---|-------|-------------|----------|-----------|
| The project director will be a full time position housed within the School Turnaround Unit of the Center for School Improvement. This person will have management responsibilities for the following tasks: <ul style="list-style-type: none"> <li>• Procuring lead and supporting partners and monitoring progress and quality of work</li> <li>• Developing and implementing a performance management system for participating LEAs and partners</li> <li>• Coordinating: internal work with other</li> </ul> | 100%  | \$95,000    | \$95,000 | \$380,000 |

|   |      |          |           |                    |
|---|------|----------|-----------|--------------------|
| <p>departments in the agency; Advisory Partnership Zone Council; development of indicators, benchmarks and metrics for monitoring and evaluation; professional support for LEA leadership</p> <ul style="list-style-type: none"> <li>• Oversight of data collection, analysis and reporting</li> <li>• Oversight for site visit monitoring</li> </ul> <p>The individual must have strong project management skills, and experience in school reform and intensive school-level interventions.</p> |      |          |           |                    |
| The project coordinator will manage the lead partner and supporting partner work and the two contractual project staff – oversight and support at the LEA level.  | 100% | \$75,000 | \$75,000  | \$300,000          |
| The project support staff will perform site visits, oversee data collection and analysis, and support project management of the division.   | 100% | \$50,000 | \$100,000 | \$400,000          |
| <b>Total</b>  |      |          |           | <b>\$1,080,000</b> |

| Travel Description  | # Trips  | Annual   | Total            |
|---|--|----------|------------------|
|   | 40 trips; \$150/visit                                      | \$6,000  | \$24,000         |
| The project director will attend national conferences and visit other states performing similar work. | four trips; \$1,000/trip                                   | \$4,000  | \$16,000         |
| Travel reimbursement for Advisory Council meetings  | three meetings per year; 30 attendees; \$200 reimbursement | \$18,000 | \$72,000         |
| <b>Total</b>  |  |          | <b>\$112,000</b> |

Contractual Other

|   |             |
|---|-------------|
| Consultants to assist the Super LEAs with negotiation of "thin collective bargaining agreements" (i.e. collective bargaining agreements that permit flexibility and autonomy around staffing and other workplace conditions).   | \$300,000   |
| Measurement Plan Development and Implementation (specific to Illinois Partnership Zone) \$100,000 per year  | \$400,000   |
| Direct contracts between ISBE and Lead/Supporting Partners to undertake direct state interventions in LEAs that do not demonstrate a willingness or ability to undertake the dramatic action necessary to improve student outcomes (\$500,000 - \$750,000/school/year; budget will depend on need and may require re-allocation of other State and federal funds to support). | \$3,546,171 |

|   |                    |
|---|--------------------|
| Support to the National Board for Professional Teaching Standards and the School Turnaround Unit for implementation of National Board Certified Principals Program in Illinois Priority Schools and feeder schools to Illinois Priority Schools. Any excess funds will be provided to support NBCP in other Participating LEAs. (See also State Performance Evaluation Support Systems Budget Narrative re NBCP support for Participating LEAs) | \$1,976,916        |
| <b>Total</b>  | <b>\$6,223,087</b> |

ISBE will be in compliance with the procurement requirements set forth under 34 CFR Parts 74.40-74.48 and Part 80.36

**7) Training Stipends**

There are no training stipend expenses associated with this project.

**8) Other**

There are no other expenses associated with this project.

**9) Total Direct Cost**

|              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Totals</b>      |
|--------------|---------------|---------------|---------------|---------------|--------------------|
| <b>Total</b> | \$1,100,171   | \$1,274,172   | \$2,524,372   | \$2,524,372   | <b>\$7,423,087</b> |

**10) Indirect Cost**

There are no indirect costs associated with this project.

**11) Funding for Involved LEAs**

The state plan does not include Involved LEAs.

**12) Supplemental Funding for Participating LEAs: \$3,500,000**

Grants to Super LEAs that do not have a Tier 1 or Tier 2 school (2 total) to undertake interventions and the dramatic actions necessary to improve student outcomes (\$250,000/school in grant year 1; \$500,000/school/year in years 2 - 4).

**13) Total Costs**

|              | <b>Line 9</b> | <b>Line 10</b> | <b>Line 11</b> | <b>Line 12</b> | <b>Totals</b>       |
|--------------|---------------|----------------|----------------|----------------|---------------------|
| Year 1       | \$1,100,171   | \$0            | \$0            | \$500,000      | \$1,600,171         |
| Year 2       | \$1,274,172   | \$0            | \$0            | \$1,000,000    | \$2,274,172         |
| Year 3       | \$2,524,372   | \$0            | \$0            | \$1,000,000    | \$3,524,372         |
| Year 4       | \$2,524,372   | \$0            | \$0            | \$1,000,000    | \$3,524,372         |
| <b>TOTAL</b> |               |                |                |                | <b>\$10,923,087</b> |

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**Appendix A2-4**

**Letters of Support: Summary Table**

**Legislative Leaders**

| <b>Legislators</b>   | <b>Actions of Support</b>  |
|--|--|
| <p><b>The Honorable John J. Cullerton</b>, Illinois Senate President</p> <p><b>The Honorable Michael J. Madigan</b>, Illinois House Speaker</p> <p><b>The Honorable Christine Radogno</b>, Illinois Senate Republican Leader</p> <p><b>The Honorable Tom Cross</b>, Illinois House Republican Leader</p> | <p>-Provide continued bipartisan support for education reform and RTTT initiatives to ensure that every child is prepared for success in post-secondary education and employment.</p> <p>-Within the last 18 months, the Illinois legislature has passed, and Governor Quinn has signed, legislation that:</p> <ul style="list-style-type: none"> <li>• Establishes a comprehensive state longitudinal education data system;</li> <li>• Allows for alternative certification programs to operate independently from higher education;</li> <li>• Creates new, rigorous teacher and principal evaluation systems that incorporate student growth as a significant factor; and</li> <li>• Doubles the number of charter schools in Illinois and formally explores the concept of an independent charter school authorizer.</li> </ul> |
| <p><b>Bill Brady</b>, Illinois State Senator and Republican gubernatorial nominee</p>  | <p>-Offer support for the proposed RTTT reform initiatives and help bring a culture of higher expectations, innovation, and accountability to both Illinois schools and State government.</p> <p>-Work in a bipartisan manner to support RTTT reforms.</p>   |

**Teachers Unions**

| <b>Organization</b>                                 | <b>Overview of Organization</b>   | <b>Actions of Support</b>  |
|---|---|--|
| <p><b>Illinois Federation of Teachers (IFT)</b></p> | <p>The Illinois Federation of Teachers represents 103,000 men and women who are teachers and paraprofessionals in school districts throughout Illinois, faculty and staff at Illinois' community colleges and universities, public employees under every statewide elected constitutional officer, and retirees.</p>  | <p>-Participate in state-level work to implement Race to the Top activities in collaboration with ISBE and other education stakeholders.</p> <p>-Work with local unions to provide information and assistance for implementation of Race to the Top reforms at the district level.</p>   |
| <p><b>Illinois Education Association (IEA)</b></p>  | <p>IEA is an association of more than 133,000 Illinois elementary and secondary teachers, higher education faculty and staff, educational support professionals, retired educators, and college students preparing to become teachers. The IEA is committed to serving the interest of public education in Illinois and effecting excellence and equity in public education as an advocacy organization for all public education employees.</p> | <p>-Support the organization's local associations who have agreed to participate in Illinois' Race to the Top proposal.</p> <p>-Assist in developing effective educator evaluation systems.</p> <p>-Work collaboratively to develop and implement local education improvement plans.</p> |

### Other Role-based Education Stakeholders

| Organization   | Overview of Organization  | Actions of Support  |
|--|---|---|
| <b>Illinois Alliance of Administrators for Special Education (IAASE)</b>   | The IAASE is a non-profit corporation organized to promote quality education for all students and provide an organizational structure through which students with disabilities are represented at a local, state and national level.  | <ul style="list-style-type: none"> <li>-Provide effective support to teachers and principals.</li> <li>-Provide intensive educator support focused on students' critical transition points.</li> </ul>  |
| <b>Illinois Association of Regional Superintendents of Schools (IARSS)</b> | IARSS is dedicated to supporting the role of regional superintendents, assistant superintendants, and offices of education in Illinois. IARSS supports the efforts of school administrators to promote quality education for the students and citizens of Illinois, to provide educational leadership, to impact public policy, and to deliver educational services effectively for the benefit of Illinois school districts, other educational entities, and educational system clients. | <ul style="list-style-type: none"> <li>-Lead the regional delivery of services for the system of support for under-performing schools.</li> <li>-Serve as a Lead or Supporting Partner for schools in the turn-around process.</li> </ul>   |
| <b>Illinois Association of School Administrators (IASA)</b>                | IASA is a state-wide association representing school and district administrators.   | <ul style="list-style-type: none"> <li>-Work collectively and collaboratively with ISBE and all education stakeholders on behalf of Illinois school communities.</li> <li>-Continue to lead and participate in meetings, committees and task forces, such as the Education Stakeholders Meeting, IASA/ISBE Advisory Committee, P-20 Council and Performance Evaluation Advisory Council.</li> <li>-Strive to facilitate development and implementation of laws, regulations, policies, protocols, and procedures for the betterment of public education.</li> </ul> |
| <b>Illinois Association of School Business Officials (Illinois ASBO)</b>   | Illinois ASBO is devoted to the school business management profession and strives to promote the standards of school business administration through benefits to members including: job placement assistance, student scholarships, publications, professional development, and legislative involvement.  | <ul style="list-style-type: none"> <li>-Collaborate with ISBE to implement the RTTT grant.</li> <li>-Work with ISBE and other committees and task forces such as the Education Stakeholders, Illinois Education Roundtable, P-20 Council, and Performance Evaluation Advisory Council in recommending educational legislation, regulations, procedures, and practices.</li> <li>-Work to maintain the focus of policymakers and legislators on the need for ongoing funding for education.</li> </ul>   |

| <b>Organization</b>  | <b>Overview of Organization</b>  | <b>Actions of Support</b>  |
|--|--|--|
| <b>Illinois Network of Charter Schools (INCS)</b>          | INCS brings together students, parents, educators and administrators from the State's 39 charter schools, serving more than 32,000 children at 76 campuses. INCS's goal is to improve the quality of public education by promoting and strengthening charter schools throughout the State of Illinois.   | -Support school turnaround efforts.<br>-Assist with placement of effective teachers in public school classrooms.<br>-Work with state leadership to implement a high-quality, independent authorizer to increase approval of transformative charter schools across the State. |
| <b>Illinois Speech-Language-Hearing Association (ISHA)</b> | ISHA is a non-profit organization representing 4,000 licensed professionals with advanced degrees in speech-language pathology and audiology. The organization is committed to reflecting the cultural diversity of Illinois and promoting sensitivity to diverse needs. ISHA's mission is to support and advocate for speech-language pathologists, audiologists, and the individuals they serve with communication, hearing, and swallowing disorders. | -Participate in the planning, development, and implementation of science and math programs of study and the STEM Learning Exchanges.   |

### **Funders**

| <b>Organization</b>   | <b>Overview of Organization</b>  | <b>Actions of Support</b>  |
|---|--|--|
| <b>The Chicago Community Trust—Race to the Top Collaborative Fund</b> | The Chicago Community Trust is a community foundation, built by generations of Chicagoans to support a safe, health, and productive future for every resident. In 2008, the Trust and its donors granted more than \$100 million to sustain effective, innovative programs throughout metropolitan Chicago. The fund is directed at supporting education, as well as arts and culture, basic human needs, community development, and health. | -The 18 foundation members of The Race to the Top Initiative—a collaborative fund of the Chicago Community Foundation—are providing a grant to develop Illinois' Race to the Top application and are committed to continued collaboration with the state for the long-term improvement of education in Illinois. |



### Advocacy and Education Partner Organizations

| <b>Organization</b>            | <b>Overview of Organization</b>   | <b>Actions of Support</b>   |
|--------------------------------|---|---|
| <p><b>ACT</b></p>              | <p>ACT is an independent, not-for-profit organization that provides an array of assessment, research, information, and program management solutions in the areas of <u>education</u> and <u>workforce development</u>, including multimedia services and on-the-job instruction.</p> <p>Each year, ACT serves millions of people in high schools, colleges, professional associations, businesses, and government agencies.</p> | <ul style="list-style-type: none"> <li>-Support the development and adoption of Common Standards.</li> <li>-Assist in establishing new capacities to assist LEAs with adoption and implementation of Assessments for Learning.</li> <li>-Promote alignment of middle and high school instruction with college- and work-ready expectations.</li> <li>-Support implementation of the statewide longitudinal data system.</li> <li>-Conduct workshops and provide resources to support professional development for teachers and principals.</li> <li>-Implement the Illinois Partnership Zone initiative.</li> </ul>   |
| <p><b>Advance Illinois</b></p> | <p>Advance Illinois is an advocacy group with bipartisan political leadership and a board of business and community leaders, policy experts, and educators. The group seeks to act as an objective voice to promote a public education system in Illinois that prepares all students for college, work, and democratic citizenship.</p>   | <ul style="list-style-type: none"> <li>-Play a continuing role in the state's plan to overhaul the teacher evaluation system.</li> <li>-Sponsor an ongoing study by the National Council on Teacher Quality, in collaboration with the State, to assess the caliber of teacher preparation programs.</li> <li>-Support the State's plans to redesign principal preparation.</li> <li>-Continue supporting the state's efforts to use data to inform instruction and school improvement and play a central role in developing the Learning and Performance Management System for data management.</li> <li>-Work to develop the Kindergarten Readiness standard in partnership with leaders such as An Ounce of Prevention and the Erikson Institute.</li> </ul> |

| <b>Organization</b>   | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|---|--|---|
| <b>Alternative Schools Network (ASN)</b>                              | ASN is an association of non-profit, independent, and self-governing youth and adult education organizations. Since 1973, ASN has been an advocate for community-based services with an emphasis on involving community members as active participants in developing and running programs. ASN is committed to working to promote quality education, with a specific emphasis on inner-city children, youth, and adults.   | <ul style="list-style-type: none"> <li>-Support the Dropout-Prevention and Re-Enrollment Support components of the State's proposal, with a focus on increasing graduation rates and helping youth who are now on the streets return to school.</li> <li>-Continue ASN's close partnership with the Illinois Council on Re-Enrolling Students Who Dropped Out of School.</li> <li>-Assist in developing and implementing the Illinois Hope and Opportunities Pathways through Education (IHOPE) plan.</li> <li>-Support multi-state high school charters for high school drop-outs.</li> </ul>  |
| <b>Board of Education of the City of Chicago</b>                      | The Chicago Board of Education is responsible for the governance, organizational and financial oversight of Chicago Public Schools (CPS), the third largest school district in the United States of America. It establishes policies, standards, goals and initiatives to ensure accountability and provide a high quality, world-class education for the 21 <sup>st</sup> century that prepares students for success in college, work and life.   | <ul style="list-style-type: none"> <li>-Continue to partner with the State to pursue reform initiatives in CPS, including closing or turning around underperforming schools.</li> <li>-Work with CPS teachers and administrators and private sector partners to open new schools, create more choice for families in historically underserved neighborhoods, and use student growth data to measure teacher and principal performance.</li> </ul>   |
| <b>ED-RED</b>   | ED-RED is an advocacy organization committed to serve as "the voice of suburban schools" in Illinois. ED-RED monitors and actively influences education policy at the state level, with a focus on issues that affect its member school districts.   | <ul style="list-style-type: none"> <li>-Support the development of a statewide longitudinal data system.</li> <li>-Support and pursue the Common Core standards.</li> </ul>   |
| <b>Illinois Leadership Council for Agricultural Education (ILCAE)</b> | <p>ILCAE is a state-wide organization of individuals representing all segments of the agricultural industry to provide statewide leadership to improve education in and about agriculture.</p> <p>The council serves as an advocate for agricultural educators at the local and state levels and seeks to involve the agricultural industry in the assessment of agricultural education and in developing quality instructional programs and processes to meet current and future needs.</p> | <ul style="list-style-type: none"> <li>-Support STEM-related Programs of Study and Learning Exchanges in Agriculture and Natural Resources.</li> <li>-Develop e-learning curricula aligned to Common Core standards.</li> <li>-Provide internships and work-based learning opportunities and foster partnerships with agricultural businesses.</li> <li>-Provide career development and outreach to K-12 students.</li> <li>-Offer professional development opportunities for teachers.</li> <li>-Sponsor student challenges and provide project management resources to support teamwork development.</li> <li>-Review and research assessment performance.</li> </ul> |

| <b>Organization</b>                                     | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|---|--|---|
| <b>Illinois Science and Technology Coalition (ISTC)</b> | ISTC cultivates economic development in Illinois by increasing resources for research and development (R&D) initiatives at Illinois-based institutions and businesses. ISTC is active in the industries of advanced manufacturing, agriculture, energy, information technology, life sciences, and supercomputing. | -Serve as a partner in implementing the National Career Readiness Certificate (NCRC) program and STEM-related Programs of Study throughout Illinois.  |
| <b>Interactive Illinois Report Card (IIRC)</b>          | Interactive Illinois Report Card is a program of Northern Illinois University that publishes test results and other school improvement information for Illinois schools online, so that the information is available and accessible to the public.   | <ul style="list-style-type: none"> <li>-Assist with developing and hosting online resources for the array of improved school performance benchmarks, assessments, and performance measures, including interactive access to the Common Core standards and STEM programs.</li> <li>-Deliver effective training for school leaders and teachers in use of new data applications.</li> <li>-Develop and implement multi-lingual versions of key digital resources, beginning with Spanish.</li> <li>-Promote wider public access to schools and learning resources by participating in ISBE’s statewide partnership with the Illinois State Library system.</li> <li>-Launch student-level “data dashboards” for teachers and principals within the next school year and implement an access management system to give local controls to LEAs and provide links for parents and students.</li> <li>-Expand resources to make summative and formative assessments quickly available to teachers in their classrooms.</li> <li>-Provide data for research initiatives to enhance learning outcomes, including projects initiated by the Illinois Collaborative for Educational Policy Research.</li> </ul> |

| <b>Organization</b>                            | <b>Overview of Organization</b>  | <b>Actions of Support</b>  |
|--|--|--|
| <b>Large Urban District Association (LUDA)</b> | LUDA represents the interests of the 55 largest districts in the state. Forty-four of its members are participating LEAs for the RTTT proposal.  | <ul style="list-style-type: none"> <li>-Coordinate RTTT participation and communication among member districts.</li> <li>-Support member districts' reform efforts, including revision of performance evaluations, development of new data systems, implementation of new assessments, and effective teacher placement.</li> <li>-Support revision and implementation of school leader preparation and principal performance evaluation systems.</li> <li>-Disseminate support systems for principal mentoring and development.</li> <li>-Offer ongoing professional development for superintendants and senior staff.</li> <li>-Foster university and district partnerships.</li> </ul> |
| <b>Learning Point Associates</b>               | Learning Point Associates applies research and evaluation, direct professional services, and policy knowledge to create change at every level of the education system—classroom, school, district, state and national.   | <ul style="list-style-type: none"> <li>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</li> </ul>   |
| <b>Museum of Science and Industry</b>          | Chicago's Museum of Science and Industry, one of the largest science museums in the world, is home to more than 35,000 artifacts and nearly 14 acres of hands-on exhibits designed to spark scientific inquiry and creativity.   | <ul style="list-style-type: none"> <li>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</li> <li>-Provide professional development opportunities for teachers at the Museum's Institute for Quality Science Teaching, and serve as a science education resource for Illinois.</li> <li>-Engage high need students in science learning as part of school field trip experiences.</li> </ul>   |
| <b>Ounce of Prevention Fund</b>                | <p>The Ounce of Prevention Fund strives to give children who were born into poverty a chance for success in school and in life by investing in children in the earliest weeks, months, and years of their lives.</p> <p>The Ounce is committed to four key goals: providing direct services to at-risk children and their families from birth to age 5, training early childhood professionals across the state, conducting research and incorporating it into programs, and advocating for sound public policies and sustained funding streams.</p> | <ul style="list-style-type: none"> <li>-Support the development and implementation of the Kindergarten Readiness Measure to promote instructional alignment from Pre-K through third grade.</li> <li>-Actively participate as a partner in planning Kindergarten Readiness Assessments (KRA). Efforts in this area have already begun, including convening KRA stakeholder meetings and facilitating conversations with other states to determine how to best use a KRA process to align education systems.</li> <li>-Serve as an active resource for professional training and development and an ex-officio member of the P-20 Council.</li> </ul>                                     |

| <b>Organization</b>  | <b>Overview of Organization</b>  | <b>Actions of Support</b>  |
|--|--|--|
| <b>Parents &amp; Residents Invested in School and Education Reform Coalition (PRISE)</b> | PRISE is a community-based organization of parents and residents invested in promoting education reforms in low-performing Illinois schools and increasing family and community involvement in local school systems.   | -Support programs to increase parent and community engagement and social support for the most challenged low-performing schools.   |
| <b>Peoria Charter School Initiative (PCSI)</b>   | PCSI is an organization of community leaders, school administrators, and parents organized by the District 150 Board of Education to research, plan, and develop a new charter school in the Peoria, Illinois community. The new Quest Charter Academy will open in August, 2010 for grades 5-7.   | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.   |
| <b>Science Olympiad</b>  | Science Olympiad is a national non-profit organization dedicated to improving the quality of K-12 science education. The organization serves 6,000 school teams and hosts 320 academic competitions a year with the goal of improving K-12 STEM education and increasing interest and participation of underrepresented and minority students in science. Science Olympiad also piloted the Science Chicago Urban Schools Initiative in 2007, providing 17 Chicago Public Schools with Science Olympiad memberships, materials, and specialized educator training. | -Continue providing K-12 after-school STEM opportunities for students throughout Illinois.<br>-Continue the Urban Schools Initiative in Chicago Public Schools and expand the program to schools outside the Chicago area.<br>-Provide professional development and engagement activity to raise the bar for student achievement in STEM areas.                              |
| <b>The Field Museum</b>  | The Field Museum is an educational institution concerned with the diversity and relationships in nature and among cultures. It provides research and learning to serve a diverse public of varied ages, backgrounds, and knowledge. The Field Museum serves hundreds of thousands of students each year through education, outreach, and digital programs and exhibitions.   | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.<br>-Provide professional development for science educators, with a focus on early elementary and high school instruction, to improve content knowledge, teaching skills, and use of museum resources.   |
| <b>Voices for Illinois Children</b>  | Voices for Illinois Children champions the full development of every child in Illinois to assure the future well-being of everyone in the state. The organization works with families, communities, and policymakers to help children grow up healthy, happy, safe, loved, and well-educated.  | -Serve on Illinois' P-20 Council.<br>-Advocate for the full development, best use, and proper monitoring of Kindergarten-readiness measures and longitudinal, data-sharing processes.<br>-Advocate for additional local, state, and federal funding to support educational priorities.<br>-Build public awareness of and support for the State's RTTT initiatives and goals. |

## Higher Education Institutions

| Organization  | Overview of Organization  | Actions of Support  |
|---|---|---|
| <b>Associated Colleges of Illinois (ACI)</b>  | <p>ACI is a group of 23 private colleges and universities, rooted in the liberal arts tradition, that leverages the expertise of a statewide network to provide underserved students with new educational opportunities.</p> <p>ACI is committed to engaging college, business, and community leaders to address three key areas: enhancing teaching and learning in K-12 schools serving at-risk children, raising graduation and college entrance rates among at-risk students, and improving the chances of college success for first-generation, low-income, and minority students.</p> | <p>-Operate six-week High-Need Schools Internships (HNSIs)—intensive summer experiences that prepare and position pre-service teachers to maintain ongoing relationships with partner LEAs.</p> <p>-Encourage and foster opportunities for internship participants to complete student teaching and assume permanent teaching positions in the LEAs in which they serve as interns.</p> |
| <b>Center for Renewable Energy, at Illinois State University (ISU)</b>                                      | <p>ISU's Center for Renewable Energy works to meet growing needs for education, outreach, and research. The Center has three major functional areas: supporting the renewable energy major at ISU; serving the Illinois renewable energy community by providing information to the public; and encouraging applied research on renewable energy at ISU and through collaborations with other universities.</p>  | <p>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</p>   |
| <b>Consortium on Chicago School Research (CCSR) at the University of Chicago, Urban Education Institute</b> | <p>The CCSR at the University of Chicago conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. CCSR seeks to expand communication among researchers, policy makers, and practitioners, and to support the search for solutions to the problems of school reform.</p>  | <p>-Work as an active partner on the proposed Illinois Collaborative for Education Policy Research (ICEPR), an innovative state research and development partnership modeled directly after CCSR's work and experience in Chicago.</p>  |
| <b>Erikson Institute</b>  | <p>The Erikson Institute is a premier graduate school in child development. It also focuses on applied research, providing clinical services to families, participating in a wide range of community engagement initiatives, and collaborating to improve and expand services from school districts and public agencies.</p>  | <p>-Develop a plan for, and support the implementation of, a state-wide Kindergarten Readiness Assessment.</p> <p>-Support the implementation of the K – Grade 3 professional development program.</p> <p>-Continue current work with 11 Chicago Public Schools regarding K – Grade 3 educational issues and expand these efforts to schools state-wide.</p>                            |

| <b>Organization</b>   | <b>Overview of Organization</b>   | <b>Actions of Support</b>   |
|---|---|---|
| <p><b>Illinois Education Research Council (IERC)</b> at Southern Illinois University</p>  | <p>IERC was established at Southern Illinois University to provide Illinois with educational research and support education policy-making and program development. The IERC conducts independent research and policy analysis and brings objective and reliable evidence to the work of state policymakers and practitioners.</p>                                     | <ul style="list-style-type: none"> <li>-Update and refine the IERC Index of Teacher Academic Capital to analyze the equitable distribution of highly effective teachers and principals throughout the state.</li> <li>-Participate in the Educational Research Collaborative Steering Committee and Board.</li> <li>-Continue to serve on the Technical Advisory Group for the Illinois Longitudinal Data System.</li> </ul>  |
| <p><b>Illinois Institute for Rural Affairs (IIRA)</b>, at Western Illinois University</p> | <p>IIRA builds the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, and training across the state. IIRA is a clearinghouse for information on rural issues, coordinates rural research, and works with state agencies on issues of importance to rural communities.</p>                            | <ul style="list-style-type: none"> <li>-Participate in the planning, development, and implementation of Programs of Study and STEM Learning Exchanges, particularly the Energy Learning Exchange.</li> <li>-Lead the establishment of the Wind for Schools program and other renewable energy technology curriculum programs.</li> </ul>  |
| <p><b>Loyola University Chicago</b>, School of Education</p>                              | <p>Loyola University Chicago is the nation's largest Jesuit, Catholic university. The School of Education is dedicated to continuing the Jesuit tradition of uplifting people through education, regardless of race or religion. Loyola's community of educators is committed to serving as role models of scholarship and promoting social justice in education.</p> | <ul style="list-style-type: none"> <li>-Support the implementation of the Improving Effectiveness of Teacher and Principal Preparation Program and the statewide Longitudinal Data System.</li> <li>-Support the implementation of enhanced standards and high quality assessments of teachers and administrators.</li> <li>-Support efforts to link teacher candidate preparation to student learning outcomes.</li> <li>-Provide technical assistance in areas such as data-based decision-making.</li> <li>-Support implementation of response-to-intervention systems.</li> <li>-Play a leading role in reforming principal and teacher candidate professional preparation programs.</li> </ul> |

| <b>Organization</b>   | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|---|--|---|
| <p><b>National Center for Supercomputing Applications (NCSA)</b> at the University of Illinois Urbana-Champaign</p> | <p>The NCSA provides powerful computers and expert support to help thousands of scientists across the country conduct research and gather and process data.</p> <p>For more than 20 years, NCSA has been a leader in deploying robust high-performance computing resources and in working with research and education communities to develop new computing and software technologies. The NCSA considers education to be a top priority and is committed to bringing computing and computation in the classroom to help students understand scientific concepts and bridge the gap between research and education.</p> | <ul style="list-style-type: none"> <li>-Deploy Blue Waters, the most powerful super computer in the world, in June 2011, which will sustain a broad range of science and engineering applications and support a far-reaching educational and workforce development program.</li> <li>-Provide freely available, research-quality computational tools to 127 teachers (representing 121 school districts) in high school chemistry classrooms.</li> <li>-Provide free software to teachers and students in rural districts to enable teachers to communicate and learn new chemistry-related content.</li> </ul>   |
| <p><b>Roosevelt University, College of Education</b></p>  | <p>Roosevelt University is an independent, non-profit, metropolitan university with campuses in downtown <u>Chicago</u> and <u>Schaumburg, Illinois</u>.</p> <p>Rooted in the traditions of <u>social justice</u> and responsibility, Roosevelt University's College of Education prepares teachers, counselors, and educational leaders to shape a better, brighter and more just tomorrow.</p>   | <ul style="list-style-type: none"> <li>-Improve the effectiveness of teacher and principal preparation programs.</li> <li>-Provide effective support to beginning teachers and principals.</li> <li>-Support reforms to improve student preparation for and transition to post-secondary education.</li> </ul>  |
| <p><b>Southern Illinois University, Carbondale (SIUC)</b></p>   | <p>SIUC is a major public higher education institution dedicated to quality academic endeavors in teaching and research and supportive programming for student needs and development. SIUC is also committed to participating in economic initiatives in community, regional, and statewide contexts, and supporting affirmative action and equal opportunity initiatives.</p>   | <ul style="list-style-type: none"> <li>-Participate in planning, development, and implementation of STEM Learning Exchanges and Programs of Study.</li> <li>-Provide rigorous and relevant education experience to SIUC students in STEM areas, including through a number of federally-funded programs dedicated to increasing participation of underrepresented minorities and low-income students in STEM areas.</li> <li>-Offer SIUC's new Master of Science in Math &amp; Science Education degree program to provide training focused on math and science instruction for K-Grade 8 students.</li> <li>-Create and implement the Science, Mathematics and Action Research for Teachers ("SMART") program.</li> <li>-Provide math-focused professional development opportunities to educators in rural public elementary schools through SIUC's Rural Access to Mathematics Professional Develop Program.</li> </ul> |



| <b>Organization</b>  | <b>Overview of Organization</b>   | <b>Actions of Support</b>  |
|--|---|--|
| <p><b>Southern Illinois University, Carbondale</b> (SIUC), College of Education and Human Services</p> | <p>The SIUC College of Education is committed to preparing students for leadership roles throughout the human services professions, including those in education, health and leisure, rehabilitation, and business and industry. The College also seeks to be a leader in schools, industry, and public and private agencies for the promotion of a better society and improved quality of life.</p>  | <p>-Provide rigorous and relevant education experience to SIUC students, particularly in STEM-related areas.</p> <p>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</p>   |
| <p><b>Southern Illinois University, Edwardsville</b> (SIUE), School of Education</p>                   | <p>The School of Education at SIUE is committed to pursuing key goals including offering high quality programs for its students, exceptional service to the community, and cutting-edge research that informs policy and practice. The School is also committed to forming partnerships with a variety of educational, service, and business entities in order to advance research and innovative practices across a broad spectrum of professions and community organizations.</p> | <p>-Support implementation of RTTT initiatives through SIUE's newly-formed STEM Center, which will coordinate various STEM-related activities across campus to strengthen the impact of P-12 outreach and related research.</p> <p>-Participate in STEM Learning Exchanges, with particular focus on Energy, Manufacturing, Information Technology, Research and Development, and Health Sciences.</p> <p>-Continue operating, in partnership with East St. Louis School District, a charter high school for at-risk adolescents. The charter school will participate in the Illinois Partnership Zone and systematic reform proposals.</p> <p>-Work collaboratively with entities across the State to strengthen teacher knowledge and effectiveness in math and science.</p> <p>-Serve on the State's Leadership to Integrate the Learning Continuum Advisory Committee, Illinois New Teacher Collaborative Partnership Board, Associate of Arts in Teaching Steering Committee, and Charter School Authorizer Task Force.</p> |
| <p><b>University of Illinois at Chicago</b> (UIC)</p>  | <p>UIC is the Chicago campus for the University of Illinois, a public university committed to serving the people of Illinois through excellence in <u>teaching</u>, <u>research</u>, <u>public service</u>, and economic development.</p>   | <p>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</p>  |

**State Agencies**

| <b>Organization</b>                              | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|--|--|---|
| <b>Illinois Board of Higher Education (IBHE)</b> | IBHE plans and coordinates Illinois' system of colleges and universities; administers state and federal grant programs; reviews new instruction, research, and service programs; and maintains centralized data systems for higher education institutions.   | <ul style="list-style-type: none"> <li>- Support implementation of programs for improving teacher and principal effectiveness, expansion and adaptation of statewide longitudinal data systems, P-20 coordination, and vertical and horizontal alignment.</li> <li>-Work in partnership with ISBE to strengthen teacher and principal qualifications by assisting with preparation work teams.</li> <li>-Work with higher education institutions to ensure essential data and information is available for the statewide longitudinal data system.</li> <li>-Work with member post-secondary institutions to implement standardized placement scores for credit-bearing coursework in the State's public universities.</li> </ul>   |
| <b>Illinois Community College Board</b>          | The Illinois Community College Board is the state coordinating board for community colleges. The Board works with all groups within the community college system to establish policies necessary to implement state statutes.  | <ul style="list-style-type: none"> <li>-Support the implementation of College and Career Readiness Initiative.</li> <li>-Support the development and implementation of STEM Programs of Study.</li> </ul>   |
| <b>Illinois State Library</b>                    | The Illinois State Library was created more than 150 years ago as the official library for state government. Today, the Illinois State Library has become a computer-age doorway to worldwide information, providing patrons with an electronic bridge to the collections of universities, public and corporate libraries, and new information systems that will continue to develop into the 21st century and beyond. | <ul style="list-style-type: none"> <li>-Partner with ISBE to launch the "Know More About Your Schools" campaign to ensure universal access to school performance data made available through Interactive Illinois Report Card (IIRC).</li> <li>-Train librarians and provide them with necessary tools to assist users in navigating IIRC, including a librarians' IIRC user guide and web-based video presentations.</li> <li>-Partner with ISBE to serve as an information conduit and promote training opportunities through weekly e-newsletters.</li> <li>-Encourage public libraries to participate in web-based training opportunities, facilitate public access to school performance information, and assist users' inquiries regarding this information.</li> </ul> |

| <b>Organization</b>  | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|--|--|---|
| <b>Illinois Department of Commerce and Economic Opportunity (DCEO)</b> | DCEO administers a wide array of programs and services for Illinois businesses including services in business development, community development, energy and recycling, technology, tourism, trade, workforce development, and entrepreneurship.   | <p>-Commit up to \$15 million through the <i>Illinois Jobs Now</i> bill to support:</p> <ul style="list-style-type: none"> <li>• Broadband development in rural communities to connect school districts to the Learning &amp; Performance Management System (up to \$10 million);</li> <li>• Critical information technology initiatives under the Learning &amp; Performance Management System, particularly the STEM Learning Exchange (up to \$5 million).</li> </ul> <p>-Commit up to \$300,000 in federal Workforce Investment Act funds to support development of career pathway applications in the STEM Learning Exchanges.</p> <p>-Participate in planning, development, and implementation of STEM Learning Exchanges and Programs of Study.</p> <p>-Work with public and private partners to ensure that STEM initiatives receive the support of the business and labor communities.</p> |
| <b>Illinois Department of Transportation (IDOT)</b>                    | IDOT has responsibility for planning, construction, and maintenance of Illinois' extensive transportation network, which encompasses, highways and bridges, airports, public transit, rail freight and rail passenger systems.   | -Participate in the planning, development, and implementation of STEM Programs and Study and STEM Learning Exchanges.   |
| <b>P-20 Council</b>  | The P-20 Council is a comprehensive and balanced group of educational stakeholders, including legislators, P-12 teachers and higher-education faculty, staff and policymakers, professional organizations, parents, business leaders, and the Department of Commerce and Economic Opportunity. The Council is responsible for establishing a statewide agenda that better integrates all levels of learning in Illinois. | <p>-Establish and monitor implementation of a framework for systemic educational improvement and innovation that will enable every student to meet or exceed state learning standards and be well prepared for education and careers.</p> <p>-Work with research and evaluation entities to develop and sustain a robust and useful empirical foundation for decision-making and monitoring progress.</p> <p>-Advise and make recommendations to the Governor, General Assembly, and state agencies on education issues, including the fiscal implications of current and proposed initiatives.</p>   |

### **Federal Research Institutions**

|  |   |   |
|--|---|---|
| <b>Argonne National Laboratory, Division of Educational Programs</b> | DEP serves as the interface between the Department of Energy, Argonne National Laboratory, and the academic | -Participate in the planning, development, and implementation of STEM Programs and Study and STEM Learning Exchanges. |
|--|---|---|

|                 |   |   |
|-----------------|---|---|
| (DEP)           | community. Argonne provides unique capabilities that afford numerous opportunities for participants at all educational levels interested in energy research and training in science and technology.   |   |
| <b>Fermilab</b> | Fermilab is a national science research institution, operating the Fermi National Accelerator Laboratory. Fermilab's mission is to advance the understanding of the fundamental nature of matter and energy by providing leadership and resources for qualified researchers to conduct research at the frontiers of high energy physics and related disciplines | -Support STEM-related initiatives to engage more students, particularly those who have not historically excelled in math and science. |

### **Business/Civic Organizations**

| <b>Organization</b>  | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|--|--|---|
| <b>Chicagoland Chamber of Commerce</b>   | <p>The Chicagoland Chamber of Commerce is a private, non-profit business assistance and economic development organization dedicated to enhancing its members' success through aggressive programs in advocacy, member benefits, services, and information.</p> <p>The Chicagoland Chamber of Commerce has operated educational programs such as Future Founders, College Access Network, and School-to-Work.</p>   | <p>-Participate in the planning, development, and implementation of programs of study in science and math to engage students and connect their academic and career interests.</p> <p>-Participate in the development and implementation of the STEM Learning Exchanges.</p>   |
| <b>Illinois Biotechnology Industry Organization (iBio)</b><br>and the<br><b>iBio Institute</b> | <p>iBio is a life sciences industry association composed of a wide range of companies and business leaders. iBIO's mission is to make Illinois and the surrounding Midwest one of the world's top life sciences centers.</p> <p>iBio Institute is an educational-nonprofit dedicated to providing education, training, and research in biotechnology. The Institute seeks to build a top P-20 life sciences talent pipeline by facilitating alignment between the Illinois education system and the needs of industry. Institute programs encourage student interest in the sciences, facilitate interdisciplinary skill-building for students and educators, and raise public awareness of myriad life sciences career opportunities.</p> | <p>-Partner with the State on the Illinois Innovation Talent program, a STEM-focused, industry-led pilot program.</p> <p>-Serve as a partner in planning and implementation of STEM Learning Exchanges for health sciences and agriculture and natural resources.</p> <p>-Grow and leverage existing programs such as SCI: Science Career Investigation and TalentSparks! teacher professional development in biotechnology.</p> <p>-Support the development of STEM Learning Exchange activities including the development of e-learning curriculum resources, professional development programs for teachers, and internship and career development opportunities for students.</p> |

| <b>Organization</b>                     | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|---|--|---|
| <b>The Illinois Business Roundtable</b> | Illinois Business Roundtable is a voluntary association of 63 chief executive officers of Illinois' leading businesses, formed to make recommendations and take action on critical public policy issues facing Illinois.   | <ul style="list-style-type: none"> <li>-Partner with the State to implement the NCRC program.</li> <li>-Participate in NCRC-related career development for students.</li> <li>-Work to promote NCRC as a tool for verification of workplace skills.</li> <li>-Provide resources and support for the development and implementation of STEM Learning Exchanges.</li> </ul> |
| <b>Vermillion Advantage</b>             | Vermillion Advantage is a member-based organization focused on strengthening and growing the economy of Vermillion County. Vermillion Advantage also provides educational programs to Vermillion County schools focused on math and science and character development to enhance students' career preparedness and workplace skills. | <ul style="list-style-type: none"> <li>-Participate in planning, development, and implementation of math and science programs of study and STEM Learning Exchanges.</li> </ul>  |

### **Business and Industry Leaders**

| <b>Organization</b>               | <b>Overview of Organization</b>  | <b>Actions of Support</b>  |
|-----------------------------------|--|--|
| <b>Astellas Pharma US, Inc.</b>   | Astellas Pharma US, Inc., is the U.S. affiliate of Japan's second-largest pharmaceutical company. The company's North American headquarters is located in Deerfield, Illinois. In the U.S., Astellas is intensely focused on cardiology, dermatology, immunology, infectious disease, and urology. Astellas is also committed to advancements within the field of oncology and other emerging therapeutic areas. | <ul style="list-style-type: none"> <li>-Serve as a partner to implement the NCRC Program and STEM-related Programs of Study.</li> <li>-Serve as a partner in the planning and implementation of STEM Learning Exchanges for health sciences.</li> </ul>  |
| <b>AT&amp;T</b>                   | AT&T is one of the world's leading producers of entertainment and communications products and services. The company's mission is to connect people and businesses to their world, everywhere they live and work.   | <ul style="list-style-type: none"> <li>-Work with the State and other stakeholders to implement Race to the Top initiatives, particularly STEM-related programs and the NCRC program.</li> </ul>   |
| <b>Baxter International, Inc.</b> | Baxter is a global healthcare company that assists healthcare professionals and their patients with treatment of complex medical conditions including hemophilia, immune disorders, kidney disease, trauma and other conditions. Baxter applies its expertise in medical devices, pharmaceuticals and biotechnology to make a meaningful difference in patients' lives   | <ul style="list-style-type: none"> <li>-Assist in implementation of the NCRC and STEM-related Programs of Study.</li> <li>-Help plan and implement STEM Learning Exchanges for Health Science.</li> <li>-Support the development of STEM Learning Exchange activities including the development of e-learning curriculum resources, professional development programs for teachers, and internship and career development opportunities for students.</li> </ul> |

| <b>Organization</b>                        | <b>Overview of Organization</b>   | <b>Actions of Support</b>   |
|--|---|---|
| <b>Bison Gear &amp; Engineering Corp.</b>  | Bison Gear & Engineering Corp. is a manufacturing firm with a strong engineering tradition that produces standard and custom-designed power transmission and motion-control products.   | -Participate in the planning, development, and implementation of STEM programs of study and STEM Learning Exchanges.  |
| <b>BNSF Railway</b>                        | BNSF Railway ships coal, agricultural products, consumer goods, and industrial products. BNSF Railway focuses on using speed, agility, and resourcefulness to help expand the global marketplace for goods and services.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>Commonwealth Edison Company (ComEd)</b> | ComEd is an energy utility company, and is also committed to long-term partnerships with the communities it serves. Through its education programs, ComEd focuses in encouraging student participation and professional development in the areas of energy, energy efficiency, and renewable energy.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>CSC Learning</b>                        | Founded in Chicago in 1988, CSC Learning is a leader in e-learning and consulting in scientifically-based educational intervention for pre-K through post-secondary schools. CSC's mission is to assist educators in using scientifically-based e-learning tools for early prevention and targeted intervention to ensure that all students are successful.                                     | <p>-Support development and implementation of frameworks and processes for use of detailed student-growth data and implementation of new evaluations.</p> <p>-Provide teachers and principals with real-time access to data and intensive mentoring and training in the use of data to improve student growth.</p> <p>-Implement planning services and research-based web-delivered academic interventions for RTI.</p> <p>-Offer site, district, and regional professional development in the use of online formative assessments.</p> <p>-Develop and deliver training for teachers and principals through CSC's numerous existing partnerships with education cooperatives and professional organizations.</p> |
| <b>IBM</b>                                 | IBM is a global leader in the information technology industry. IBM's corporate citizenship activities focus on developing initiatives to address specific societal issues, such as the environment, community economic development, education, health, literacy, language, and culture. IBM is committed to creating innovative programs in these areas to assist communities around the world. | -Collaborate with the State to foster development and implementation of STEM-related Programs of Study.   |

| <b>Organization</b>           | <b>Overview of Organization</b>   | <b>Actions of Support</b>   |
|-------------------------------|---|---|
| <b>Legat Architects</b>       | Legat Architects is a sustainable design firm specializing in planning, architecture, and interior design.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>Mervis Industries</b>      | Mervis Industries is a diversified, family-owned company dedicated to creating progressive solutions to the manufacturing, scrap management, and materials recycling needs of communities.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>Michael A. Johl, LLC</b>   | -Michael A. Johl, LLC is a private consulting firm based in Northeastern Illinois that specializes in workforce, education, training, communication and government relations issues with a focus on the transportation sector.  | -Support the implementation of a program of study and Learning Exchange dedicated to the transportation industry.<br>-Bring together transportation industry leaders to open dialogue and create a viable long-term plan to support the development of future transportation industry leaders in Illinois.  |
| <b>Microsoft Corporation</b>  | Microsoft is a global leader in the information technology industry. The corporation is dedicated to using technology to effect societal change, including improving education, particularly in math and science. Microsoft works with partners around the world to invest in education IT infrastructure and personalized learning experiences for students. | -Support the development and implementation of Longitudinal Data Systems.<br>-Participate in the design and outcomes of Learning Exchanges.<br>-Facilitate sharing of best practices for teachers, administrators, and students.<br>-Participate with the State's RTTT planning team on an ongoing basis, including participation by education and technical specialists.<br>-Provide recommendations for technology tools to support RTTT programs.<br>-Provide access to extended community-based programs to accelerate STEM adoption. |
| <b>Northrop Grumman Corp.</b> | Northrop Grumman is a leading global security company whose 120,000 employees provide innovative systems, products, and solutions in aerospace, electronics, information systems, shipbuilding, and technical services to government and commercial customers worldwide.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>Pearson</b>                | Pearson is a global leader in educational publishing, providing scientifically research-based print and digital programs to help students learn.  | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |

| <b>Organization</b>           | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|-------------------------------|--|---|
| <b>Promethean</b>             | Promethean is a global leader in interactive learning technology. Promethean creates, develops, supplies, and supports leading-edge classroom technology and supports the world's largest online community for teachers in that field. Promethean is dedicated to bringing 21st century learning to all students to improve engagement and results for both learners and teachers. | <ul style="list-style-type: none"> <li>-Support the State's efforts to improve the use of standards and assessments, increase use of data, increase the effectiveness of teachers, and improve struggling schools.</li> <li>-Partner with ISBE to develop and implement proposed reforms.</li> <li>-Provide special pricing to bring updated technology to Illinois classrooms.</li> </ul>  |
| <b>Rico Enterprises, Inc.</b> | Rico Enterprises provides information technology solutions for government, businesses, educational institutions, and community organizations. The company's core services are technology sales, service, and consulting.   | <ul style="list-style-type: none"> <li>-Provide technology tools necessary to successfully prepare students to compete in the global market.</li> <li>-Develop, implement, and promote technology solutions to support educational programs, including hardware, software, training, maintenance services, and educational support.</li> <li>-Continue to serve on the Illinois P-20 Council.</li> </ul>  |
| <b>Scholastic, Inc.</b>       | Scholastic is a global children's publishing, education, and media company with a corporate mission of helping children around the world read and learn. Scholastic is also committed to social responsibility and educational outreach, demonstrated by its diverse partnerships and efforts to address critical community issues, with an emphasis on reading and literacy.      | <ul style="list-style-type: none"> <li>-Partner with ISBE to improve literacy and math achievement and reduce dropout rates.</li> <li>-Continue efforts of Scholastic staff who work in classrooms, with an emphasis on serving below-proficient students.</li> <li>-Implement research-based, data-centric best practices designed to engage struggling students in literacy and math intervention models.</li> <li>-Provide support to educators through Scholastic's professional development team.</li> </ul> |
| <b>Takeda Pharmaceuticals</b> | Takeda is a research-based global pharmaceutical company. Takeda is committed to striving toward better health for individuals and progress in medicine by developing superior pharmaceutical products.  | <ul style="list-style-type: none"> <li>-Support the NCRC and STEM-related Programs of Study.</li> <li>-Support the work of the iBio Institute to implement and grow STEM-focused educational programs and professional development.</li> </ul>  |
| <b>The Security Board</b>     | The Security Board is a consulting company focused on assisting both private and public institutions to identify and secure their critical infrastructures.  | <ul style="list-style-type: none"> <li>-Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.</li> </ul>  |

### **Professional and Trade Associations and Other Unions**

| <b>Organization</b> | <b>Overview of Organization</b> | <b>Actions of Support</b> |
|---------------------|---------------------------------|---------------------------|
|---------------------|---------------------------------|---------------------------|



| <b>Organization</b>   | <b>Overview of Organization</b>   | <b>Actions of Support</b>   |
|---|---|---|
| <b>Alliance for Illinois Manufacturing</b>                      | The Alliance for Illinois Manufacturing is a collaboration of tax-payer-supported and non-profit organizations that leverages, coordinates, and focuses collective resources into integrated solutions that transform Northeast Illinois manufacturers into globally competitive companies. The Alliance for Illinois Manufacturing impacts low income, economically disadvantaged communities in Northeast Illinois through the retention and growth of a high wage manufacturing employment base. | -Participate in the planning, development, and implementation of STEM Programs of Study and STEM Learning Exchanges.  |
| <b>Computing Technology Industry Association (CompTIA)</b>      | CompTIA is a non-profit trade association advancing the global interests of information technology professionals and companies including manufacturers, distributors, resellers, and educational institutions. CompTIA provides support and leadership to the global IT industry through educational programs, market research, networking events, professional certifications, and political advocacy.   | -Serve as a partner to implement STEM-related Programs of Study and STEM Learning Exchanges.  |
| <b>Council of Supply Chain Management Professionals (CSCMP)</b> | CSCMP is a worldwide professional organization of supply chain management professionals. CSCMP provides leadership, education, networking, research, communication, and other services to enhance the supply chain management profession.   | <ul style="list-style-type: none"> <li>-Support planning and implementation of supply chain, transportation, distribution and logistics education curriculum.</li> <li>-Develop e-learning curriculum resources.</li> <li>-Support implementation of professional development programs for teachers.</li> <li>-Expand internship and career development opportunities for students.</li> <li>-Provide industry personnel and resources to support RTTT initiatives.</li> <li>-Provide assistance to companies to promote knowledge and involvement in educational reforms.</li> </ul> |
| <b>Illinois Academy of Physician Assistants (IAPA)</b>          | IAPA is dedicated to providing information, education, resources, and governmental advocacy to support the physician assistant profession.  | -Participate in the planning, development, and implementation of programs of study in STEM areas and the STEM Learning Exchanges.   |

| <b>Organization</b>                                   | <b>Overview of Organization</b>  | <b>Actions of Support</b>   |
|---|--|---|
| <b>Illinois AFL-CIO</b>                               | <p>The Illinois AFL-CIO represents one million union members, including three teachers' unions and a school administrator's union. The Illinois AFL-CIO helps improve the lives of working men and women by promoting the rights of workers to join a union and making sure their voices are heard at the state capitol.</p> <p>In addition to a full-time presence in Springfield fighting for strong labor laws, the Illinois AFL-CIO also helps shape political dialog around issues that affect workers.</p> | <p>-Serve as a partner with the State in the planning and implementation of the STEM Learning Exchange for Architecture and Construction.</p> <p>-Support the development of STEM Learning Exchange activities including the development of e-learning curriculum resources, professional development programs for teachers, and internship and career development opportunities for students.</p>  |
| <b>Illinois Manufacturers' Association (IMA)</b>      | <p>IMA is the largest state manufacturing trade association in the United States, with 4,300 members. IMA is dedicated to providing timely and accurate information on the actions taken by Illinois lawmakers in the General Assembly and other branches of government that affect manufacturing and its related sectors and working to improve Illinois' business climate.</p>   | <p>-Participate as a STEM Learning Exchange leader for the manufacturing sector.</p> <p>-Participate in the development and implementation of manufacturing-related Programs of Study.</p>  |
| <b>Metropolitan Chicago Healthcare Council (MCHC)</b> | <p>MCHC is a membership and service association comprising more than 140 hospitals and health care organizations working together to improve the delivery of health care services in the Chicago area. The Council's membership consists of hospitals, physician groups, nursing homes, outpatient treatment centers, insurers, medical schools, and other health care organizations.</p>  | <p>-Assist in implementation of the NCRC program and STEM-related Programs of Study throughout Illinois.</p> <p>-Partner with the State in implementation of the STEM Learning Exchanges in health sciences.</p> <p>-Support the development of STEM Learning Exchange activities including the development of e-learning curriculum resources, professional development programs for teachers, and internship and career development opportunities for students.</p> |
| <b>Tooling &amp; Manufacturing Association (TMA)</b>  | <p>TMA supports the tooling and manufacturing industry by providing educational opportunities, industry representation, and services to represent and promote the interests of member companies, foster members' global competitiveness, and serve as a forum for the exchange of ideas and information.</p>   | <p>-Serve as a partner to implement STEM-related programs of study and STEM Learning Exchanges.</p>   |

**Appendix A3-1**

**Data on State Progress**

- A. NAEP Data**
- B. ISAT Data**
- C. PSAE Data**
- D. High School Graduation Data**
- E. Information on Cut Scores**

## A. NAEP Data

### **National Center for Education Statistics (NCES)**

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

#### **Report 1: Table**

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | All students |               |             |
|------|--------------|-------------|--------------|---------------|-------------|
|      |              |             | At basic     | At proficient | At advanced |
| 2007 | Illinois     | 34.95       | 32.89        | 24.19         | 7.97        |
| 2005 | Illinois     | 37.78       | 32.82        | 22.65         | 6.76        |
| 2003 | Illinois     | 38.76       | 30.42        | 23.11         | 7.71        |

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

#### **Report 2: Table**

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | Eligible |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 52.37       | 31.64    | 13.55         | 2.44        |
| 2005 | Illinois     | 59.33       | 27.43    | 11.26         | 1.99        |
| 2003 | Illinois     | 59.13       | 27.07    | 11.64         | 2.16        |

| Year | Jurisdiction | Below basic | Not eligible |               |             |
|------|--------------|-------------|--------------|---------------|-------------|
|      |              |             | At basic     | At proficient | At advanced |
| 2007 | Illinois     | 21.33       | 33.87        | 32.51         | 12.30       |
| 2005 | Illinois     | 22.14       | 36.65        | 30.97         | 10.24       |
| 2003 | Illinois     | 21.82       | 33.20        | 32.70         | 12.28       |

| Year | Jurisdiction | Below basic | Info not available |               |             |
|------|--------------|-------------|--------------------|---------------|-------------|
|      |              |             | At basic           | At proficient | At advanced |
| 2007 | Illinois     | ‡           | ‡                  | ‡             | ‡           |
| 2005 | Illinois     | ‡           | ‡                  | ‡             | ‡           |
| 2003 | Illinois     | 54.60       | 28.04              | 13.54         | 3.82        |

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**Report 3: Table**

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

| Year | Jurisdiction | White       |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 23.30       | 34.26    | 30.91         | 11.54       |
| 2005 | Illinois     | 21.81       | 36.62    | 31.48         | 10.09       |
| 2003 | Illinois     | 25.66       | 32.66    | 30.29         | 11.39       |

| Year | Jurisdiction | Black       |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 56.26       | 29.48    | 12.55         | 1.71        |
| 2005 | Illinois     | 64.59       | 25.94    | 8.18          | 1.30        |
| 2003 | Illinois     | 63.94       | 25.63    | 8.85          | 1.58        |

| Year | Jurisdiction | Hispanic    |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 50.07       | 32.22    | 14.68         | 3.03        |
| 2005 | Illinois     | 56.38       | 29.60    | 11.81         | 2.21        |
| 2003 | Illinois     | 57.86       | 27.35    | 13.16         | 1.64        |

| Year | Jurisdiction | Asian/Pacific Island |          |               |             |
|------|--------------|----------------------|----------|---------------|-------------|
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2007 | Illinois     | 13.14                | 33.03    | 37.48         | 16.35       |
| 2005 | Illinois     | 24.81                | 31.01    | 31.70         | 12.48       |
| 2003 | Illinois     | 16.08                | 37.92    | 34.99         | 11.02       |

| Year | Jurisdiction | American Indian |          |               |             |
|------|--------------|-----------------|----------|---------------|-------------|
|      |              | Below basic     | At basic | At proficient | At advanced |
| 2007 | Illinois     | ‡               | ‡        | ‡             | ‡           |
| 2005 | Illinois     | ‡               | ‡        | ‡             | ‡           |
| 2003 | Illinois     | ‡               | ‡        | ‡             | ‡           |

| Year | Jurisdiction | Unclassified |          |               |             |
|------|--------------|--------------|----------|---------------|-------------|
|      |              | Below basic  | At basic | At proficient | At advanced |
| 2007 | Illinois     | ‡            | ‡        | ‡             | ‡           |
| 2005 | Illinois     | ‡            | ‡        | ‡             | ‡           |
| 2003 | Illinois     | ‡            | ‡        | ‡             | ‡           |

‡ Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**Report 4: Table**

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | ELL      |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 76.64       | 20.00    | 3.09          | 0.27        |
| 2005 | Illinois     | 81.73       | 14.67    | 3.25          | 0.35        |
| 2003 | Illinois     | 78.42       | 16.28    | 4.28          | 1.02        |

| Year | Jurisdiction | Below basic | Not ELL  |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 31.65       | 33.91    | 25.86         | 8.58        |
| 2005 | Illinois     | 34.34       | 34.22    | 24.17         | 7.27        |
| 2003 | Illinois     | 36.43       | 31.24    | 24.22         | 8.10        |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**Report 5: Table**

Percentages at each achievement level for reading, grade 4, by year, jurisdiction, and Student classified as having a disability, including 504 [IEP]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | SD       |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 63.20       | 22.48    | 10.50         | 3.82        |
| 2005 | Illinois     | 64.33       | 20.84    | 11.75         | 3.08        |
| 2003 | Illinois     | 68.51       | 20.30    | 9.52          | 1.66        |

| Year | Jurisdiction | Below basic | Not SD   |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 31.59       | 34.13    | 25.82         | 8.46        |
| 2005 | Illinois     | 35.19       | 33.98    | 23.71         | 7.12        |
| 2003 | Illinois     | 34.96       | 31.73    | 24.85         | 8.46        |

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**National Center for Education Statistics (NCES)**

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

**Report 1: Table**

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | All students |               |             |
|------|--------------|-------------|--------------|---------------|-------------|
|      |              |             | At basic     | At proficient | At advanced |
| 2007 | Illinois     | 25.12       | 45.08        | 27.46         | 2.34        |
| 2005 | Illinois     | 25.37       | 43.59        | 28.34         | 2.71        |
| 2003 | Illinois     | 23.06       | 42.41        | 31.07         | 3.46        |

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**Report 2: Table**

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, and 2007

| Year | Jurisdiction | Below basic | Eligible |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              |             | At basic | At proficient | At advanced |
| 2007 | Illinois     | 39.24       | 46.00    | 14.18         | 0.58        |
| 2005 | Illinois     | 40.63       | 44.49    | 14.38         | 0.49        |
| 2003 | Illinois     | 41.05       | 43.86    | 14.45         | 0.63        |

| Year | Jurisdiction | Below basic | Not eligible |               |             |
|------|--------------|-------------|--------------|---------------|-------------|
|      |              |             | At basic     | At proficient | At advanced |
| 2007 | Illinois     | 16.09       | 44.48        | 35.95         | 3.48        |
| 2005 | Illinois     | 16.18       | 43.07        | 36.74         | 4.02        |
| 2003 | Illinois     | 12.88       | 41.25        | 40.67         | 5.20        |

| Year | Jurisdiction | Below basic | Info not available |               |             |
|------|--------------|-------------|--------------------|---------------|-------------|
|      |              |             | At basic           | At proficient | At advanced |
| 2007 | Illinois     | ‡           | ‡                  | ‡             | ‡           |
| 2005 | Illinois     | ‡           | ‡                  | ‡             | ‡           |
| 2003 | Illinois     | 25.32       | 47.91              | 25.80         | 0.96        |

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

**Report 3: Table**

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, and 2007

| Year | Jurisdiction | White       |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 17.19       | 44.60    | 34.88         | 3.32        |
| 2005 | Illinois     | 16.46       | 44.13    | 36.03         | 3.38        |
| 2003 | Illinois     | 13.46       | 41.83    | 39.79         | 4.92        |

| Year | Jurisdiction | Black       |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 45.66       | 44.45    | 9.70          | 0.19        |
| 2005 | Illinois     | 47.00       | 40.71    | 11.42         | 0.86        |
| 2003 | Illinois     | 43.60       | 43.25    | 12.91         | 0.25        |

| Year | Jurisdiction | Hispanic    |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 35.87       | 48.57    | 15.20         | 0.36        |
| 2005 | Illinois     | 35.01       | 46.15    | 17.69         | 1.15        |
| 2003 | Illinois     | 39.36       | 44.97    | 15.14         | 0.54        |

| Year | Jurisdiction | Asian/Pacific Island |          |               |             |
|------|--------------|----------------------|----------|---------------|-------------|
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2007 | Illinois     | 13.10                | 40.90    | 41.61         | 4.39        |
| 2005 | Illinois     | 7.98                 | 43.38    | 40.23         | 8.41        |
| 2003 | Illinois     | 13.34                | 33.89    | 44.61         | 8.16        |

| Year | Jurisdiction | American Indian |          |               |             |
|------|--------------|-----------------|----------|---------------|-------------|
|      |              | Below basic     | At basic | At proficient | At advanced |
| 2007 | Illinois     | ‡               | ‡        | ‡             | ‡           |
| 2005 | Illinois     | ‡               | ‡        | ‡             | ‡           |
| 2003 | Illinois     | ‡               | ‡        | ‡             | ‡           |

| Year | Jurisdiction | Unclassified |          |               |             |
|------|--------------|--------------|----------|---------------|-------------|
|      |              | Below basic  | At basic | At proficient | At advanced |
| 2007 | Illinois     | ‡            | ‡        | ‡             | ‡           |
| 2005 | Illinois     | ‡            | ‡        | ‡             | ‡           |
| 2003 | Illinois     | ‡            | ‡        | ‡             | ‡           |

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.



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**Report 4: Table**

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, and 2007

| Year | Jurisdiction | ELL         |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 75.10       | 22.34    | 2.56          | 0.00        |
| 2005 | Illinois     | 66.35       | 27.35    | 6.30          | 0.00        |
| 2003 | Illinois     | 67.01       | 26.66    | 6.33          | 0.00        |

| Year | Jurisdiction | Not ELL     |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 23.86       | 45.65    | 28.08         | 2.40        |
| 2005 | Illinois     | 24.73       | 43.84    | 28.68         | 2.75        |
| 2003 | Illinois     | 21.88       | 42.71    | 31.83         | 3.58        |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

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**Report 5: Table**

Percentages at each achievement level for reading, grade 8, by year, jurisdiction, and Student classified as having a disability, including 504 [IEP]: 2003, 2005, and 2007

| Year | Jurisdiction | SD          |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 64.64       | 27.04    | 7.45          | 0.88        |
| 2005 | Illinois     | 61.84       | 31.20    | 6.96          | 0.00        |
| 2003 | Illinois     | 59.72       | 35.17    | 5.03          | 0.09        |

| Year | Jurisdiction | Not SD      |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2007 | Illinois     | 20.56       | 47.16    | 29.76         | 2.51        |
| 2005 | Illinois     | 20.69       | 45.18    | 31.08         | 3.05        |
| 2003 | Illinois     | 18.42       | 43.25    | 34.43         | 3.90        |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005 and 2007 Reading Assessments.

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**National Center for Education Statistics (NCES)**

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>**Report 1: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | All students |          |               |             |
|------|--------------|--------------|----------|---------------|-------------|
|      |              | Below basic  | At basic | At proficient | At advanced |
| 2009 | Illinois     | 20.44        | 41.93    | 30.93         | 6.70        |
| 2007 | Illinois     | 21.35        | 42.32    | 30.72         | 5.60        |
| 2005 | Illinois     | 26.07        | 42.31    | 27.06         | 4.57        |
| 2003 | Illinois     | 27.05        | 41.42    | 26.74         | 4.79        |

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 2: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | Eligible           |          |               |             |
|------|--------------|--------------------|----------|---------------|-------------|
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | 34.20              | 47.85    | 16.84         | 1.11        |
| 2007 | Illinois     | 36.19              | 46.88    | 16.10         | 0.82        |
| 2005 | Illinois     | 44.01              | 41.23    | 13.38         | 1.37        |
| 2003 | Illinois     | 47.53              | 41.52    | 10.21         | 0.74        |
| Year | Jurisdiction | Not eligible       |          |               |             |
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | 8.68               | 36.87    | 42.95         | 11.49       |
| 2007 | Illinois     | 9.73               | 38.77    | 42.15         | 9.34        |
| 2005 | Illinois     | 11.58              | 43.16    | 38.09         | 7.16        |
| 2003 | Illinois     | 10.93              | 41.17    | 39.89         | 8.01        |
| Year | Jurisdiction | Info not available |          |               |             |
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | #                  | #        | #             | #           |
| 2007 | Illinois     | #                  | #        | #             | #           |
| 2005 | Illinois     | #                  | #        | #             | #           |
| 2003 | Illinois     | 40.87              | 44.05    | 13.58         | 1.51        |

# Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 3: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | White                |          |               |             |
|------|--------------|----------------------|----------|---------------|-------------|
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 9.52                 | 38.87    | 42.10         | 9.51        |
| 2007 | Illinois     | 8.94                 | 40.84    | 42.11         | 8.11        |
| 2005 | Illinois     | 11.30                | 44.48    | 37.74         | 6.48        |
| 2003 | Illinois     | 12.55                | 43.11    | 36.95         | 7.39        |
| Year | Jurisdiction | Black                |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 45.82                | 43.26    | 10.30         | 0.62        |
| 2007 | Illinois     | 45.99                | 44.58    | 9.04          | 0.40        |
| 2005 | Illinois     | 53.78                | 37.28    | 8.40          | 0.54        |
| 2003 | Illinois     | 55.92                | 37.02    | 6.73          | 0.33        |
| Year | Jurisdiction | Hispanic             |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 28.03                | 51.67    | 18.82         | 1.47        |
| 2007 | Illinois     | 35.81                | 45.24    | 17.60         | 1.35        |
| 2005 | Illinois     | 41.11                | 44.57    | 13.59         | 0.73        |
| 2003 | Illinois     | 45.21                | 41.99    | 12.31         | 0.49        |
| Year | Jurisdiction | Asian/Pacific Island |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 2.96                 | 23.87    | 48.05         | 25.13       |
| 2007 | Illinois     | 5.11                 | 32.40    | 45.04         | 17.45       |
| 2005 | Illinois     | 7.50                 | 26.03    | 46.46         | 20.01       |
| 2003 | Illinois     | 7.78                 | 34.57    | 48.76         | 8.88        |
| Year | Jurisdiction | American Indian      |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | #                    | #        | #             | #           |
| 2007 | Illinois     | #                    | #        | #             | #           |
| 2005 | Illinois     | #                    | #        | #             | #           |
| 2003 | Illinois     | #                    | #        | #             | #           |
| Year | Jurisdiction | Unclassified         |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 18.96                | 42.50    | 32.19         | 6.35        |
| 2007 | Illinois     | 23.04                | 50.40    | 21.50         | 5.06        |
| 2005 | Illinois     | #                    | #        | #             | #           |
| 2003 | Illinois     | #                    | #        | #             | #           |

# Rounds to zero.

\* Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 4: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | ELL         |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 47.18       | 42.20    | 9.82          | 0.80        |
| 2007 | Illinois     | 49.84       | 41.52    | 7.89          | 0.76        |
| 2005 | Illinois     | 63.80       | 30.99    | 4.40          | 0.80        |
| 2003 | Illinois     | 65.56       | 29.81    | 4.55          | 0.09        |

| Year | Jurisdiction | Not ELL     |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 18.46       | 41.91    | 32.49         | 7.14        |
| 2007 | Illinois     | 18.86       | 42.40    | 32.72         | 6.03        |
| 2005 | Illinois     | 22.42       | 43.45    | 29.20         | 4.93        |
| 2003 | Illinois     | 23.89       | 42.36    | 28.58         | 5.17        |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 5: Table**

Percentages at each achievement level for mathematics, grade 4, by year, jurisdiction, and Student classified as having a disability, excluding 504 [IEP2009]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | SD          |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 39.53       | 37.41    | 18.98         | 4.08        |
| 2007 | Illinois     | —           | —        | —             | —           |
| 2005 | Illinois     | —           | —        | —             | —           |
| 2003 | Illinois     | —           | —        | —             | —           |

| Year | Jurisdiction | Not SD (including 504) |          |               |             |
|------|--------------|------------------------|----------|---------------|-------------|
|      |              | Below basic            | At basic | At proficient | At advanced |
| 2009 | Illinois     | 17.74                  | 42.57    | 32.62         | 7.07        |
| 2007 | Illinois     | —                      | —        | —             | —           |
| 2005 | Illinois     | —                      | —        | —             | —           |
| 2003 | Illinois     | —                      | —        | —             | —           |

— Not available.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**National Center for Education Statistics (NCES)**

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>

**Report 1: Table**

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and All students [TOTAL]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | All students |          |               |             |
|------|--------------|--------------|----------|---------------|-------------|
|      |              | Below basic  | At basic | At proficient | At advanced |
| 2009 | Illinois     | 27.38        | 39.54    | 25.89         | 7.19        |
| 2007 | Illinois     | 29.70        | 39.52    | 23.81         | 6.98        |
| 2005 | Illinois     | 31.70        | 39.72    | 23.17         | 5.41        |
| 2003 | Illinois     | 33.53        | 37.22    | 23.35         | 5.89        |

NOTE: Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 2: Table**

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Natl School Lunch Prog eligibility (3 categories) [SLUNCH3]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | Eligible           |          |               |             |
|------|--------------|--------------------|----------|---------------|-------------|
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | 46.95              | 38.59    | 12.77         | 1.69        |
| 2007 | Illinois     | 48.72              | 38.37    | 11.34         | 1.58        |
| 2005 | Illinois     | 53.86              | 36.21    | 9.23          | 0.71        |
| 2003 | Illinois     | 56.54              | 33.15    | 9.39          | 0.93        |
| Year | Jurisdiction | Not eligible       |          |               |             |
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | 15.08              | 40.14    | 34.14         | 10.65       |
| 2007 | Illinois     | 17.36              | 40.27    | 31.89         | 10.48       |
| 2005 | Illinois     | 18.03              | 41.81    | 31.82         | 8.34        |
| 2003 | Illinois     | 18.95              | 39.97    | 32.02         | 9.05        |
| Year | Jurisdiction | Info not available |          |               |             |
|      |              | Below basic        | At basic | At proficient | At advanced |
| 2009 | Illinois     | #                  | #        | #             | #           |
| 2007 | Illinois     | #                  | #        | #             | #           |
| 2005 | Illinois     | #                  | #        | #             | #           |
| 2003 | Illinois     | 43.45              | 32.41    | 20.51         | 3.64        |

# Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 3: Table**

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Race/ethnicity (from school records) [SDRACE]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | White                |          |               |             |
|------|--------------|----------------------|----------|---------------|-------------|
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 14.64                | 41.57    | 33.58         | 10.21       |
| 2007 | Illinois     | 18.54                | 40.82    | 31.26         | 9.39        |
| 2005 | Illinois     | 18.14                | 43.25    | 31.02         | 7.59        |
| 2003 | Illinois     | 19.94                | 40.04    | 31.56         | 8.46        |
| Year | Jurisdiction | Black                |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 58.57                | 32.57    | 8.13          | 0.73        |
| 2007 | Illinois     | 59.30                | 34.02    | 6.29          | 0.39        |
| 2005 | Illinois     | 66.12                | 27.94    | 5.69          | 0.25        |
| 2003 | Illinois     | 65.53                | 28.11    | 5.89          | 0.47        |
| Year | Jurisdiction | Hispanic             |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 40.56                | 42.41    | 15.91         | 1.12        |
| 2007 | Illinois     | 44.87                | 42.31    | 11.81         | 1.01        |
| 2005 | Illinois     | 44.88                | 41.86    | 12.24         | 1.02        |
| 2003 | Illinois     | 52.32                | 38.96    | 8.32          | 0.41        |
| Year | Jurisdiction | Asian/Pacific Island |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | 10.75                | 29.57    | 40.65         | 19.03       |
| 2007 | Illinois     | 12.84                | 32.02    | 32.11         | 23.03       |
| 2005 | Illinois     | 9.91                 | 39.87    | 35.37         | 14.85       |
| 2003 | Illinois     | 11.17                | 30.45    | 43.14         | 15.24       |
| Year | Jurisdiction | American Indian      |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | #                    | #        | #             | #           |
| 2007 | Illinois     | #                    | #        | #             | #           |
| 2005 | Illinois     | #                    | #        | #             | #           |
| 2003 | Illinois     | #                    | #        | #             | #           |
| Year | Jurisdiction | Unclassified         |          |               |             |
|      |              | Below basic          | At basic | At proficient | At advanced |
| 2009 | Illinois     | #                    | #        | #             | #           |
| 2007 | Illinois     | #                    | #        | #             | #           |
| 2005 | Illinois     | #                    | #        | #             | #           |
| 2003 | Illinois     | #                    | #        | #             | #           |

# Rounds to zero.

† Reporting standards not met.

NOTE: Black includes African American, Hispanic includes Latino, Pacific Islander includes Native Hawaiian, and American Indian includes Alaska Native.

Race categories exclude Hispanic origin unless specified. Detail may not sum to totals because of rounding.

Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 4: Table**

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Student classified as English Language Learner (2 categories) [LEP]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | ELL         |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 68.29       | 24.32    | 7.14          | 0.25        |
| 2007 | Illinois     | 56.32       | 31.64    | 9.05          | 2.98        |
| 2005 | Illinois     | 69.61       | 21.93    | 5.51          | 2.96        |
| 2003 | Illinois     | 79.88       | 16.39    | 3.73          | 0.00        |

| Year | Jurisdiction | Not ELL     |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 26.22       | 39.98    | 26.42         | 7.39        |
| 2007 | Illinois     | 28.85       | 39.77    | 24.28         | 7.10        |
| 2005 | Illinois     | 30.94       | 40.08    | 23.52         | 5.46        |
| 2003 | Illinois     | 31.47       | 38.17    | 24.21         | 6.16        |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

**Report 5: Table**

Percentages at each achievement level for mathematics, grade 8, by year, jurisdiction, and Student classified as having a disability, excluding 504 [IEP2009]: 2003, 2005, 2007, and 2009

| Year | Jurisdiction | SD          |          |               |             |
|------|--------------|-------------|----------|---------------|-------------|
|      |              | Below basic | At basic | At proficient | At advanced |
| 2009 | Illinois     | 63.89       | 28.90    | 6.44          | 0.77        |
| 2007 | Illinois     | —           | —        | —             | —           |
| 2005 | Illinois     | —           | —        | —             | —           |
| 2003 | Illinois     | —           | —        | —             | —           |

| Year | Jurisdiction | Not SD (including 504) |          |               |             |
|------|--------------|------------------------|----------|---------------|-------------|
|      |              | Below basic            | At basic | At proficient | At advanced |
| 2009 | Illinois     | 22.98                  | 40.83    | 28.23         | 7.96        |
| 2007 | Illinois     | —                      | —        | —             | —           |
| 2005 | Illinois     | —                      | —        | —             | —           |
| 2003 | Illinois     | —                      | —        | —             | —           |

— Not available.

# Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, and 2009 Mathematics Assessments.

## B. ISAT Data

ISAT Data 2003-2009: % Students Meets & Exceeds

| Reading      | All  | Male | Female | White | Black | Hispanic | Asian/Pac. Islander | Native American | Multi-Race | LEP  | Not LEP | Migrant | IEP  | Not IEP | Low Income | Not Low Income |
|--------------|------|------|--------|-------|-------|----------|---------------------|-----------------|------------|------|---------|---------|------|---------|------------|----------------|
| 2003 Grade 3 | 62.0 | 58.8 | 65.5   | 76.0  | 34.7  | 49.3     | 82.5                | 59.0            | 63.2       | 38.0 | 62.3    | 25.5    | 32.2 | 66.7    | 41.6       | 75.1           |
| 2004 Grade 3 | 65.0 | 62.0 | 68.3   | 76.9  | 39.0  | 55.8     | 85.3                | 59.6            | 71.6       | 60.5 | 65.1    | 50.0    | 35.6 | 69.9    | 46.2       | 78.3           |
| 2005 Grade 3 | 66.6 | 64.1 | 69.3   | 78.2  | 41.2  | 55.6     | 84.1                | 70.4            | 68.7       | 58.0 | 66.7    | 56.5    | 38.6 | 71.3    | 48.3       | 79.6           |
| 2006 Grade 3 | 70.7 | 66.5 | 75.1   | 80.4  | 48.4  | 62.2     | 87.9                | 74.5            | 68.3       | 66.3 | 70.7    | 56.8    | 39.8 | 75.8    | 54.2       | 82.4           |
| 2007 Grade 3 | 73.0 | 68.7 | 77.4   | 82.4  | 50.5  | 65.7     | 89.8                | 78.9            | 72.8       | 66.8 | 73.0    | 67.1    | 42.9 | 77.9    | 57.2       | 84.3           |
| 2008 Grade 3 | 71.7 | 67.7 | 76.0   | 83.6  | 55.3  | 55.2     | 87.2                | 75.6            | 75.3       | 42.5 | 75.7    | 59.6    | 42.8 | 76.1    | 56.8       | 84.9           |
| 2009 Grade 3 | 72.2 | 68.6 | 75.9   | 83.9  | 56.9  | 54.9     | 87.7                | 77.1            | 77.2       | 43.4 | 76.4    | 61.9    | 41.7 | 76.7    | 57.6       | 85.8           |
| 2006 Grade 4 | 72.9 | 68.3 | 77.7   | 81.8  | 50.0  | 68.2     | 88.8                | 79.6            | 73.4       | 63.8 | 73.0    | 66.0    | 39.7 | 78.6    | 58.0       | 83.6           |
| 2007 Grade 4 | 73.7 | 70.6 | 76.9   | 82.5  | 50.3  | 68.5     | 90.6                | 71.2            | 73.3       | 77.7 | 73.6    | 61.7    | 41.1 | 79.3    | 58.0       | 84.6           |
| 2008 Grade 4 | 73.2 | 69.7 | 76.9   | 83.8  | 56.2  | 59.4     | 87.6                | 73.6            | 75.8       | 38.4 | 76.6    | 60.0    | 41.2 | 78.3    | 58.7       | 85.1           |
| 2009 Grade 4 | 73.8 | 70.3 | 77.4   | 84.5  | 55.8  | 60.1     | 89.3                | 79.7            | 76.5       | 39.3 | 77.2    | 53.8    | 40.4 | 79.1    | 59.3       | 86.7           |
| 2003 Grade 5 | 60.4 | 58.6 | 62.3   | 73.5  | 35.9  | 42.2     | 78.9                | 64.4            | 64.6       | 12.3 | 62.4    | 32.7    | 25.3 | 66.1    | 40.0       | 73.4           |
| 2004 Grade 5 | 60.9 | 58.8 | 63.0   | 71.7  | 36.6  | 49.9     | 79.7                | 66.3            | 63.2       | 49.5 | 61.3    | 36.8    | 24.9 | 67.1    | 42.2       | 73.7           |
| 2005 Grade 5 | 62.8 | 60.9 | 64.7   | 73.6  | 38.6  | 54.0     | 81.8                | 67.3            | 64.8       | 53.1 | 63.1    | 30.8    | 28.7 | 68.7    | 45.6       | 75.3           |
| 2006 Grade 5 | 68.5 | 64.7 | 72.4   | 79.2  | 42.2  | 61.7     | 86.5                | 74.1            | 70.0       | 49.6 | 68.6    | 55.1    | 30.8 | 74.7    | 51.4       | 80.8           |
| 2007 Grade 5 | 69.7 | 66.0 | 73.5   | 79.2  | 44.8  | 64.3     | 87.7                | 70.4            | 70.3       | 65.1 | 69.8    | 67.2    | 33.6 | 75.7    | 53.1       | 81.5           |
| 2008 Grade 5 | 73.5 | 70.1 | 77.2   | 84.7  | 55.8  | 58.2     | 87.6                | 73.1            | 76.1       | 32.5 | 76.9    | 50.0    | 38.5 | 79.1    | 58.0       | 86.0           |
| 2009 Grade 5 | 73.5 | 70.2 | 77.1   | 84.3  | 55.6  | 59.8     | 87.9                | 79.0            | 76.3       | 33.4 | 76.5    | 50.0    | 37.6 | 79.2    | 58.6       | 86.2           |
| 2006 Grade 6 | 72.8 | 68.2 | 77.6   | 83.1  | 54.2  | 61.0     | 89.4                | 75.6            | 75.5       | 32.3 | 73.5    | 48.0    | 33.0 | 79.3    | 57.9       | 84.2           |
| 2007 Grade 6 | 73.4 | 69.8 | 77.1   | 83.4  | 53.4  | 62.2     | 90.6                | 77.1            | 76.1       | 36.6 | 75.0    | 61.5    | 34.2 | 79.7    | 57.9       | 85.0           |
| 2008 Grade 6 | 79.0 | 75.7 | 82.6   | 88.0  | 63.4  | 67.9     | 91.8                | 80.2            | 82.6       | 37.0 | 81.6    | 46.2    | 43.0 | 84.6    | 66.3       | 89.0           |
| 2009 Grade 6 | 79.9 | 76.8 | 83.1   | 88.4  | 64.9  | 69.4     | 92.0                | 79.8            | 80.9       | 41.1 | 82.2    | 44.0    | 43.9 | 85.4    | 68.0       | 89.8           |
| 2006 Grade 7 | 72.0 | 68.3 | 75.8   | 80.8  | 52.7  | 63.2     | 88.8                | 77.8            | 72.5       | 33.3 | 72.5    | 67.7    | 29.6 | 79.0    | 57.2       | 82.3           |
| 2007 Grade 7 | 73.4 | 69.4 | 77.6   | 82.4  | 54.6  | 64.4     | 90.6                | 78.5            | 76.1       | 39.8 | 74.4    | 69.8    | 31.7 | 80.3    | 59.0       | 83.9           |
| 2008 Grade 7 | 77.7 | 73.8 | 81.8   | 85.5  | 63.7  | 67.6     | 91.5                | 79.6            | 79.7       | 34.9 | 79.7    | 41.3    | 38.0 | 83.8    | 65.3       | 87.0           |
| 2009 Grade 7 | 77.5 | 73.3 | 81.9   | 85.6  | 63.1  | 66.8     | 90.5                | 80.9            | 79.9       | 33.7 | 79.6    | 53.8    | 38.3 | 83.4    | 65.1       | 87.2           |
| 2003 Grade 8 | 63.7 | 58.7 | 69.0   | 72.9  | 45.4  | 46.9     | 79.8                | 54.7            | 59.6       | 14.7 | 64.3    | 19.5    | 19.5 | 71.1    | 46.0       | 72.3           |
| 2004 Grade 8 | 67.1 | 62.5 | 71.9   | 76.3  | 48.3  | 51.3     | 81.5                | 72.0            | 66.5       | 28.9 | 67.6    | 36.8    | 24.2 | 74.6    | 49.8       | 76.9           |
| 2005 Grade 8 | 72.7 | 70.6 | 74.9   | 82.2  | 53.7  | 59.7     | 86.8                | 73.7            | 73.4       | 35.0 | 73.2    | 64.0    | 30.9 | 80.0    | 56.8       | 82.9           |
| 2006 Grade 8 | 79.2 | 76.1 | 82.4   | 86.3  | 63.6  | 71.1     | 91.9                | 80.7            | 80.2       | 38.7 | 79.6    | 63.3    | 37.6 | 86.2    | 66.8       | 87.2           |
| 2007 Grade 8 | 81.8 | 77.6 | 86.1   | 87.1  | 69.8  | 76.2     | 93.7                | 82.3            | 83.0       | 40.8 | 82.3    | 73.7    | 40.8 | 88.6    | 71.8       | 88.5           |
| 2008 Grade 8 | 81.4 | 77.5 | 85.5   | 88.2  | 68.7  | 73.5     | 92.5                | 81.7            | 84.8       | 40.4 | 82.9    | 54.8    | 42.4 | 87.5    | 70.4       | 89.4           |
| 2009 Grade 8 | 83.6 | 80.4 | 87.0   | 89.8  | 70.7  | 77.4     | 93.6                | 82.1            | 85.1       | 46.8 | 85.2    | 53.6    | 46.2 | 89.3    | 73.6       | 91.3           |



ISAT Data 2003-2009: % Students Meets & Exceeds

| Math | All     | Male | Female | White | Black | Hispanic | Asian/Pac. Islander | Native American | Multi-Race | LEP  | NotLEP | Migrant | IEP  | Not IEP | Low Income | Not Low Income |
|------|---------|------|--------|-------|-------|----------|---------------------|-----------------|------------|------|--------|---------|------|---------|------------|----------------|
| 2003 | Grade 3 | 75.7 | 75.5   | 76.1  | 88.5  | 69.4     | 93.4                | 78.6            | 77.9       | 57   | 75.9   | 48.2    | 55.1 | 79      | 57.8       | 87.2           |
| 2004 | Grade 3 | 79.2 | 79.1   | 79.2  | 89.7  | 76.0     | 94.7                | 78.4            | 85.8       | 79.4 | 79.2   | 61.8    | 59.7 | 82.4    | 63.3       | 90.3           |
| 2005 | Grade 3 | 79.2 | 79.4   | 79.0  | 89.1  | 74.9     | 94.0                | 77.2            | 81.9       | 79.7 | 79.2   | 82.6    | 60.1 | 82.7    | 64.3       | 89.9           |
| 2006 | Grade 3 | 85.6 | 85.0   | 86.2  | 93.1  | 82.7     | 96.8                | 86.6            | 84.4       | 85.7 | 85.6   | 90.9    | 66.7 | 88.7    | 74.3       | 93.7           |
| 2007 | Grade 3 | 86.8 | 86.3   | 87.2  | 93.9  | 84.8     | 97.1                | 90.5            | 87.3       | 84.8 | 86.8   | 88.6    | 70.0 | 89.5    | 76.2       | 94.4           |
| 2008 | Grade 3 | 85.1 | 84.8   | 85.5  | 93.6  | 78.1     | 95.9                | 92.0            | 87.7       | 72.9 | 86.9   | 90.6    | 67.8 | 87.7    | 75.2       | 94.0           |
| 2009 | Grade 3 | 85.2 | 85.0   | 85.5  | 93.3  | 77.7     | 95.5                | 87.8            | 88.0       | 73.2 | 87.0   | 79.5    | 66.2 | 88.0    | 75.9       | 94.0           |
| 2006 | Grade 4 | 84.8 | 84.1   | 85.6  | 92.1  | 83.5     | 96.2                | 89.5            | 85.5       | 80.6 | 84.8   | 80.0    | 62.0 | 88.7    | 73.6       | 92.8           |
| 2007 | Grade 4 | 86.4 | 85.4   | 87.4  | 92.7  | 88.0     | 96.7                | 84.7            | 85.9       | 90.1 | 86.3   | 91.7    | 64.5 | 90.1    | 76.4       | 93.3           |
| 2008 | Grade 4 | 84.6 | 83.9   | 85.3  | 92.5  | 76.8     | 95.1                | 84.3            | 86.6       | 64.8 | 86.6   | 78.9    | 63.8 | 87.9    | 74.6       | 92.9           |
| 2009 | Grade 4 | 85.7 | 85.0   | 86.5  | 92.8  | 79.5     | 95.6                | 90.3            | 86.7       | 68.3 | 87.5   | 87.2    | 64.0 | 89.2    | 76.7       | 93.8           |
| 2003 | Grade 5 | 68.3 | 67.5   | 69.3  | 81.3  | 55.3     | 89.0                | 69.6            | 71.9       | 28.9 | 69.9   | 45.1    | 35.2 | 73.8    | 49.1       | 80.6           |
| 2004 | Grade 5 | 71.8 | 70.8   | 72.8  | 82.5  | 67.0     | 91.5                | 75.7            | 68.8       | 69.4 | 71.9   | 57.9    | 39.0 | 77.5    | 54.2       | 83.8           |
| 2005 | Grade 5 | 73.1 | 72.1   | 74.2  | 83.9  | 69.2     | 92.1                | 76.9            | 74.0       | 70.3 | 73.2   | 56.0    | 41.7 | 78.6    | 56.6       | 85.3           |
| 2006 | Grade 5 | 78.6 | 78.2   | 79.0  | 88.1  | 76.8     | 94.4                | 82.8            | 79.4       | 68.1 | 78.7   | 69.4    | 50.3 | 83.2    | 64.2       | 89.0           |
| 2007 | Grade 5 | 82.5 | 81.4   | 83.7  | 90.1  | 81.6     | 96.2                | 80.7            | 83.0       | 81.6 | 82.6   | 81.3    | 55.9 | 86.9    | 70.6       | 91.1           |
| 2008 | Grade 5 | 81.4 | 80.3   | 82.4  | 89.8  | 74.0     | 94.4                | 80.9            | 81.8       | 58.9 | 83.2   | 67.8    | 54.5 | 85.6    | 70.0       | 90.5           |
| 2009 | Grade 5 | 82.4 | 81.3   | 83.6  | 90.3  | 75.5     | 94.1                | 84.8            | 83.4       | 58.2 | 84.3   | 68.6    | 54.8 | 86.8    | 72.0       | 91.4           |
| 2006 | Grade 6 | 79.1 | 77.6   | 80.6  | 89.0  | 74.7     | 94.8                | 83.6            | 80.4       | 53.9 | 79.5   | 60.0    | 45.6 | 84.5    | 65.5       | 89.5           |
| 2007 | Grade 6 | 81.4 | 79.8   | 83.1  | 89.6  | 77.4     | 96.0                | 82.8            | 82.8       | 62.9 | 82.3   | 65.4    | 49.2 | 86.6    | 69.6       | 90.4           |
| 2008 | Grade 6 | 82.6 | 80.9   | 84.5  | 90.9  | 77.1     | 94.8                | 81.9            | 84.9       | 57.9 | 84.2   | 67.3    | 52.0 | 87.3    | 71.6       | 91.4           |
| 2009 | Grade 6 | 82.4 | 80.8   | 84.1  | 90.2  | 75.9     | 94.5                | 81.5            | 81.9       | 55.8 | 84.1   | 55.6    | 50.7 | 87.3    | 71.9       | 91.2           |
| 2006 | Grade 7 | 76.1 | 74.6   | 77.6  | 85.7  | 70.1     | 93.9                | 78.6            | 75.5       | 45.8 | 76.5   | 64.5    | 36.1 | 82.7    | 61.2       | 86.5           |
| 2007 | Grade 7 | 79.4 | 78.3   | 80.5  | 88.1  | 75.0     | 95.2                | 77.6            | 80.4       | 58.0 | 80.1   | 73.4    | 41.9 | 85.6    | 66.5       | 88.8           |
| 2008 | Grade 7 | 80.4 | 79.1   | 81.8  | 88.8  | 75.4     | 94.1                | 81.9            | 81.8       | 54.3 | 81.7   | 58.7    | 45.2 | 85.8    | 68.4       | 89.4           |
| 2009 | Grade 7 | 82.8 | 80.8   | 84.8  | 90.2  | 78.1     | 94.6                | 86.4            | 83.3       | 56.8 | 84.1   | 69.8    | 47.7 | 88.1    | 72.4       | 91.0           |
| 2003 | Grade 8 | 53.1 | 52.8   | 53.4  | 65.7  | 35.5     | 78.8                | 43.8            | 46.2       | 17.7 | 53.4   | 22.0    | 13.0 | 59.8    | 30.3       | 64.1           |
| 2004 | Grade 8 | 54.4 | 53.8   | 55.1  | 66.7  | 38.7     | 81.0                | 55.4            | 46.4       | 25.4 | 54.8   | 33.3    | 13.8 | 61.5    | 34.4       | 66.9           |
| 2005 | Grade 8 | 54.3 | 53.9   | 54.9  | 67.3  | 39.3     | 82.2                | 50.8            | 52.9       | 25.9 | 54.7   | 42.3    | 15.1 | 61.2    | 32.3       | 68.4           |
| 2006 | Grade 8 | 78.2 | 76.8   | 79.8  | 87.0  | 72.2     | 94.6                | 81.0            | 78.3       | 48.6 | 78.6   | 83.3    | 37.7 | 85.1    | 64.1       | 87.4           |
| 2007 | Grade 8 | 81.3 | 79.7   | 82.9  | 89.0  | 76.8     | 95.5                | 78.5            | 82.5       | 57.3 | 81.7   | 71.4    | 42.0 | 87.8    | 69.0       | 89.5           |
| 2008 | Grade 8 | 80.4 | 79.2   | 81.6  | 88.9  | 74.5     | 93.9                | 82.2            | 81.3       | 52.7 | 81.5   | 53.5    | 43.2 | 86.1    | 68.2       | 89.2           |
| 2009 | Grade 8 | 81.7 | 80.5   | 83.0  | 89.3  | 76.3     | 94.0                | 82.1            | 82.7       | 54.4 | 82.9   | 53.6    | 44.7 | 87.3    | 70.6       | 90.2           |

ISAT Data 2003-2009: % Students Meets & Exceeds

| Science     | Grade   | All         |                | Male        | Female      | White       | Black    | Hispanic    | Asian/Pac. Islander | Native American | Multi-Race  | LEP         | Not LEP | Migrant | IEP  | Not IEP | Low Income | Not Low Income |
|-------------|---------|-------------|----------------|-------------|-------------|-------------|----------|-------------|---------------------|-----------------|-------------|-------------|---------|---------|------|---------|------------|----------------|
|             |         | 66.5        | 67.8           |             |             |             |          |             |                     |                 |             |             |         |         |      |         |            |                |
| 2003        | Grade 4 | 66.5        |                |             |             |             |          |             |                     |                 |             |             |         |         |      |         |            |                |
| 2004        | Grade 4 | 67.8        |                |             |             |             |          |             |                     |                 |             |             |         |         |      |         |            |                |
| 2005        | Grade 4 | 71.4        | 72.6           | 70.1        | 85.1        | 38.7        | 62.9     | 87.9        | 75.1                | 75.9            | 65.8        | 71.5        | 77.3    | 55.2    | 74.2 | 52.2    | 84.9       |                |
| 2006        | Grade 4 | 79.8        | 79.4           | 80.3        | 90.9        | 51.2        | 74.9     | 93.0        | 89.5                | 81.7            | 71.3        | 79.9        | 75.5    | 62.7    | 82.7 | 64.2    | 91.0       |                |
| 2007        | Grade 4 | 79.8        | 79.5           | 80.0        | 90.3        | 51.7        | 74.8     | 93.3        | 82.0                | 80.6            | 82.1        | 79.7        | 78.3    | 61.7    | 82.8 | 64.2    | 90.5       |                |
| 2008        | Grade 4 | 76.2        | 76.0           | 76.3        | 89.3        | 52.9        | 61.7     | 88.1        | 77.8                | 79.9            | 43.7        | 79.4        | 60.7    | 58.9    | 78.9 | 60.6    | 89.0       |                |
| 2009        | Grade 4 | 76.8        | 76.6           | 77.0        | 89.3        | 53.1        | 63.9     | 90.0        | 84.7                | 80.6            | 48.0        | 79.7        | 66.7    | 57.5    | 79.8 | 62.0    | 90.0       |                |
| 2003        | Grade 7 | 73.7        |                |             |             |             |          |             |                     |                 |             |             |         |         |      |         |            |                |
| 2004        | Grade 7 | 74.4        |                |             |             |             |          |             |                     |                 |             |             |         |         |      |         |            |                |
| 2005        | Grade 7 | 74.6        | 74.9           | 74.2        | 86.7        | 49.2        | 60.6     | 90.2        | 74.0                | 80.1            | 39.8        | 75.5        | 41.3    | 44.9    | 79.6 | 57.1    | 86.2       |                |
| 2006        | Grade 7 | 80.9        | 79.7           | 82.2        | 89.6        | 61.6        | 73.1     | 94.0        | 84.8                | 81.6            | 47.2        | 81.4        | 71.0    | 48.7    | 86.2 | 68.3    | 89.7       |                |
| 2007        | Grade 7 | 79.3        | 79.1           | 79.5        | 89.8        | 57.0        | 70.2     | 93.9        | 85.3                | 82.5            | 47.8        | 80.3        | 92.1    | 48.2    | 84.4 | 64.9    | 89.8       |                |
| 2008        | Grade 7 | 79.1        | 79.4           | 78.9        | 89.7        | 58.8        | 67.6     | 91.9        | 85.9                | 81.6            | 38.8        | 81.2        | 45.7    | 49.3    | 83.7 | 65.0    | 89.7       |                |
| 2009        | Grade 7 | 79.5        | 79.1           | 79.8        | 90.0        | 59.4        | 67.7     | 91.8        | 83.8                | 81.8            | 39.3        | 81.6        | 64.3    | 49.3    | 84.0 | 65.9    | 90.1       |                |
| GAP Reading |         | Black/White | Hispanic/White | LEP/non-LEP | IEP/non-IEP | Low/not Low | GAP Math | Black/White | Hispanic/White      | LEP/non-LEP     | IEP/non-IEP | Low/not Low |         |         |      |         |            |                |
| 2006        | Grade 3 | 32.0        | 18.2           | 4.4         | 36.0        | 28.2        | 2006     | 26.5        | 10.4                | -0.1            | 22.0        | 19.4        |         |         |      |         |            |                |
| 2007        | Grade 3 | 31.9        | 16.6           | 6.2         | 35.0        | 27.2        | 2007     | 25.8        | 9.1                 | 2.0             | 19.5        | 18.1        |         |         |      |         |            |                |
| 2008        | Grade 3 | 28.3        | 28.4           | 33.2        | 33.3        | 28.1        | 2008     | 25.2        | 15.5                | 14.0            | 19.9        | 18.8        |         |         |      |         |            |                |
| 2009        | Grade 3 | 26.9        | 29.0           | 33.1        | 34.9        | 28.2        | 2009     | 23.4        | 15.6                | 13.8            | 21.8        | 18.0        |         |         |      |         |            |                |
| 2006        | Grade 4 | 31.8        | 13.6           | 9.2         | 38.8        | 25.6        | 2006     | 27.8        | 8.6                 | 4.3             | 26.7        | 19.2        |         |         |      |         |            |                |
| 2007        | Grade 4 | 32.3        | 14.1           | -4.1        | 38.2        | 26.7        | 2007     | 24.8        | 7.2                 | -3.8            | 25.6        | 16.9        |         |         |      |         |            |                |
| 2008        | Grade 4 | 27.6        | 24.4           | 38.2        | 37.2        | 26.4        | 2008     | 23.5        | 15.7                | 21.8            | 24.1        | 18.3        |         |         |      |         |            |                |
| 2009        | Grade 4 | 28.6        | 24.3           | 37.8        | 38.6        | 27.4        | 2009     | 21.8        | 13.3                | 19.3            | 25.2        | 17.2        |         |         |      |         |            |                |
| 2006        | Grade 5 | 37.0        | 17.4           | 19.1        | 43.8        | 29.4        | 2006     | 35.7        | 11.3                | 10.6            | 32.9        | 24.9        |         |         |      |         |            |                |
| 2007        | Grade 5 | 34.3        | 14.9           | 4.7         | 42.0        | 28.4        | 2007     | 30.0        | 8.5                 | 1.0             | 31.0        | 20.5        |         |         |      |         |            |                |
| 2008        | Grade 5 | 28.9        | 26.5           | 44.3        | 40.6        | 28.0        | 2008     | 26.7        | 15.8                | 24.3            | 31.1        | 20.5        |         |         |      |         |            |                |
| 2009        | Grade 5 | 28.6        | 24.4           | 43.2        | 41.6        | 27.6        | 2009     | 24.6        | 14.7                | 26.1            | 31.9        | 19.4        |         |         |      |         |            |                |
| 2006        | Grade 6 | 28.9        | 22.1           | 41.2        | 46.3        | 26.2        | 2006     | 33.0        | 14.3                | 25.6            | 38.9        | 24.0        |         |         |      |         |            |                |
| 2007        | Grade 6 | 30.0        | 21.2           | 38.4        | 45.5        | 27.0        | 2007     | 28.8        | 12.2                | 19.3            | 37.5        | 20.7        |         |         |      |         |            |                |
| 2008        | Grade 6 | 24.6        | 20.2           | 44.6        | 41.6        | 22.7        | 2008     | 27.3        | 13.8                | 26.3            | 35.3        | 19.8        |         |         |      |         |            |                |
| 2009        | Grade 6 | 23.5        | 19.0           | 41.2        | 41.5        | 21.8        | 2009     | 24.9        | 14.3                | 28.3            | 36.6        | 19.3        |         |         |      |         |            |                |
| 2006        | Grade 7 | 28.1        | 17.6           | 39.2        | 49.4        | 25.1        | 2006     | 33.4        | 15.7                | 30.7            | 46.5        | 25.3        |         |         |      |         |            |                |
| 2007        | Grade 7 | 27.7        | 18.0           | 34.6        | 48.6        | 24.8        | 2007     | 29.9        | 13.1                | 22.1            | 43.7        | 22.3        |         |         |      |         |            |                |
| 2008        | Grade 7 | 21.8        | 17.9           | 44.8        | 45.7        | 21.7        | 2008     | 29.1        | 13.4                | 27.5            | 40.6        | 21.0        |         |         |      |         |            |                |

**ISAT Data 2003-2009: % Students Meets & Exceeds**

|      |         |      |      |      |      |      |      |         |      |      |      |      |      |
|------|---------|------|------|------|------|------|------|---------|------|------|------|------|------|
| 2009 | Grade 7 | 22.4 | 18.8 | 45.9 | 45.2 | 22.2 | 2009 | Grade 7 | 25.5 | 12.1 | 27.3 | 40.4 | 18.6 |
| 2006 | Grade 8 | 22.7 | 15.2 | 40.9 | 48.6 | 20.4 | 2006 | Grade 8 | 30.9 | 14.7 | 29.9 | 47.4 | 23.4 |
| 2007 | Grade 8 | 17.3 | 10.9 | 30.3 | 47.9 | 16.6 | 2007 | Grade 8 | 27.5 | 12.2 | 24.4 | 45.8 | 20.5 |
| 2008 | Grade 8 | 19.5 | 14.7 | 42.5 | 45.1 | 19.0 | 2008 | Grade 8 | 28.0 | 14.4 | 28.7 | 42.9 | 20.9 |
| 2009 | Grade 8 | 19.1 | 12.4 | 38.4 | 43.1 | 17.7 | 2009 | Grade 8 | 25.7 | 13.0 | 28.5 | 42.6 | 19.6 |

| Reading | All      | Male | Female | White | Black | Hispanic | Asian/Pac. Islander | Native American | Multi-Race | LEP  | NotLEP | Migrant | IEP  | NotIEP | Low Income | Not Low Income |
|---------|----------|------|--------|-------|-------|----------|---------------------|-----------------|------------|------|--------|---------|------|--------|------------|----------------|
| 2006    | Grade3-8 | 72.7 | 68.8   | 76.9  | 82.0  | 64.6     | 88.9                | 77.1            | 72.9       | 42.5 | 73.1   | 59.8    | 35.0 | 79.0   | 57.6       | 83.5           |
| 2007    | Grade3-8 | 74.2 | 70.4   | 78.2  | 82.9  | 54.1     | 66.8                | 74.8            | 74.8       | 50.9 | 74.8   | 66.6    | 37.2 | 80.3   | 59.6       | 84.7           |
| 2008    | Grade3-8 | 76.2 | 72.5   | 80.1  | 85.7  | 63.4     | 89.7                | 77.3            | 78.6       | 38.1 | 79.0   | 52.1    | 41.0 | 81.6   | 62.5       | 87.0           |
| 2009    | Grade3-8 | 76.8 | 73.3   | 80.4  | 86.1  | 64.5     | 90.1                | 79.8            | 79.0       | 39.9 | 79.6   | 53.7    | 41.4 | 82.2   | 63.6       | 87.9           |

| Math | All      | Male | Female | White | Black | Hispanic | Asian/Pac. Islander | Native American | Multi-Race | LEP  | NotLEP | Migrant | IEP  | NotIEP | Low Income | Not Low Income |
|------|----------|------|--------|-------|-------|----------|---------------------|-----------------|------------|------|--------|---------|------|--------|------------|----------------|
| 2006 | Grade3-8 | 80.2 | 79.2   | 81.3  | 89.1  | 76.0     | 95.1                | 83.4            | 81.0       | 59.0 | 80.5   | 76.0    | 49.2 | 85.4   | 66.9       | 89.7           |
| 2007 | Grade3-8 | 82.8 | 81.7   | 84.0  | 90.5  | 62.7     | 79.5                | 82.3            | 83.9       | 69.0 | 83.2   | 78.6    | 53.4 | 87.7   | 71.2       | 91.1           |
| 2008 | Grade3-8 | 82.4 | 81.3   | 83.5  | 90.7  | 64.0     | 94.7                | 83.8            | 84.3       | 62.8 | 83.9   | 70.3    | 54.3 | 86.7   | 71.4       | 91.1           |
| 2009 | Grade3-8 | 83.4 | 82.2   | 84.6  | 91.0  | 66.7     | 94.7                | 85.5            | 84.6       | 63.9 | 84.9   | 70.8    | 54.6 | 87.8   | 73.3       | 91.9           |

| Science | All      | Male | Female | White | Black | Hispanic | Asian/Pac. Islander | Native American | Multi-Race | LEP  | NotLEP | Migrant | IEP  | NotIEP | Low Income | Not Low Income |
|---------|----------|------|--------|-------|-------|----------|---------------------|-----------------|------------|------|--------|---------|------|--------|------------|----------------|
| 2006    | Grade4,7 | 80.4 | 79.6   | 81.3  | 90.2  | 56.6     | 93.5                | 86.9            | 81.7       | 55.0 | 80.7   | 73.8    | 55.4 | 84.6   | 66.3       | 90.3           |
| 2007    | Grade4,7 | 79.5 | 79.3   | 79.8  | 90.0  | 54.5     | 93.6                | 83.7            | 81.4       | 58.8 | 80.0   | 65.4    | 54.6 | 83.7   | 64.6       | 90.1           |
| 2008    | Grade4,7 | 77.7 | 77.7   | 77.6  | 89.5  | 56.0     | 90.0                | 82.0            | 80.7       | 42.0 | 80.3   | 53.9    | 54.1 | 81.3   | 62.7       | 89.4           |
| 2009    | Grade4,7 | 78.1 | 77.9   | 78.4  | 89.7  | 56.3     | 90.9                | 84.3            | 81.1       | 44.9 | 80.7   | 65.4    | 53.4 | 82.0   | 63.9       | 90.1           |

| GAP Reading | Black/White | Hispanic/White | LEP/White | non-IEP/White | non-IEP/White | Low/not Low | GAP Math | Black/White | Hispanic/White | LEP/White | non-IEP/White | non-IEP/White | Low/not Low |
|-------------|-------------|----------------|-----------|---------------|---------------|-------------|----------|-------------|----------------|-----------|---------------|---------------|-------------|
| 2006        | Grade3-8    | 30.1           | 17.4      | 30.6          | 44.0          | 25.8        | 2006     | Grade3-8    | 31.2           | 13.1      | 21.4          | 36.2          | 22.8        |
| 2007        | Grade3-8    | 28.8           | 16.0      | 24.0          | 43.1          | 25.1        | 2007     | Grade3-8    | 27.8           | 11.0      | 14.2          | 34.3          | 19.9        |
| 2008        | Grade3-8    | 25.0           | 22.2      | 40.9          | 40.6          | 24.5        | 2008     | Grade3-8    | 26.7           | 14.7      | 21.1          | 32.4          | 19.7        |
| 2009        | Grade3-8    | 24.8           | 21.6      | 39.7          | 40.9          | 24.3        | 2009     | Grade3-8    | 24.3           | 13.8      | 21.1          | 33.1          | 18.6        |

## C. PSAE Data

PSAE Data 2003 - 2009: % Students Meets & Exceeds

|                | All  | Asian/<br>Pac. Island |      |          |        |                          | Hispanic | Black | White | Female | Male | Multi-<br>American Race. | LEP  | Not LEP | Migrant | IEP  | Not IEP | Low<br>Income | Not Low<br>Income |
|----------------|------|-----------------------|------|----------|--------|--------------------------|----------|-------|-------|--------|------|--------------------------|------|---------|---------|------|---------|---------------|-------------------|
|                |      | Female                | Male | Hispanic | Island | Multi-<br>American Race. |          |       |       |        |      |                          |      |         |         |      |         |               |                   |
| <b>Reading</b> |      |                       |      |          |        |                          |          |       |       |        |      |                          |      |         |         |      |         |               |                   |
| 2003 Grade 11  | 56.4 | 52.8                  | 60   | 64.6     | 31.1   | 34.3                     | 65.2     | 51.2  | 50.7  | 16.2   | 56.8 | 17.9                     | 15.3 | 60.9    | 31.8    | 62.7 |         |               |                   |
| 2004 Grade 11  | 56.8 | 53.7                  | 59.8 | 65.3     | 31.8   | 34.4                     | 65       | 52.5  | 50.5  | 12.8   | 57.2 | 14.3                     | 16.1 | 61.4    | 32.6    | 64   |         |               |                   |
| 2005 Grade 11  | 59.5 | 55.9                  | 63.1 | 67.8     | 35.1   | 40.2                     | 71       | 56.5  | 56.3  | 17.3   | 59.8 | 28.6                     | 15.9 | 64.7    | 37.4    | 66.8 |         |               |                   |
| 2006 Grade 11  | 58.4 | 55.7                  | 61.1 | 67.1     | 33.3   | 38.5                     | 72.8     | 53.8  | 58.5  | 20.4   | 58.6 | 23.5                     | 17.5 | 63.5    | 35.1    | 66.6 |         |               |                   |
| 2007 Grade 11  | 54.1 | 51.1                  | 56.9 | 63.5     | 28.0   | 33.0                     | 67.7     | 55.6  | 52.7  | 26.9   | 54.4 | 29.0                     | 19.3 | 58.5    | 31.4    | 62.5 |         |               |                   |
| 2008 Grade 11  | 53.3 | 51.2                  | 55.3 | 64.7     | 24.9   | 30.9                     | 63.9     | 49.8  | 54.4  | 7.7    | 54.3 | 33.3                     | 18.8 | 57.5    | 28.5    | 63.4 |         |               |                   |
| 2009 Grade 11  | 56.9 | 54.6                  | 59.2 | 68.5     | 28.0   | 36.5                     | 68.7     | 60.6  | 61.2  | 8.1    | 58.0 | 27.8                     | 16.8 | 61.8    | 33.2    | 67.9 |         |               |                   |
| <b>Math</b>    |      |                       |      |          |        |                          |          |       |       |        |      |                          |      |         |         |      |         |               |                   |
| 2003 Grade 11  | 53.3 | 56                    | 50.7 | 62.6     | 20.5   | 29.4                     | 73.7     | 47.1  | 46.8  | 24.2   | 53.6 | 10.7                     | 12.8 | 57.7    | 25      | 60.5 |         |               |                   |
| 2004 Grade 11  | 53.1 | 55.1                  | 51.2 | 62.4     | 20.5   | 30.7                     | 75       | 44.4  | 45.1  | 26.3   | 53.4 | 35.7                     | 12.2 | 57.7    | 25.4    | 61.3 |         |               |                   |
| 2005 Grade 11  | 52.8 | 54.5                  | 51.1 | 63.1     | 18.6   | 30.8                     | 75.7     | 51.1  | 47.8  | 25.8   | 53   | 21.4                     | 12.5 | 57.6    | 25.5    | 61.7 |         |               |                   |
| 2006 Grade 11  | 53.6 | 56.1                  | 51.3 | 63.6     | 20.8   | 33.5                     | 76.7     | 49.2  | 49.9  | 29.7   | 53.8 | 17.6                     | 13.1 | 58.6    | 27.6    | 62.8 |         |               |                   |
| 2007 Grade 11  | 52.7 | 55.6                  | 50.0 | 63.1     | 19.4   | 33.0                     | 75.7     | 55.6  | 47.1  | 32.3   | 53.0 | 25.8                     | 14.4 | 57.6    | 27.2    | 62.2 |         |               |                   |
| 2008 Grade 11  | 53.0 | 55.4                  | 50.6 | 64.1     | 20.6   | 32.6                     | 77.4     | 48.2  | 52.3  | 19.5   | 53.7 | 30.0                     | 13.3 | 57.9    | 27.5    | 63.4 |         |               |                   |
| 2009 Grade 11  | 51.6 | 54.3                  | 49.1 | 63.4     | 18.6   | 31.6                     | 75.8     | 47.8  | 52.0  | 17.7   | 52.4 | 8.3                      | 12.1 | 56.5    | 26.3    | 63.4 |         |               |                   |
| <b>Science</b> |      |                       |      |          |        |                          |          |       |       |        |      |                          |      |         |         |      |         |               |                   |
| 2003 Grade 11  | 51.3 | 54.4                  | 48.3 | 61.4     | 17.3   | 25.8                     | 65.5     | 49    | 44.6  | 16.5   | 51.6 | 14.3                     | 13.1 | 55.4    | 21.3    | 58.9 |         |               |                   |
| 2004 Grade 11  | 52.9 | 55.3                  | 50.5 | 62.7     | 20.1   | 29.2                     | 70       | 49    | 45.1  | 16.3   | 53.2 | 21.4                     | 13.2 | 57.4    | 24.4    | 61.4 |         |               |                   |
| 2005 Grade 11  | 52.5 | 54.7                  | 50.3 | 63.4     | 18.5   | 28.6                     | 69.6     | 51.7  | 51    | 15.9   | 52.8 | 14.3                     | 13   | 57.2    | 24.4    | 61.7 |         |               |                   |
| 2006 Grade 11  | 50.8 | 54.9                  | 46.8 | 61.7     | 17.3   | 27.6                     | 68.8     | 46.2  | 46.7  | 19.4   | 50.9 | 11.8                     | 12.6 | 55.4    | 23.0    | 60.5 |         |               |                   |
| 2007 Grade 11  | 51.0 | 53.8                  | 48.3 | 61.9     | 18.9   | 28.2                     | 70.6     | 51.5  | 48.2  | 29.3   | 51.3 | 29.0                     | 14.0 | 55.7    | 24.8    | 60.7 |         |               |                   |
| 2008 Grade 11  | 51.2 | 54.3                  | 48.2 | 63.5     | 18.4   | 27.6                     | 70.3     | 49.0  | 50.5  | 8.9    | 52.1 | 30.0                     | 13.4 | 55.9    | 23.8    | 62.4 |         |               |                   |
| 2009 Grade 11  | 50.5 | 54.0                  | 47.1 | 63.4     | 17.2   | 27.6                     | 67.7     | 52.6  | 52.8  | 8.2    | 51.4 | 5.6                      | 13.9 | 55.0    | 23.8    | 62.8 |         |               |                   |

## D. High School Graduation Data

| YEAR    | <u>High School Graduation Rates: 2003 - 2009</u> |      |        |       |       |          |       |                 |             |      |         |      |            |
|---------|--|------|--------|-------|-------|----------|-------|-----------------|-------------|------|---------|------|------------|
|         | Total  | Male | Female | White | Black | Hispanic | Asian | Native American | MultiRacial | LEP  | Migrant | IEP  | Low Income |
| 2002-03 | 86.0   | 83.8 | 88.3   | 91.0  | 73.3  | 75.5     | 92.5  | 77.8            | NA          | 64.5 | 63.3    | 71.5 | 69.9       |
| 2003-04 | 86.6   | 84.3 | 88.8   | 91.8  | 74.0  | 75.9     | 91.9  | 76.6            | 87.9        | 57.9 | 25.0    | 75.8 | 71.1       |
| 2004-05 | 87.4   | 85.4 | 89.4   | 92.2  | 77.6  | 76.0     | 93.4  | 86.0            | 90.2        | 62.8 | 75.6    | 76.1 | 75.8       |
| 2005-06 | 87.6   | 85.4 | 89.8   | 92.3  | 78.0  | 76.4     | 94.1  | 80.5            | 88.2        | 63.2 | 41.7    | 77.0 | 76.2       |
| 2006-07 | 85.9   | 83.1 | 88.8   | 92.2  | 73.8  | 73.4     | 93.5  | 72.5            | 83.0        | 69.1 | 51.5    | 71.9 | 74.9       |
| 2007-08 | 86.5   | 84.2 | 88.8   | 92.5  | 74.9  | 75.7     | 93.4  | 75.3            | 87.6        | 57.2 | 36.4    | 81.2 | 78.2       |
| 2008-09 | 87.1   | 84.5 | 89.7   | 92.3  | 76.7  | 76.8     | 94.0  | 79.4            | 88.9        | 63.1 | 27.8    | 78.1 | 76.6       |

### **E. Information on Cut Scores**

A vertical ISAT scale was first used in 2006. Proficiency levels represented by each category on the new scales were set by ISBE after the performance of extensive statistical "bridge studies" in 2005.

In grades 3, 5, and 8 in reading and math, and grades 4 and 7 in science (i.e. years for which there was previous data), cuts were set on the vertical scale to be "scale neutral." In other words, cut scores were designed to achieve the same percent of students at the "Meets or Exceeds" level that would have been obtained using the pre-2006 scale.

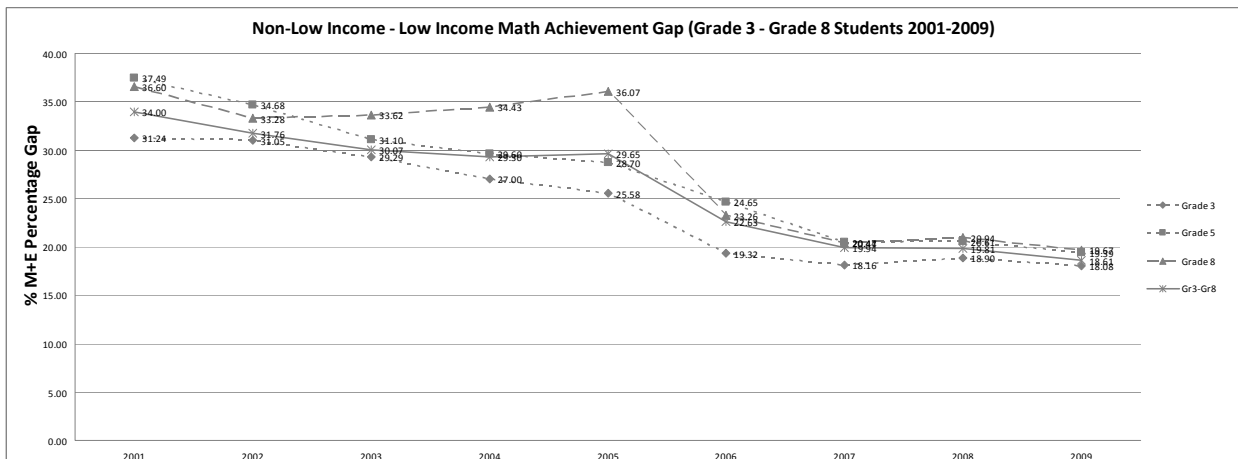
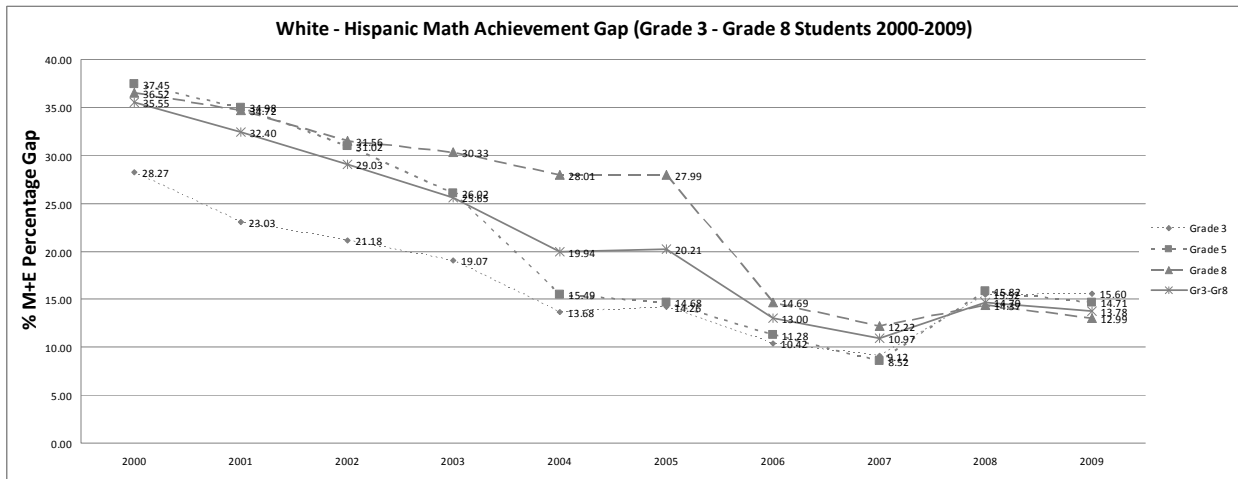
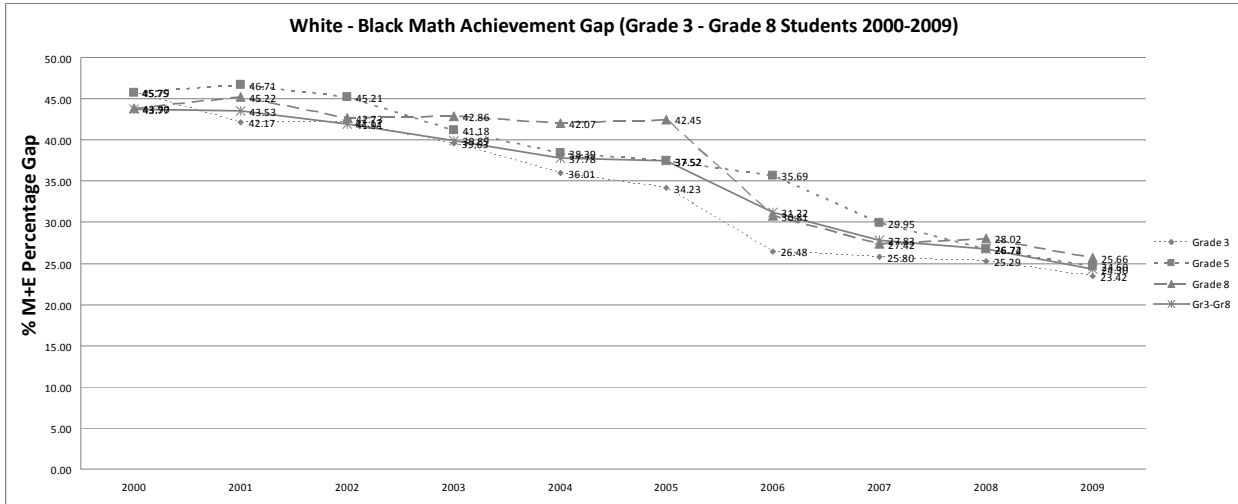
For establishment of new cut scores, data was not available for intermediate grades (4, 6, and 7 in reading and math, and grades 5 and 6 in science). For these grades, cut scores were set by interpolating and averaging from the percent "Meets or Exceeds" from the surrounding grades. For example, data from grades 3 and 5 was averaged to obtain the cut score for percent "Meets or Exceeds" in grade 4 reading and math. Simultaneously, as based on their SAT-10 NPRs, the "Meets or Exceeds" cut score for grade 8 mathematics was brought in line with those of other grades.

**Appendix A3-2**

**Data on Closing the Achievement Gap**

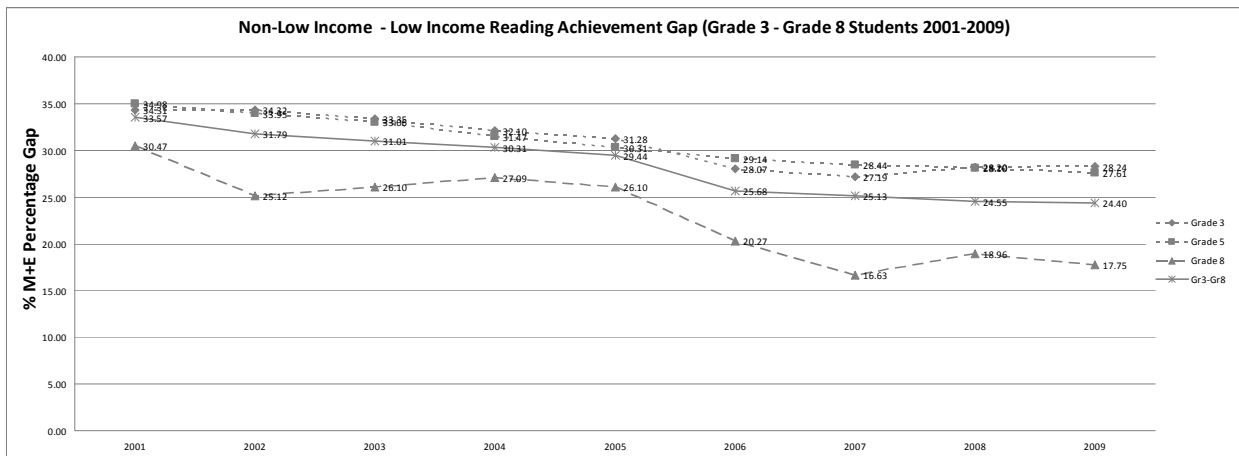
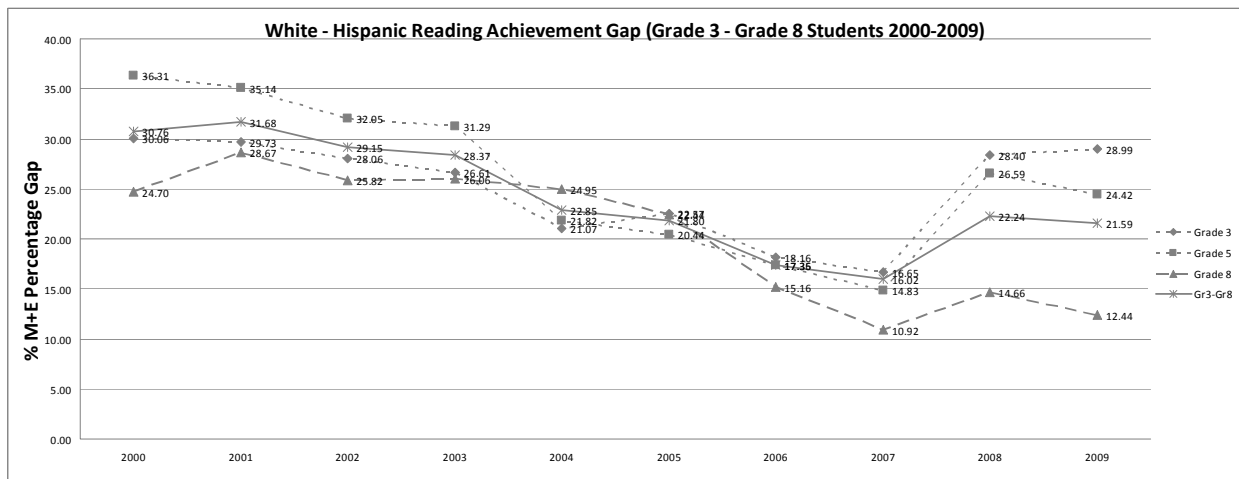
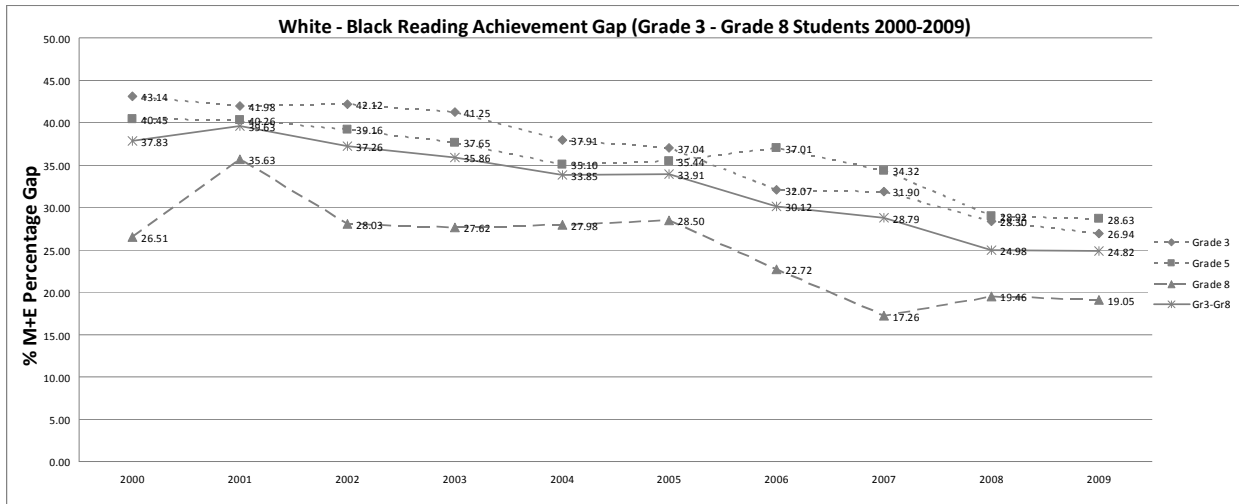
- A. Data on Illinois' Progress toward Closing the Achievement Gap in Math**
- B. Data on Illinois' Progress toward Closing the Achievement Gap in Reading**
- C. Data on Illinois' Progress toward Closing the Achievement Gap on the AP Exam**
- D. Data on Illinois' Progress toward Closing the Achievement Gap for Students with Disabilities**

## A. Data on Illinois' Progress toward Closing the Achievement Gap in Math





## B. Data on Illinois' Progress toward Closing the Achievement Gap in Reading<sup>1</sup>

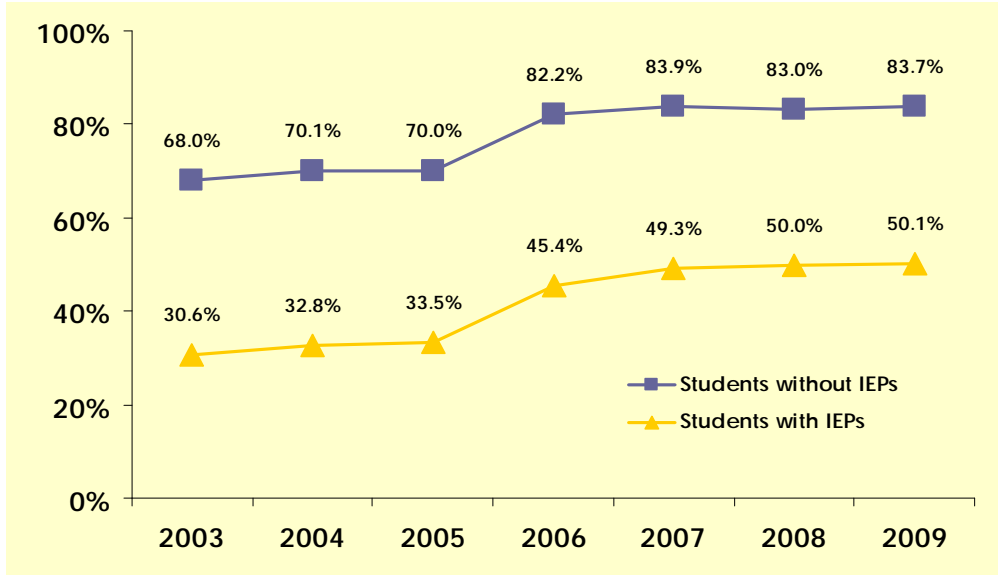


<sup>1</sup> Prior to 2008, Limited English Proficient (LEP) students in Illinois took the Illinois Measure of Annual Growth in English (IMAGE) test. After several years of analyses, modifications, and negotiations with the federal government, Illinois determined that a state accountability test for 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.

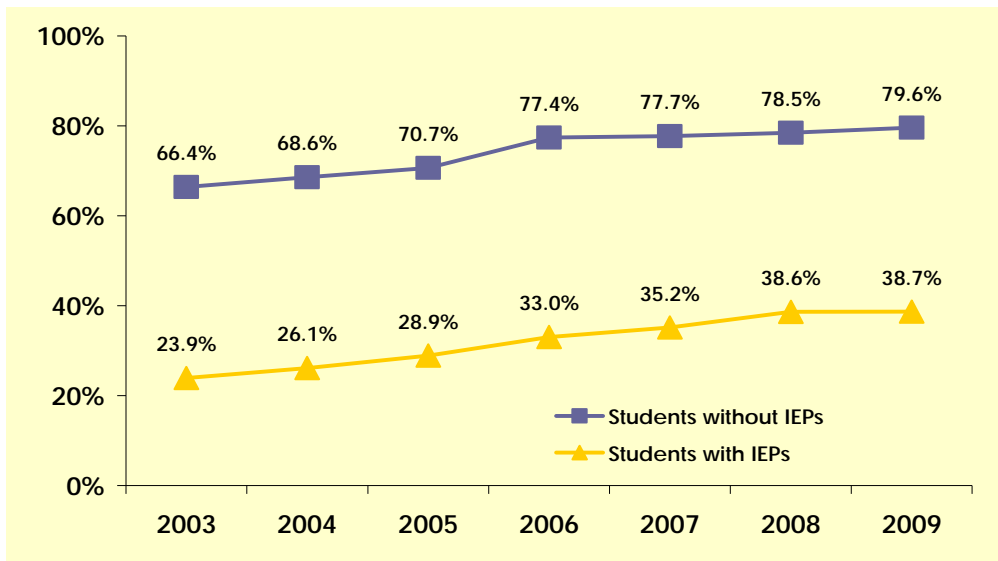
### **C. Data on Illinois' Progress toward Closing the Achievement Gap on the AP Exam**

- The number of Latino students taking an AP Exam in 2008 increased 19.4% from the previous year, and the number of Latino students scoring a 3 or higher also increased by 19%.
- The percentage of African American students taking an AP exam in 2008 grew by 9.3% from the previous year.
- More than 56% of students taking an AP test in 2008 were women, a 9.6% increase over the previous year. Female students scoring a 3 or higher grew by 7.4% from the previous year.
- Low-income students comprised 19% of seniors taking AP exams in Illinois in 2008, a notable increase over the 12.3% during 2003.
- Chicago's Whitney M. Young Magnet High School was singled out in the 5<sup>th</sup> Annual AP Report to the Nation for having the greatest number of African American students in the country from the class of 2008 scoring a 3 or higher on the AP English Language exam.

**D. Data on Illinois' Progress toward  
Closing the Achievement Gap for Students with Disabilities**



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



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

**Appendix B3-1**

**Programs of Study/STEM Learning Exchanges**

- A. Illinois High School Reform Context and Momentum**
- B. Illinois Career Clusters Programs of Study Model**
- C. STEM Application Areas**
- D. Blue Wave Project**

## **A. Illinois High School Reform Context and Momentum**

Over the last three years, practitioners from throughout the state have engaged in strategic planning activities spearheaded by the three state education agencies, the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE). Over 300 individuals representing education, employers, labor unions, professional associations, and others in local communities were involved in regional meetings to envision new forms of education that can assist students to complete high school ready to transition to college and careers. The ISBE, ICCB, IBHE, and numerous other agencies are engaging Partnerships for College and Career Success (PCCS) throughout the state that include K-12 schools, community colleges, universities, and employers in grassroots implementation of new Programs of Study that integrate rigorous curricula and experiential approaches to learning. Local PCCSs throughout the state have engaged in a self-assessment process to determine assets and opportunities for improvement and to lead conversations with local constituents about curriculum reform. These dialogues center on ways high schools can better partner with community colleges, universities and employers to adopt Programs of Study that integrate rigorous academics with career and technical education to enhance learning. Illinois views reformed high school education as a primary means of providing students with new pathways to college and careers.

Illinois' vision of Programs of Study offers rigorous, integrated academic, career and technical education that is aligned with and reinforced by the new Common Core College and Career Readiness Standards, the American Diploma Project (ADP), the Building 21<sup>st</sup> Century Skills initiative, and other reforms such as High Schools That Work (HSTW) of the Southern Regional Education Board (SREB), Project Lead the Way (PLTW), New Tech High Schools, and career academies associated with National Academy Foundation (NAF). In 2008, Illinois adopted a framework for implementation and evaluation of Programs of Study that provides six guiding principles geared to creating career pathways that extend from the high school to the postsecondary level and employment so all students have the opportunity to transition to college and careers. The guiding principles grew out of the aforementioned dialogue, and they captured the state's collective vision and aspiration for educational reform at the high school and postsecondary levels and in larger workforce training and education arena.

Illinois' six guiding principles for Programs of Study have been disseminated widely throughout the state, through print documents, websites (see, for example, the ICCB website link: [http://www.iccb.org](#) and the Office of Community College Research and Leadership (OCCRL), University of Illinois, link at: [occrll.illinois.edu](http://occrll.illinois.edu)), and professional development activities. An important aspect of the dissemination strategy involves the use of workgroups dedicated to each guiding principle, to gather input, refine core concepts, and consider implementation challenges. Nearly 100 practitioners representing the K-12 and postsecondary levels participated in these conversations, and several educational leaders identified through this process contributed to webinars conducted by OCCRL on each guiding principle. The webinars were conducted between January and June 2009 (one webinar was conducted per month), and, in addition, the state's Forum on Excellence meeting (sponsored by the ICCB and conducted by Illinois Center for Specialized Professional Services (ICSPS) at Illinois State University) featured Programs of Study in the September 2009.

In addition to the above activities, two state-level groups were formed in FY08 to provide leadership for Programs of Study. One state leadership group includes the chief academic officers of the ISBE and ICCB, along with other state agency leaders, and the second group includes all agency personnel affiliated with the ISBE and ICCB who have responsibility for implementation of academic and/or career-technical education programs as well as professional development. This Programs of Study Planning Team includes approximately 30 agency officials, plus personnel of OCCRL and ICSPS to support implementation of Programs of Study statewide.

The six guiding principles adopted by the state to implement Programs of Study are:

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

These guiding principles are employed by local Partnerships for College and Career Success (PCCS) involving high schools, community colleges, universities, employers, and other partners to implement Programs of Study. The guiding principles foster systematic thinking at all levels of education, including and importantly at the high school level. Much more than a name change, these Partnerships reflect the state's commitment to coordinating state and local efforts and supporting the transition of high school graduates to the postsecondary level ready to learn and acquire high wage, high skill, and high demand jobs. Illinois requires that these Partnerships involve a broad base group of constituents to support student success, including high schools, area career centers, Education For Employment (EFE) regions, community colleges, universities, employer, labor, and other groups.

The guiding principles reflect untold hours of conversation with practitioners, and they are based on empirical research and promising practices known to create positive educational outcomes. The guiding principles are consistent with federal No Child Left Behind Act and the Carl D. Perkins Act laws, as well Title I and Title II of the Workforce Investment Act. As mentioned above, the guiding principles align with High Schools That Work (HSTW), Project Lead the Way (PTLW), New Tech High Schools, career academies supported by the National Academy Foundation (NAF), the Illinois Innovation Talent Project, and other standards-oriented initiatives adopted by the state of Illinois, including the American Diploma Project (ADP) and Building 21<sup>st</sup> Century Skills. The principles are consistent with various postsecondary, workforce and economic development initiatives, including Illinois' Critical Skills Shortage Initiative

(CSSI), the Shifting Gears Initiative, and numerous others. Most importantly, the guiding principles have been reviewed and vetted with leaders of these initiatives and they have received their endorsement and been integrated into complimentary initiatives.

From the beginning Illinois' guiding principles of Programs of Study were developed with an eye toward high school reform. A roadmap for development of Illinois' Programs of Study was a set of recommendations developed by the National High School Center. Illinois' guiding principles were inspired by and cross-walked with the high school reform design principles of the National High School Center, ensuring the same comprehensive approach to high school reform that was evident in the National Center's work were evident in Illinois' guiding principles for Programs of Study. As such, Illinois' guiding principles are consistent with enhancing quality and accountability at the high school level, and preparing students for college and careers.

Each of Illinois' guiding principle is accompanied by a set of six to eight design elements that help practitioners understand what they need to do to implement Programs of Study. The full list of guiding principles and design elements appears at the end of this document, and the guiding principles and design elements have also been cross-walked with the proposed High School Reform Design Principles emanating from the International Seminar in Occupational Education and authored by Bob Sheets (October 2009). The High School Reform Design Principles fall under five of the six guiding principles of Programs of Study, as shown in Table 1 (see below). As such, the Illinois Programs of Study framework provides an inclusive, comprehensive roadmap for high school reform.

**Table 1. Cross-walk of Illinois' Six Guiding Principles for Programs of Study with High School Reform Design Principles**

| <b>Illinois' Guiding Principle for Programs of Study</b>   | <b>Illinois' Program of Study Design Elements</b>  | <b>High School Reform Design Principles</b> |
|--|--|---|
| <p><b>Leadership, Organization and Support</b> - <i>Programs are developed and supported with input from collaborative partners.</i></p> | <ul style="list-style-type: none"> <li>• Leaders support authentic collaborative partnerships that include secondary and postsecondary education and encourage the active involvement of business and industry and labor organizations; community-based organizations and community members; student organizations; parent organizations; and other organizations and agencies that benefit student transition to college and careers.</li> <li>• Leaders establish and communicate a vision, mission, and goals that are aligned with enabling federal and state policies and important components of the larger educational system.</li> <li>• Leaders encourage individuals at all levels to engage in shared decision making, encouraging the perspective of individuals and groups not always active in curriculum reform and organizational change.</li> </ul> |   |

| Illinois' Guiding Principle for Programs of Study  | Illinois' Program of Study Design Elements   | High School Reform Design Principles   |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Leaders nurture a collaborative culture of respect, high expectations, and demonstrable student outcomes and benefits for partners.</li> <li>• Leaders formalize genuine collaborative partnerships, including the roles and responsibility of member entities and create a formal memorandum of understanding to ensure clarity and accountability.</li> <li>• Leaders encourage the planning, implementation and evaluation of Programs of Study that are guided by active, joint secondary-postsecondary advisory committees.</li> <li>• Leaders encourage that resources including personnel, fiscal, curriculum, physical, and technology are adequate and distributed appropriately among partners.</li> <li>• Leaders encourage that partners receive technical assistance and technology assistance to support Program of Study implementation and continuous improvement.</li> </ul>   |  |
| <p><b>Access, Equity and Opportunity</b> - <i>Each and every student has access to educational opportunities and services that enable their success.</i></p> | <ul style="list-style-type: none"> <li>• Various strategies are used to recruit, enroll, and retain students, including students who are underserved, under-represented, and from special populations.</li> <li>• Processes are in place to identify and overcome gaps and barriers for learners to foster access to education and inclusion in educational programs, including flexible time and location of programs.</li> <li>• Processes are in place to assist students to overcome barriers to initial entry or re-entry into secondary and postsecondary education.</li> <li>• Appropriate support services are available to promote student success, help students become college and career ready, and meet their educational goals.</li> <li>• The physical, virtual, and learning spaces of programs and support services are universally designed to promote state-wide access to education and successful transition.</li> <li>• Special population sub-groups are clearly identified so that their progress and success can be quantified and compared with other populations.</li> <li>• Programs and support services reflect learners' and their families' perspectives and interests in education and transition while addressing changes in resources and family roles across settings.</li> <li>• Students have access to networks and resources, including adult mentors from the employment</li> </ul> | <ul style="list-style-type: none"> <li>• Personalized Tutoring and Support Services</li> </ul> |



| Illinois' Guiding Principle for Programs of Study   | Illinois' Program of Study Design Elements  | High School Reform Design Principles  |
|---|---|---|
| <p><b>Alignment and Transition</b> - <i>Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.</i></p>        | <p>community, to assist with curriculum, career exploration, and work-based learning.</p> <ul style="list-style-type: none"> <li>• Non-duplicative curriculum is ensured through secondary and postsecondary collaboration for greater efficiency and alignment.</li> <li>• Course content and credit are aligned through articulation agreements which lead to industry recognized credentials and/or certification.</li> <li>• Curriculum is aligned with relevant educational, state, and industry standards and certifications.</li> <li>• Programs are designed with multiple entry and exit points to high-skill, high-wage, or high-demand occupations and encourage stackable credentials.</li> <li>• Programs include development of a coherent sequence of courses and programs that may lead to the baccalaureate degree.</li> <li>• Data-sharing agreements are developed for program improvement, program reporting, and the evaluation of student transition across educational levels to provide necessary support services and ensure student success.</li> <li>• Programs provide students with multiple opportunities to build and/or increase their “college knowledge” in order to make informed decisions about educational and occupational options.</li> </ul> | <ul style="list-style-type: none"> <li>• Transition to Postsecondary Education</li> </ul>   |
| <p><b>Enhanced Curriculum and Instruction</b> - <i>Curriculum and pedagogy involve rigorous and relevant instruction, and career development that enhances learning and enables students to attain credentials.</i></p> | <ul style="list-style-type: none"> <li>• Programs infuse career exploration, development and guidance throughout the educational system.</li> <li>• Programs strongly encourage dual credit opportunities in academic and career and technical courses to accelerate student learning and encourage transition to and success in college-level occupational programs.</li> <li>• Programs involve business, industry and community partners to provide relevant instructional opportunities (e.g. work-based learning, access to current technology, mentoring and leadership development, cross-cluster projects).</li> <li>• Programs' cluster-level orientation courses have a rigorous foundation of academic and career-technical content that prepares students for more advanced course work.</li> <li>• Curriculum and pedagogy are designed to ensure the rigor and support services necessary to reduce the need for remedial/developmental education.</li> <li>• Programs include multiple measures of assessment designed for diverse learning styles and accurately determine acquisition of academic and technical knowledge and skills.</li> </ul>   | <ul style="list-style-type: none"> <li>• Career and Education Guidance</li> <li>• Academic Core Curriculum with Optional Programs of Study</li> <li>• Academic Integration and Application Within Programs of Study</li> <li>• Real-World Connections with External Partners</li> </ul> |

| Illinois' Guiding Principle for Programs of Study  | Illinois' Program of Study Design Elements  | High School Reform Design Principles  |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Programs develop, improve or expand the use of technology to foster students' technical skills and reach more learners.</li> </ul>   |   |
| <p><b>Professional Preparation and Development</b> - <i>Teacher preparation, recruitment and selection of qualified instructional staff, and the delivery of quality professional development.</i></p> | <ul style="list-style-type: none"> <li>• Professional development activities are coordinated with teacher certification or licensing, in-service and pre-service learning, other related professional development activities, or current local reform initiatives and school improvement plans.</li> <li>• Professional development activities are high-quality, sustained, intensive, comprehensive, and instruction-focused in order to have an impact on classroom instruction.</li> <li>• Professional development is designed to help all partners and stakeholders improve the quality of instruction in order to impact student achievement and meet the state annual adjusted level of performance (AALP).</li> <li>• Local leaders conduct needs assessments prior to designing professional development and involve stakeholders and partners in collaborative planning.</li> <li>• Professional development combines resources with other regions and organizations to maximize resources.</li> <li>• Professional development includes the sharing of best or promising practices based on scientifically-based research and data that demonstrate program effectiveness.</li> <li>• Professional development includes opportunities for secondary and postsecondary educators to collaborate to encourage curriculum alignment and integration.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Preparation, Qualifications and Support</li> </ul> |
| <p><b>Accountability and Program Improvement</b> - <i>Data are collected and shared to demonstrate accountability, program improvement and student outcomes.</i></p>                                   | <ul style="list-style-type: none"> <li>• All programmatic activities, including professional development are evaluated for improvement and accountability using multiple forms of assessment and measurement.</li> <li>• Data are used to inform a culture of program improvement that uses data to improve instruction and programs.</li> <li>• Data are used within the organization and shared with partners to foster local improvement and regional development.</li> <li>• Relevant labor market data are used to inform program development and implementation.</li> <li>• A data collection system is developed with the capacity to collect longitudinal data on core indicators, performance measures, and workforce placement.</li> <li>• Procedures are implemented to collect reliable and</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuous Improvement</li> </ul>                          |

| <b>Illinois' Guiding Principle for Programs of Study</b> | <b>Illinois' Program of Study Design Elements</b>   | <b>High School Reform Design Principles</b> |
|--|---|---|
|  | <p>valid data at each educational level and point of data collection.</p> <ul style="list-style-type: none"> <li>• Partnerships set specific performance targets and establish measureable goals for participant outcomes based on state adjusted level of performance on each indicator and are responsible for meeting those targets or providing plans of improvement.</li> <li>• Collected data are disaggregated and cohort based to provide gap analysis on different student groups for purposes of equity.</li> </ul> |   |

**Appendix B3-1**

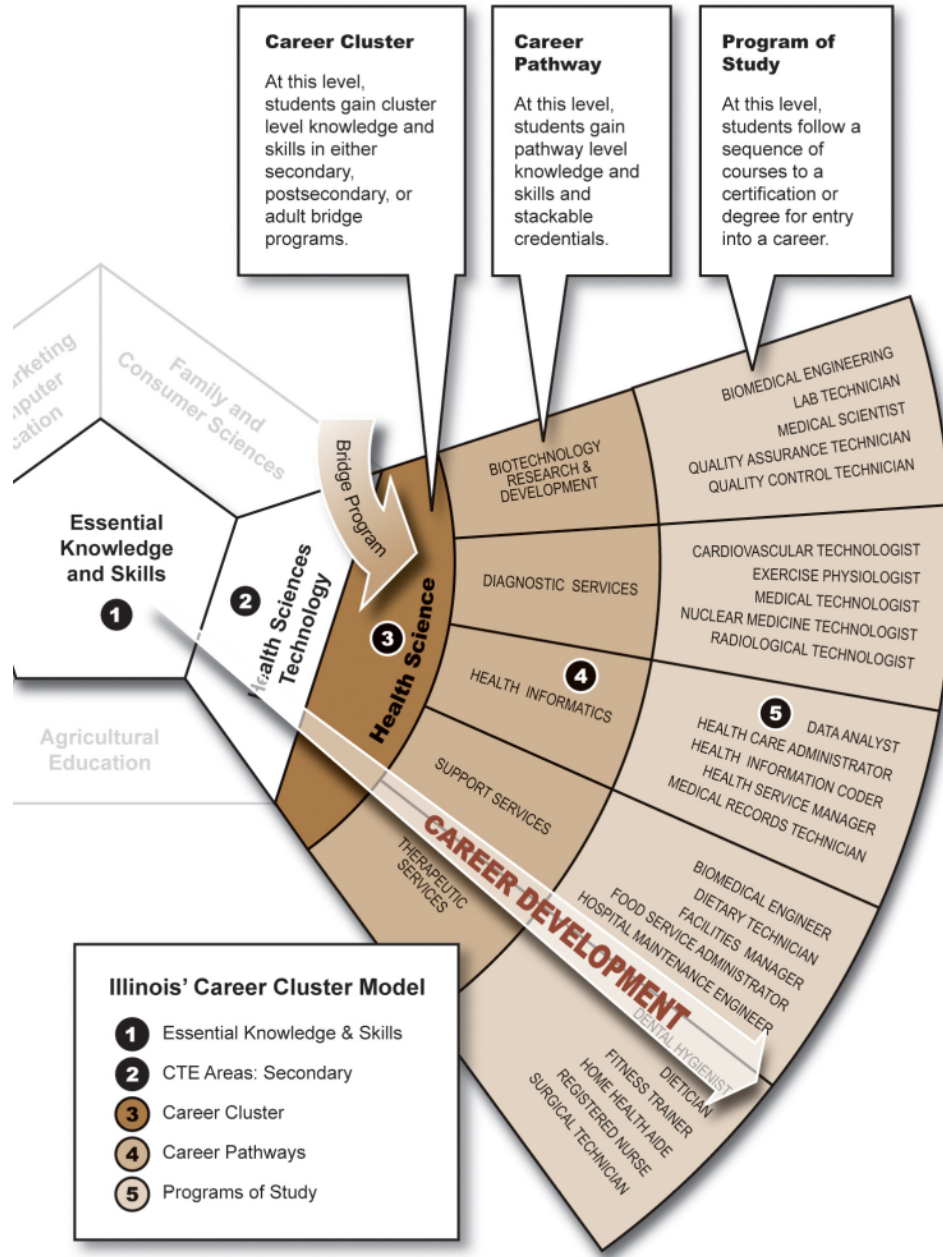
**Programs of Study/STEM Learning Exchanges**

**B. Illinois Career Clusters Programs of Study Model**



- This illustration reflects the National Career Cluster framework which Illinois has adopted as an organizing guide for Programs of Study development. There are five secondary education career and technical education areas of study followed by 16 career clusters and 79 career pathways.<sup>2</sup>

<sup>2</sup> Jankowski, Natasha A., Catherine L. Kirby, Debra D. Bragg, Jason L. Taylor, & Kathleen M. Oertle. *Illinois' Career Cluster Model*. Champaign: University of Illinois at Urbana-Champaign, 2009. Pg. 10-11.



- This illustration demonstrates how Programs of Study are organized and developed within the Illinois Career Cluster framework. Students participating in Programs of Study are first oriented to career and technical education areas of study that connect with their academic and career interests. Students then identify a career cluster and corresponding career pathways where they gain core knowledge and skills in a given industry field. Finally, students participate in a sequence of courses through an articulated Program of Study across secondary and postsecondary institutions resulting in a certification or degree program for entry into a career.<sup>3</sup>

<sup>3</sup> Jankowski, Natasha A., Catherine L. Kirby, Debra D. Bragg, Jason L. Taylor, & Kathleen M. Oertle. *Illinois' Career Cluster Model*. Champaign: University of Illinois at Urbana-Champaign, 2009. Pg. 12.

This example of the Illinois Career Cluster Model shows the relationship between one of Illinois' five secondary career and technical education areas (Health Sciences Technology), the related career cluster (Health Science), the five pathways within that cluster, and sample programs of study within the pathway. It also illustrates the essential knowledge and skills that are shared by all clusters, the cluster level knowledge and skills shared by all occupations within the pathways in the cluster, the pathway level knowledge and skills specific to each of the five pathways, and the programs of study which represent courses that are taken at multiple education levels which lead to employment in related pathway occupations. Career exploration and development are infused at all levels of the model. The model also shows an entry point for adults by including bridge programs that infuse cluster level knowledge and skills with adult education and remedial education course content.

### **Career Cluster**

At the career cluster level, students are exposed to the breadth of essential and cluster level knowledge and skills needed for multiple careers. The career cluster framework provides multiple entry and exit points for students as they progress through a program of study. For example, a K-12 student may participate and acquire cluster level knowledge and skills and dual credit while in the secondary system, and adults may acquire cluster level knowledge and skills as they progress through an adult bridge program.

### **Career Pathway**

At the career pathway level, students make choices about occupations in terms of their career interests, and start to acquire pathway level knowledge and skills at either the secondary or postsecondary levels of the educational system. Pathway level knowledge and skills are more specialized than those at the cluster level, preparing students to enter occupations that they have identified in their individualized plan of study. This means students become more specialized in their pursuit of occupational and career areas.

### **Program of Study**

Through the program of study, students are provided with the opportunity to receive stackable credentials, secure credentials aligned with segments of the curriculum, and acquire certificates and degrees at multiple completion points from secondary school through the baccalaureate degree. Career clusters and career pathways offer the knowledge and skills required to complete a program of study that leads to the community college and/or university level and provide students with opportunities for certification and degree attainment.<sup>4</sup>

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<sup>4</sup> Jankowski, Natasha A., Catherine L. Kirby, Debra D. Bragg, Jason L. Taylor, & Kathleen M. Oertle. *Illinois' Career Cluster Model*. Champaign: University of Illinois at Urbana-Champaign, 2009. Pg. 13.

## **Appendix B3-1**

### **Programs of Study/STEM Learning Exchanges**

#### **C. STEM Application Areas**

1. **Agriculture and Natural Resources**: development, production, processing, distribution, of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources;
2. **Energy**: developing, planning and managing the production of energy including renewable energy and clean coal technology and its distribution through smart grid technologies;
3. **Manufacturing**: product and process development and managing and performing the processing of materials into intermediate or final products and related support activities;
4. **Information Technology**: designing, developing managing, supporting and integrating hardware and software system;
5. **Architecture and Construction**: designing, planning, managing, building, and maintaining the built environment including the use of green technologies;
6. **Transportation, Distribution and Logistics**: planning, management and movement of people, materials and goods across all transportation modes as well as maintaining and improving transportation technologies;
7. **Research and Development**: scientific research and professional and technical services including laboratory and testing services, and research and development services;
8. **Health Sciences**: planning, managing and providing therapeutic, diagnostic, health informatics, and support services as well as biomedical research and development; and
9. **Financial Services**: securities and investments, business finance, accounting, insurance, and banking services.

## Appendix B3-1

### Programs of Study/STEM Learning Exchanges

#### D. Blue Wave Project

### *Creating a Blue Wave in Science Education*

*A National Project to Bring Computational Science Tools and Capabilities to Students Who Will Shape the Future of Science and Engineering*

Computation has transformed science in the past few decades. Scientific computing has opened up new areas of scientific exploration, contributing to our understanding of a broad range of phenomena from the functioning of biological molecules and the decoding of genetic information to the tracking of hurricanes and the evolution of galaxies. The rate of progress promises to accelerate in the next few years, as a new generation of computers, orders of magnitude more powerful than the present computers, are brought on line, beginning with *Blue Waters*, the sustained petascale computer being deployed by the National Center for Supercomputing Applications<sup>5</sup> (NCSA) on the campus of the University of Illinois at Urbana-Champaign in 2011.

Computational modeling, using computational tools similar or even identical to those used by scientists, can also be used to offer students insights into the world around us that is difficult to obtain by any other means. The use of these tools is especially critical when students are learning about objects or processes far too small to be seen, e.g., molecules in chemistry, or processes that are far too slow to be observed, e.g., movement of the earth's crustal plates in geology or the evolution of the universe. In these cases the use of interactive computational tools, which allow the student to change conditions, modify the processes and so on, can give them a deep and rich appreciation for the scientific principles involved.

#### **Background: ICLCS**

The Institute for Chemistry Literacy through Computational Science (ICLCS) Project<sup>6</sup> at the University of Illinois at Urbana-Champaign has shown that the use of computational tools to teach basic chemical concepts has the potential to revolutionize the teaching of chemistry in the nation's high schools. Working with teachers from Illinois' rural high schools, this project has shown that the use of computational tools in the classroom is enthusiastically embraced by teachers, results in improved performance of students on standardized chemistry tests, and leads to increased student interest in chemistry.

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<sup>5</sup> Website: <http://www.nsa.illinois.edu/>

<sup>6</sup> Website: <http://www.iclcs.illinois.edu/>. The ICLCS is funded through an NSF Math-Science Partnership grant.



## Blue Wave Project

Although ICLCS has been a notable success, the computational tools and course materials needed to teach chemistry and other sciences are still not widely available, nor is there a social networking infrastructure to support teachers when they adopt these new tools and create and use materials to systemically revise the high school science curriculum. Furthermore, while the use of these tools has improved performance on existing standardized chemistry tests, these tests may not adequately measure the student's understanding of the subject, nor their ability to analyze and understand new science problems in the subject.

The goal of the proposed project, *Creating a Blue Wave in Science Education*, is to:

- Develop a comprehensive set of computational tools and course materials to teach the basic concepts of physics, chemistry, biology and earth science in high school.
- Provide an educational computing infrastructure to provide students with the ability to use these computational tools to learn basic scientific concepts, to explore their understanding, and to participate in authentic research experiences.
- Provide a social networking infrastructure to allow teachers to work together to utilize the computational tools and computing infrastructure to revitalize the high school science curriculum.
- Create and test the assessment tools that monitor computational skills and the ability to use those skills in inquiry-based learning.
- Disseminate the computational tools and classroom materials to high schools throughout the nation through the established outreach programs in the specialized secondary schools.

The proposed project, *Creating a Blue Wave in Science Education*, is a partnership of the University of Illinois at Urbana-Champaign and its National Center for Supercomputing Application (NCSA) and the National Consortium of Specialized Secondary Schools of Mathematics, Science and Technology<sup>7</sup> (NCSSSMST). The University of Illinois is one of the nation's premiere public universities and NCSA is a leader in deploying high-performance computing resources and in working with research communities to advance science and engineering. NCSSSMST was established in 1988 to foster, support, and advance the effort of those specialized schools whose primary purpose is to attract and academically prepare students for leadership in mathematics, science, and technology. NCSSSMST has over 100 institutional members, representing more than 39,000 students and 1,600 educators.

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<sup>7</sup> Web site: <http://www.ncsssmst.org/>.

## Appendix C1-1

### ISBE Website: Available Data re America COMPETES Act



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## Student Information System

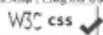
### *ISBE SIS Data Elements, approved codes and indicators*

The information is organized into the following individual documents.




- **Change History**
  - [Change History \(Updated 1/8/10\)](#) **NEW**
- **Demographics/Enrollment**
  - [Student Demographics\(Updated 7/1/09\)](#)
  - [Enrollment \(Updated 9/24/09\)](#)
  - [Program Indicators\(Updated 7/1/09\)](#)
  - [Race Codes](#)
  - [Entry-Grade Level Codes](#)
  - [Language Codes](#)
  - [Lineage\(Suffix\) Codes \(Updated 8/13/08\)](#)
  - [Enrollment Type Codes \(Updated 7/1/09\)](#)
- **Exit Enrollment**
  - [Exit Enrollment\(Updated 7/1/09\)](#)
  - [Exit Type Codes \(Updated 11/25/09\)](#)
- **Assessment**
  - [Assessment \(Updated 11/17/08\)](#)
  - [Valid Grade at Time of Testing \(Updated 12/14/09\)](#)
  - [Yr in Approved TBE TPI Program](#)
  - [Yr Since Exited TBE TPI Program](#)
  - [Test To Be Taken](#)
  - [Reason for not Testing \(Updated 10/14/09\)](#)
- **Student Data for English Language Learners**
  - [ELL \(Updated 10/23/08\)](#)
- **Student Data for Early Childhood**
  - [Early Childhood \(Updated 7/1/09\)](#)
  - [Early Childhood Validations Reference](#)
- **Pre-K Follow-Up**
  - [Pre-K Follow-Up \(Updated 3/31/09\)](#)
- **Student Data for Early Childhood Outcomes**
  - [Special Education Early Childhood Outcomes \(Updated 9/24/09\)](#)
  - [Special Education Early Childhood Outcomes Decision Tree \(Updated 7/21/09\)](#)
  - [Special Education Early Childhood Outcomes Forms and Instructions](#)
- **Student Discipline**
  - [Student Discipline \(Updated 7/1/08\)](#)
  - [Disability Type Codes \(Updated 4/17/09\)](#)
  - [Incident Type Codes \(Updated 5/1/09\)](#)
  - [Disciplinary Action Codes \(Updated 4/9/09\)](#)
  - [Disciplinary Duration Codes \(Updated 9/10/08\)](#)
- **Multiple SID**
  - [Multiple SID \(Updated 7/1/09\)](#)
- **Homeless**
  - [Homeless Data \(1/8/10\)](#) **NEW**
- **All Data Elements**
  - [ALL in One Data Elements Document – all of above PDF Version](#) **NEW**

| Resources   |
|---|
| ISBE SIS:   |
| ▶ Data Elements   |
| ▶ Excel Templates                                       |
| ▶ File Format Layout                                    |
| ▶ User Manual   |
| ▶ Webinars  |
| Additional Resources:                                   |
| ▶ Adobe Acrobat Reader - Download for Free              |
| ▶ Archived Meetings and Presentations                   |
| ▶ Family Educational Rights and Privacy Act (FERPA)     |
| ▶ Frequently Asked Questions (FAQs)                     |
| ▶ Helpful Links   |
| ▶ ILDS Data Advisory Committee (ILDSDAC)                |
| ▶ ILDS Project  |
| ▶ RCDTS Lookup (renamed from Education Entities Lookup) |
| ▶ Student Assessment Division                           |
| ▶ Transferring CPS and Non-CPS Students Within Illinois |
| ▶ SIS Home Page   |

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| <br>Preschool For All  |
| <br>Child Lures <sup>®</sup><br>PREVENTION<br>TEACHING CHILDREN'S WORTH TO<br>Think First & Stay Safe! |

## Student Assessment









The Assessment Division of the Illinois State Board of Education is responsible for developing and administering tests that measure the performance of students and schools against the Illinois Learning Standards. The state assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' scores are part of the AYP measure, including students with disabilities and limited English proficiency.

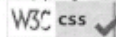
### ► Announcements

- Illinois Longitudinal Data System Data Advisory Committee (ILDSDAC)
- 2009-10 Guidance – PSAE and the Receipt of a Regular High School Diploma *(Posted 09/30/09)*
- Request for a Change in the Two-Week Test Window – 2010 ISAT
- Request for Modified Testing Dates – 2010 ACCESS
- Memorandum: Elimination of the Fall Retake for the PSAE and Exemptions from the PSAE Diploma Requirement *(Posted 08/11/09)*
- 5 Year Work Plan for the Development/Implementation of English Language Learner Assessment for Title 1 Accountability
- Implementation Schedule of Assessment Strategies for ELL's
- Interactive ISAT Multiple-Choice Sample Questions

**Note:** If a test does not display, a pop-up blocker may be preventing it from opening and you may need to instruct the pop-up blocker to allow access to these tests. If you get "access denied," or "page not found" messages, it may mean that tight security at your school or district is preventing access. Contact your technical support and have them try to access these tests. Contact [support@metalogic1.com](mailto:support@metalogic1.com) as needed for assistance.

- EXPLORE/PLAN PROCEDURES AND PROTOCOL and Illinois ACT Online Prep
- Illinois Growth Model Task Force Report 
- State Assessment Scale Score Cut Points
  - 2009 
  - 2008 
  - 2007 
  - 2006 
  - 2005 

| Resources   |
|---|
| <ul style="list-style-type: none"> <li>► ACCESS</li> <li>► AYP</li> <li>► IAA</li> <li>► ICEPT</li> <li>► ISAT</li> <li>► NAEP</li> <li>► PSAE</li> <li>► TIMSS</li> <li>► ELL Assessment</li> <li>► ISAT Sample Books</li> <li>► Join the Student Assessment Listserv</li> <li>► Illinois Assessment Frameworks</li> <li>► Illinois Learning Standards</li> <li>► Illinois Accountability Workbook</li> <li>► Student Assessment Committees</li> </ul> |
| <b>IL State Assessment</b>  |
| <p>Quick Reference Charts</p> <ul style="list-style-type: none"> <li>► 2010 <i>(Updated 10/16/09)</i></li> <li>► 2009 <i>(Updated 7/10/09)</i></li> <li>► 2008 <i>(Updated 11/24/08)</i></li> <li>► 2007 <i>(Updated 6/4/07)</i></li> <li>► 2006 <i>(Updated 3/15/06)</i></li> <li>► 2005</li> </ul>  |
| <p>Areas to be Tested</p> <ul style="list-style-type: none"> <li>► Mathematics</li> <li>► Reading</li> <li>► Science</li> <li>► Writing</li> </ul>  |
| <p>General Areas</p> <ul style="list-style-type: none"> <li>► Fine Arts</li> <li>► Physical Development and Health</li> <li>► Social Science</li> <li>► Staff</li> <li>► Assessment Home</li> </ul>   |



**Appendix C2-1**

**Access to State Longitudinal Data**

- A. IIRC Performance Data, Drill-Down and Instructional Tools Screen Shots**
- B. IIRC Data Dashboards Screen Shots**
- C. Example of High School-to-College Success Reports**

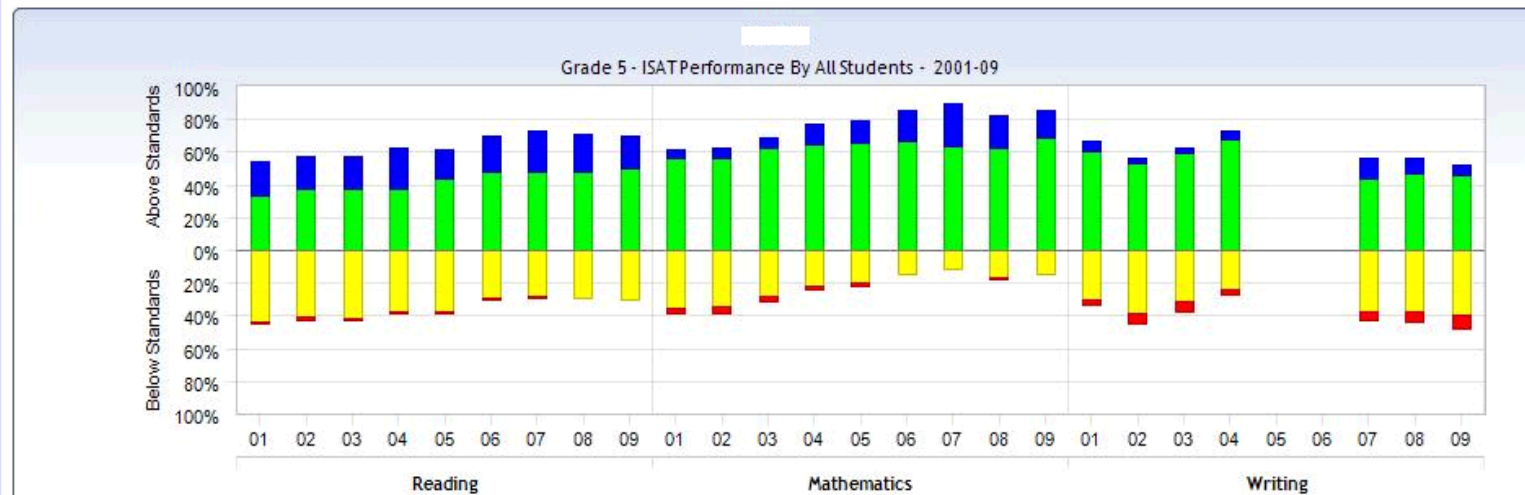
**A. IIRC Performance Data, Drill-Down and Instructional Tools Screen Shots**

[screen shots on following pages]

District:  County:

Grade  Subject  Student Group   [Content Strands](#)

**ISAT Test Scores**



**Percent of Students at Each Level**

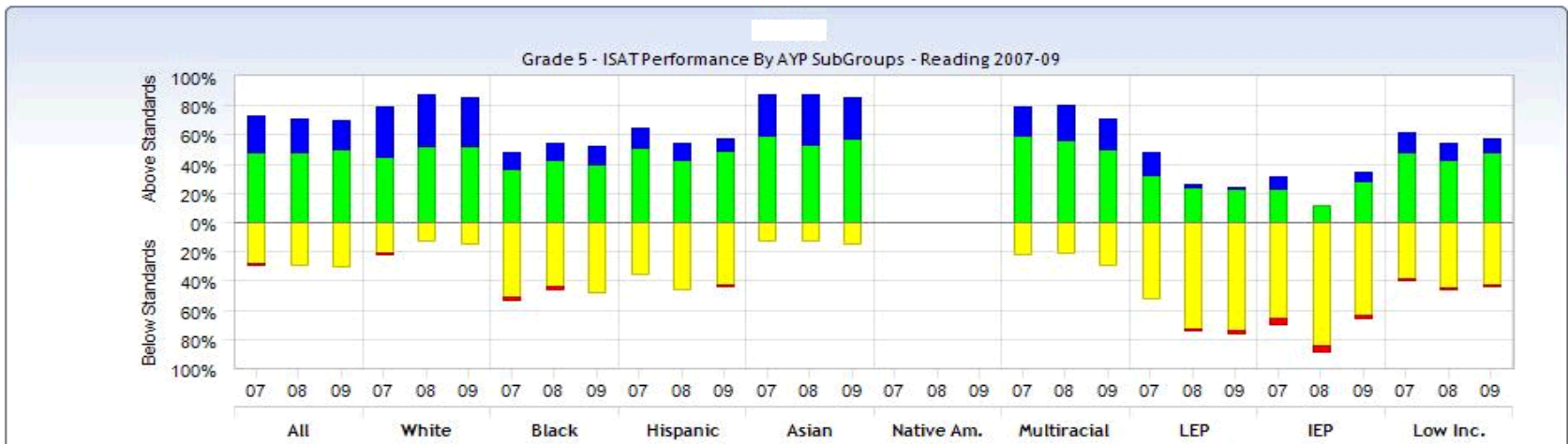
|                   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |   |    |    |    |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|----|----|----|
| % Meets & Exceeds | 54 | 57 | 57 | 61 | 61 | 71 | 72 | 71 | 70 | 61 | 62 | 69 | 77 | 79 | 85 | 89 | 82 | 85 | 67 | 55 | 62 | 73 | - | - | 56 | 56 | 51 |
| % Exceeds         | 21 | 20 | 20 | 24 | 17 | 22 | 25 | 23 | 20 | 5  | 6  | 7  | 12 | 13 | 18 | 26 | 19 | 16 | 7  | 3  | 3  | 5  | - | - | 12 | 9  | 6  |
| % Meets           | 33 | 37 | 37 | 38 | 44 | 48 | 48 | 48 | 50 | 56 | 56 | 62 | 65 | 66 | 67 | 64 | 63 | 69 | 60 | 53 | 59 | 68 | - | - | 44 | 47 | 46 |
| % Below           | 44 | 41 | 42 | 38 | 38 | 29 | 28 | 29 | 30 | 35 | 34 | 28 | 22 | 20 | 15 | 11 | 17 | 15 | 30 | 39 | 31 | 24 | - | - | 37 | 37 | 40 |
| % Warning         | 1  | 2  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 4  | 5  | 3  | 2  | 2  | 0  | 0  | 1  | 0  | 3  | 6  | 7  | 3  | - | - | 6  | 7  | 8  |

Home > Find Schools > Search > Search List > Districts > District

District:  County:

Grade:  Subject:  Student Group:   [Content Strands](#)

### ISAT Test Scores



Percent of Students at Each Level

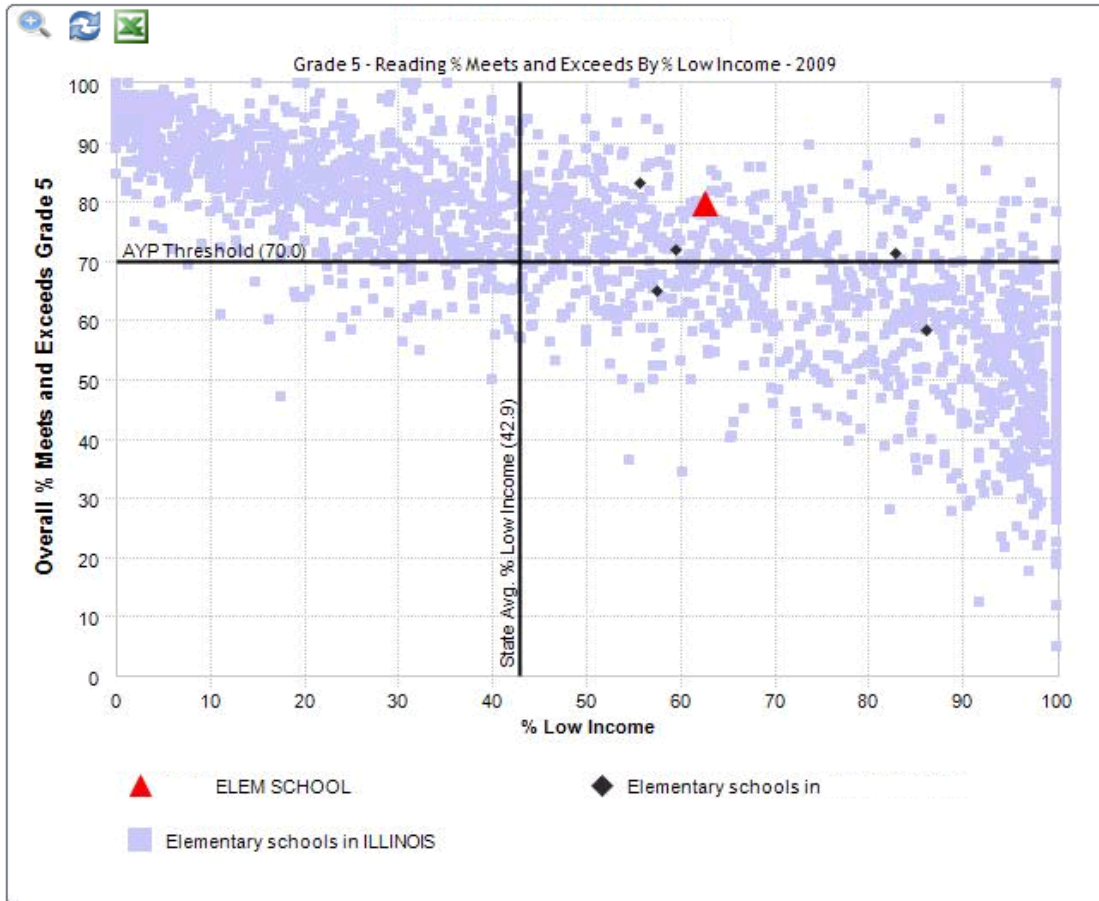
|                   | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |    |    |    |    |    |    |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| % Meets & Exceeds | 72 | 71 | 70 | 79 | 88 | 85 | 48 | 54 | 52 | 65 | 54 | 57 | 88 | 88 | 85 | -  | -  | -  | 78 | 79 | 71 | 48 | 26 | 25 | 31 | 11 | 34 | 61 | 54 | 57 |
| % Exceeds         | 25 | 23 | 20 | 34 | 35 | 33 | 12 | 11 | 12 | 14 | 11 | 8  | 28 | 35 | 28 | -  | -  | -  | 20 | 24 | 21 | 16 | 2  | 1  | 8  | 0  | 6  | 13 | 11 | 9  |
| % Meets           | 48 | 48 | 50 | 45 | 52 | 52 | 36 | 43 | 40 | 51 | 43 | 49 | 59 | 53 | 57 | -  | -  | -  | 59 | 56 | 50 | 32 | 24 | 23 | 23 | 11 | 28 | 48 | 43 | 48 |
| % Below           | 28 | 29 | 30 | 21 | 13 | 15 | 51 | 44 | 48 | 35 | 46 | 43 | 13 | 12 | 15 | -  | -  | -  | 22 | 21 | 29 | 52 | 73 | 74 | 66 | 84 | 64 | 39 | 45 | 43 |
| % Warning         | 1  | 0  | 0  | 1  | 0  | 0  | 2  | 2  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | -  | -  | -  | 0  | 0  | 0  | 0  | 1  | 2  | 4  | 5  | 2  | 1  | 1  | 1  |

Grade  Subject  Compare by

Go

[Print to PDF](#)

Shows the percent of students in the school meeting and exceeding state standards in Reading by selected grade and comparison category.  
**Note:** This data is for all students tested in the selected grade and subject on the ISAT.



- School Level**
- Select All
  - Elementary
  - Middle
  - High
  - Charter
- [Submit](#)



## What Students Should Know

The Illinois State Board of Education has developed a number of tools to help educators, students, and parents understand how to teach and learn to rigorous state standards. There are two ways to access these tools. (1) Clicking on any of the links below, or (2) click on the "Learning Tools" tab from any any school or district page.

- [Assessment Frameworks](#)
- [Illinois Learning Standards with Classroom Assessments](#)
- [Performance Descriptors with Classroom Assessments](#)
- [Content Strands](#)
- [Performance Definitions](#)
- [In the Classroom](#)
  - [Lesson Plans](#)
  - [Classroom Assessments and Student Work](#)



[Assessment Frameworks](#) identify those elements of the Illinois Learning Standards that appear on the state ISAT and PSAE tests. The Frameworks assist educators, parents and students by identifying the specific kinds of information tested in Reading, Mathematics, Science, and Writing. The Frameworks offer guidance to teachers for aligning instruction to the Frameworks and Learning Standards. The Frameworks for grades 3-8 for Reading and Mathematics also report the number of test questions on each Learning Standard. This information is reported in summary form for grade 11. IIRC posts the Frameworks for Social Science, although that subject is no longer tested.

[Illinois Learning Standards](#) (ILS) define broadly what all students in all Illinois public schools should know and be able to do in the seven core areas as a result of their elementary and secondary schooling. The Illinois Learning Standards have not changed substantively since their adoption in 1997, but minor revisions were made in 2004 to meet concerns of teachers. Note that all five subject areas have been retained for your use in teaching to standards for all subjects, even though only reading, mathematics, writing and science are currently tested. For each subject, IIRC links the Learning Standards to classroom assessments that facilitate formative evaluation of student progress, with illustrative examples of student work. When you go to the ILS link, click on the pull-down box in the upper left of the screen to navigate to any grade and subject you want to see

**B. IIRC Data Dashboards Screen Shots**

[screen shots on following pages]



**REVIEWING PERFORMANCE**

Want to review how individual students did on state assessments? Login to student data and see performance reports.

**MANAGING E-PLANS**

Preparing School Improvement Plans? Edit and submit your plans online to meet school and district requirements.

**DESIGNING INTERVENTIONS**

Customizing instruction? Use MyIIRC data to identify needs and design interventions.

**LATEST NEWS AND UPDATES**

MyIIRC is a password-protected web resource for Illinois teachers and school administrators and is not open to the public. The site is provided by the Illinois State Board of Education and IIRC.

Public users of IIRC are invited to consult the information and reports on the public portion of the site. Thank you! [Back to IIRC](#)

Data for School Innovation seeks partners for a pilot project. DSI builds assessment data warehouses customized for your district. Individual student results from commercial tests such as CTBS, COGAT, Plan, and Explore are compiled with results of state tests and displayed together for analysis. Click below for information about participating.



**REGISTERED USER? LOGIN HERE**

Username:

Password:

Remember my username

**LOGIN**

[Forgot Username or Password?](#)

**FIRST TIME DISTRICT REGISTRATION**

- ▶ **Superintendents: Register your district NOW.**  
Once you register your district MyIIRC account, you or your district staff can add user accounts for principals and district educators. Need more information? [Click here](#)
- ▶ **Local Educators: For information about access to MyIIRC, contact your principal or superintendent.**  
Need more information? [Click here](#)
- ▶ **ROE, RESPRO and LTC Directors: Register your agency to access school and district e-Plans NOW.**  
Need more information? [Click here](#)



### Quick Information

12 Users Awaiting Access Approvals  
8 Other Email Notifications

### Announcements

[12/19/2008 Individual Student Data Posted at Secure Site](#)

[12/19/2008 Individual Student Data Posted at Secure Site](#)

### Live Chat With MyIIRC Team

Chat Place Holder

With MyIIRC, you have access to many resources for educators. Mouse over the icons to see what is available. Click on the link of the icons OR the blue tabs at the top to access the resource.



Student Data



E-Plans



Public Report Card



Resources



Research

### Student Data Resources

- Assessments Results - Menu of assessments by year, grade, and subject.
- View Students - Alphabetical list of all students, their assessments, and available reports.
- Rosters - Students arrayed by test, year of administration, grade, and subject.
- Reports & Charts - Click on any student's name to see reports on that student's performance.
- My Classes - Your students organized into classes or other groups that you choose.

- ISAT Assessment

Page 1 of 1 List All Year: 2008-09 Grade: Grade 04 Subject: Reading GO Search By Lname

Roster Disaggregation

| Compare                  | Student Name            |            | Demographics |        |     |     |     | ISAT Scores |                     |                   |                  |                   | Content Strands |             |           |                 |               |                 |               |              | No            |              |              |             |               |              |         |
|--------------------------|-------------------------|------------|--------------|--------|-----|-----|-----|-------------|---------------------|-------------------|------------------|-------------------|-----------------|-------------|-----------|-----------------|---------------|-----------------|---------------|--------------|---------------|--------------|--------------|-------------|---------------|--------------|---------|
|                          | Last Name               | First Name | Ethnicity    | Gender | FRL | IEP | LEP | School Name | In District <May1st | In School <May1st | Write Perf Level | Write Scale Score | Perf Level      | Scale Score | Raw Score | Total Attempted | Total Correct | Total Correct % | Vocabulary IC | Vocabulary % | Read Strat IC | Read Strat % | Read Comp IC | Read Comp % | Literature IC | Literature % | Read ER |
|                          | <b>Points Possible</b>  |            |              |        |     |     |     |             |                     |                   |                  |                   | 341             | 56          | 50        | 50              | %             | 8               | %             | 6            | %             | 26           | %            | 10          | %             | 4            | 99      |
|                          | <b>State Average</b>    |            |              |        |     |     |     |             |                     |                   |                  |                   | 217             | 35          | 50        | 33.1            | 66            | 5.5             | 68            | 4.5          | 75            | 16.6         | 63           | 6.6         | 66            | 2.2          | 67      |
|                          | <b>District Average</b> |            |              |        |     |     |     |             |                     |                   |                  |                   | 222             | 36          | 50        | 34.7            | 69            | 5.7             | 71            | 4.8          | 80            | 17.2         | 66           | 6.9         | 69            | 2.2          | 71      |
|                          | <b>School Average</b>   |            |              |        |     |     |     |             |                     |                   |                  |                   | 208             | 31          | 50        | 29.7            | 59            | 4.8             | 60            | 4.3          | 71            | 14.4         | 55           | 6           | 60            | 2.2          | 60      |
| <input type="checkbox"/> |                         |            | H            | M      | Y   | N   | N   |             | N                   | N                 |                  | <b>B</b>          | 192             | 25          | 50        | 23              | 46%           | 5               | 62%           | 2            | 33%           | 13           | 50%          | 3           | 30%           | 2            | 54      |
| <input type="checkbox"/> |                         |            | NS           | M      | N   | N   | N   |             | Y                   | Y                 |                  | <b>M</b>          | 208             | 32          | 50        | 29              | 58%           | 4               | 50%           | 6            | 100%          | 13           | 50%          | 6           | 60%           | 3            | 64      |
| <input type="checkbox"/> |                         |            | H            | M      | Y   | N   | Y   |             | Y                   | Y                 |                  | <b>B</b>          | 185             | 22          | 49        | 19              | 38%           | 5               | 62%           | 2            | 33%           | 7            | 26%          | 5           | 50%           | 3            | 14      |
| <input type="checkbox"/> |                         |            | W            | F      | Y   | Y   | N   |             | Y                   | Y                 |                  | <b>B</b>          | 182             | 22          | 50        | 21              | 42%           | 1               | 12%           | 3            | 50%           | 16           | 61%          | 1           | 10%           | 1            | 54      |
| <input type="checkbox"/> |                         |            | W            | M      | N   | N   | N   |             | N                   | N                 |                  | <b>M</b>          | 208             | 32          | 50        | 30              | 60%           | 5               | 62%           | 3            | 50%           | 16           | 61%          | 6           | 60%           | 2            | 49      |
| <input type="checkbox"/> |                         |            | W            | F      | Y   | N   | N   |             | N                   | N                 |                  | <b>M</b>          | 210             | 33          | 50        | 30              | 60%           | 4               | 50%           | 5            | 83%           | 15           | 57%          | 6           | 60%           | 3            | 69      |
| <input type="checkbox"/> |                         |            | H            | F      | Y   | N   | Y   |             | Y                   | Y                 |                  | <b>M</b>          | 208             | 32          | 50        | 30              | 60%           | 4               | 50%           | 6            | 100%          | 15           | 57%          | 5           | 50%           | 2            | 73      |
| <input type="checkbox"/> |                         |            | H            | M      | Y   | N   | Y   |             | Y                   | Y                 |                  | <b>B</b>          | 185             | 22          | 50        | 20              | 40%           | 5               | 62%           | 2            | 33%           | 8            | 30%          | 5           | 50%           | 2            | 31      |
| <input type="checkbox"/> |                         |            | W            | M      | N   | N   | N   |             | Y                   | Y                 |                  | <b>M</b>          | 225             | 39          | 50        | 37              | 74%           | 8               | 100%          | 5            | 83%           | 15           | 57%          | 9           | 90%           | 2            | 73      |
| <input type="checkbox"/> |                         |            | W            | F      | Y   | N   | N   |             | Y                   | Y                 |                  | <b>M</b>          | 218             | 36          | 50        | 34              | 68%           | 4               | 50%           | 5            | 83%           | 18           | 69%          | 7           | 70%           | 2            | 73      |
| <input type="checkbox"/> |                         |            | B            | M      | Y   | N   | N   |             | Y                   | N                 |                  | <b>M</b>          | 233             | 42          | 50        | 40              | 80%           | 6               | 75%           | 4            | 66%           | 21           | 80%          | 9           | 90%           | 2            | 82      |
| <input type="checkbox"/> |                         |            | W            | M      | Y   | N   | N   |             | Y                   | Y                 |                  | <b>M</b>          | 230             | 41          | 49        | 39              | 78%           | 6               | 75%           | 6            | 100%          | 19           | 73%          | 8           | 80%           | 2            | 82      |

- AIMSweb Assessment

Page 1 of 1 List All Year: 2007-08 Grade: Grade 04 Subject: Reading Benchmark: AIMSweb GO Search By Lname

Roster Disaggregation Charts

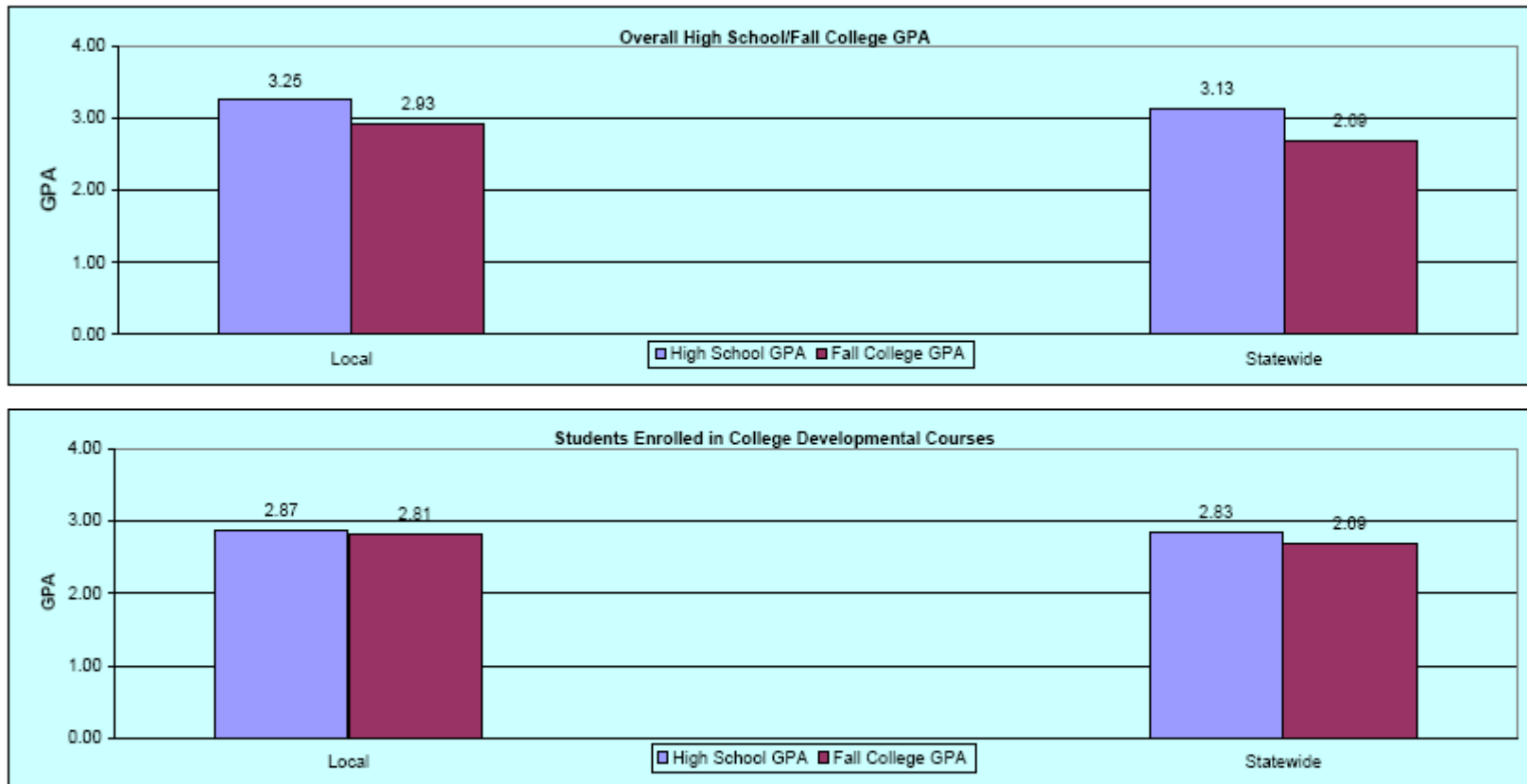
Number Correct Only

| Compare                  | Student Name     |            | Demographics |        |             |     |     |                      | R-CBM              |             |              |                |                  |            |                |                |                  |            |                |                |                  |            |                |               |               |               |               |
|--------------------------|------------------|------------|--------------|--------|-------------|-----|-----|----------------------|--------------------|-------------|--------------|----------------|------------------|------------|----------------|----------------|------------------|------------|----------------|----------------|------------------|------------|----------------|---------------|---------------|---------------|---------------|
|                          | Last Name        | First Name | Ethnicity    | Gender | Meal Status | IEP | LEP | In District <May 1st | In School <May 1st | School Name | Teacher Name | Fall           |                  |            |                | Winter         |                  |            |                | Spring         |                  |            |                | Actual ROI/Wk |               | Target ROI/Wk |               |
|                          |                  |            |              |        |             |     |     |                      |                    |             |              | Number Correct | Number Incorrect | Accuracy % | Score - Target | Number Correct | Number Incorrect | Accuracy % | Score - Target | Number Correct | Number Incorrect | Accuracy % | Score - Target | Fall-Winter   | Winter-Spring | Fall-Winter   | Winter-Spring |
|                          | Points Possible  |            |              |        |             |     |     |                      | 103                |             |              |                | 119              |            |                |                | 132              |            |                |                |                  |            |                |               |               |               |               |
|                          | District Average |            |              |        |             |     |     |                      | 97                 | 3           | 94           | 5              | 116              | 2          | 96             | 2              | 127              | 2          | 97             | 4              | 1.05             | 0.58       | 1.17           | 0.88          |               |               |               |
|                          | School Average   |            |              |        |             |     |     |                      | 100                | 3           | 95           | 2              | 114              | 2          | 97             | 4              | 123              | 1          | 98             | 8              | 0.72             | 0.57       | 1.00           | 0.98          |               |               |               |
| <input type="checkbox"/> |                  |            | NS           | F      | N           | N   | N   | Y                    | Y                  |             | 99           | 6              | 94               | -4         | 109            | 10             | 91               | -10        | 121            | 2              | 98               | -11        | 0.56           | 0.67          | 1.11          | 1.28          |               |
| <input type="checkbox"/> |                  |            | H            | F      | N           | N   | Y   | Y                    |                    | 68          | 8            | 89             | -35              | 80         | 11             | 87             | -39              | 89         | 2              | 97             | -43              | 0.67       | 0.50           | 2.83          | 2.89          |               |               |
| <input type="checkbox"/> |                  |            | W            | M      | NS          | N   | N   | Y                    | Y                  |             | 99           | 2              | 98               | -4         | 103            | 2              | 98               | -16        | 101            | 3              | 97               | -31        | 0.22           | -0.11         | 1.11          | 1.61          |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | Y                  |             | 150          | 1              | 99               | 47         | 167            | 0              | 100              | 48         | 211            | 2              | 99               | 79         | 0.94           | 2.44          | -1.72         | -1.94         |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | Y                  |             | 171          | 0              | 100              | 68         | 180            | 0              | 100              | 61         | 195            | 0              | 100              | 63         | 0.50           | 0.83          | -2.89         | -2.67         |               |
| <input type="checkbox"/> |                  |            | H            | M      | NS          | Y   | Y   | N                    | N                  |             | 58           | 4              | 93               | -45        | 85             | 5              | 94               | -34        | 90             | 3              | 96               | -42        | 1.50           | 0.28          | 3.39          | 2.61          |               |
| <input type="checkbox"/> |                  |            | B            | F      | N           | N   | N   | Y                    | N                  |             | 102          | 3              | 97               | -1         | 123            | 1              | 99               | 4          | 126            | 3              | 97               | -6         | 1.17           | 0.17          | 0.94          | 0.50          |               |
| <input type="checkbox"/> |                  |            | W            | F      | NS          | N   | N   | Y                    | Y                  |             | 96           | 2              | 97               | -7         | 112            | 2              | 98               | -7         | 121            | 1              | 99               | -11        | 0.89           | 0.50          | 1.28          | 1.11          |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | N                  |             | 154          | 1              | 99               | 51         | 135            | 1              | 99               | 16         | 154            | 1              | 99               | 22         | -1.06          | 1.06          | -1.94         | -0.17         |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | Y                  |             | 76           | 7              | 91               | -27        | 90             | 5              | 94               | -29        | 100            | 1              | 99               | -32        | 0.78           | 0.56          | 2.39          | 2.33          |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | Y                  |             | 120          | 3              | 97               | 17         | 137            | 1              | 99               | 18         | 146            | 2              | 98               | 14         | 0.94           | 0.50          | -0.06         | -0.28         |               |
| <input type="checkbox"/> |                  |            | H            | M      | NS          | N   | N   | Y                    | Y                  |             | 61           | 3              | 95               | -42        | 78             | 5              | 93               | -41        | 97             | 5              | 95               | -35        | 0.94           | 1.06          | 3.22          | 3.00          |               |
| <input type="checkbox"/> |                  |            | W            | M      | N           | N   | N   | Y                    | Y                  |             | 97           | 1              | 98               | -6         | 105            | 0              | 100              | -14        | 111            | 1              | 99               | -21        | 0.44           | 0.33          | 1.22          | 1.50          |               |

**C. Example of High School-to-College Success Reports**

*[see following pages]*

Chart 1: Comparisons of High School GPA and Fall College GPA for All Graduates and Those Assigned to Developmental Courses



**What This Chart Tells You:**

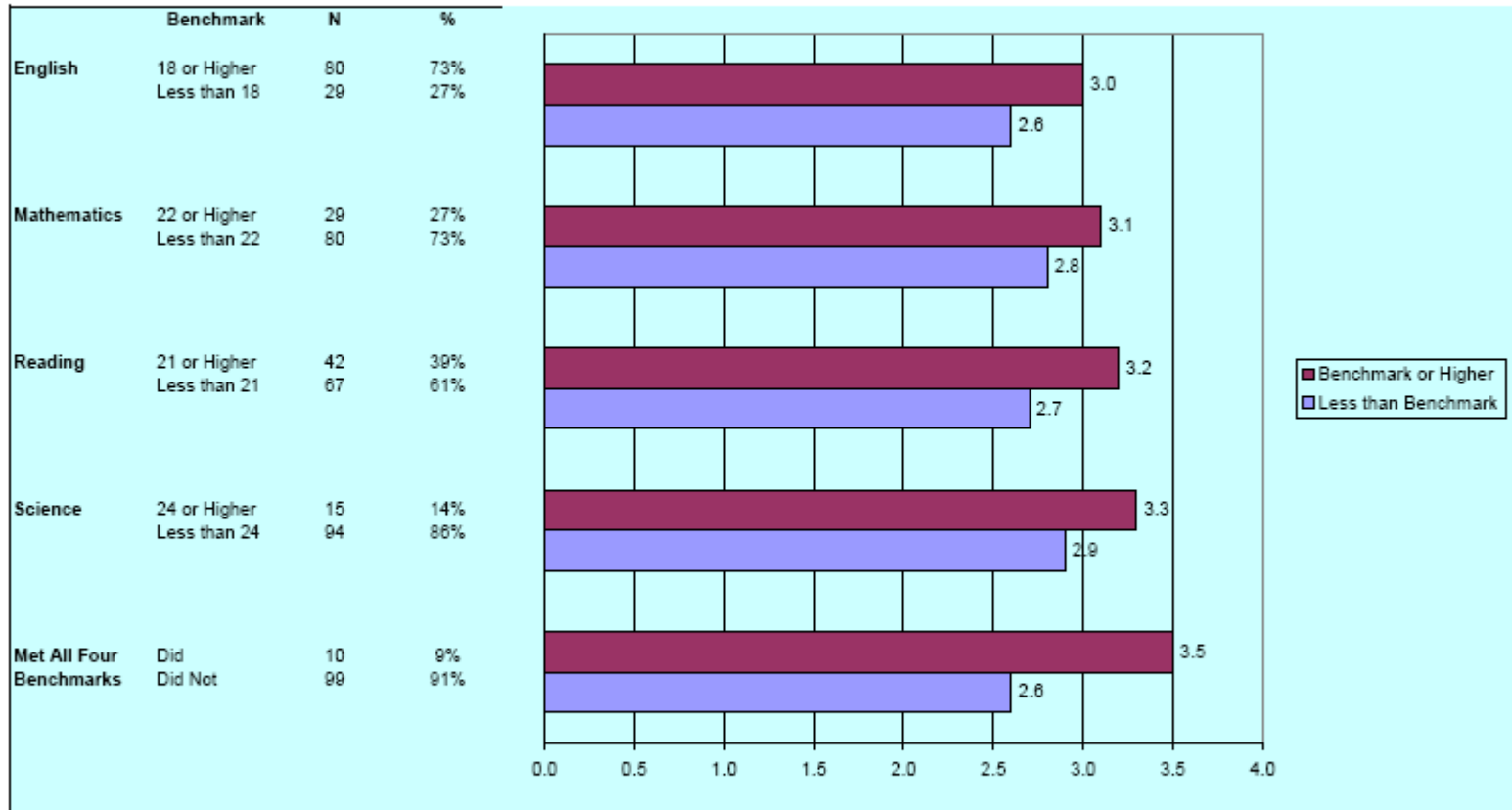
Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.



Chart 2: Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores



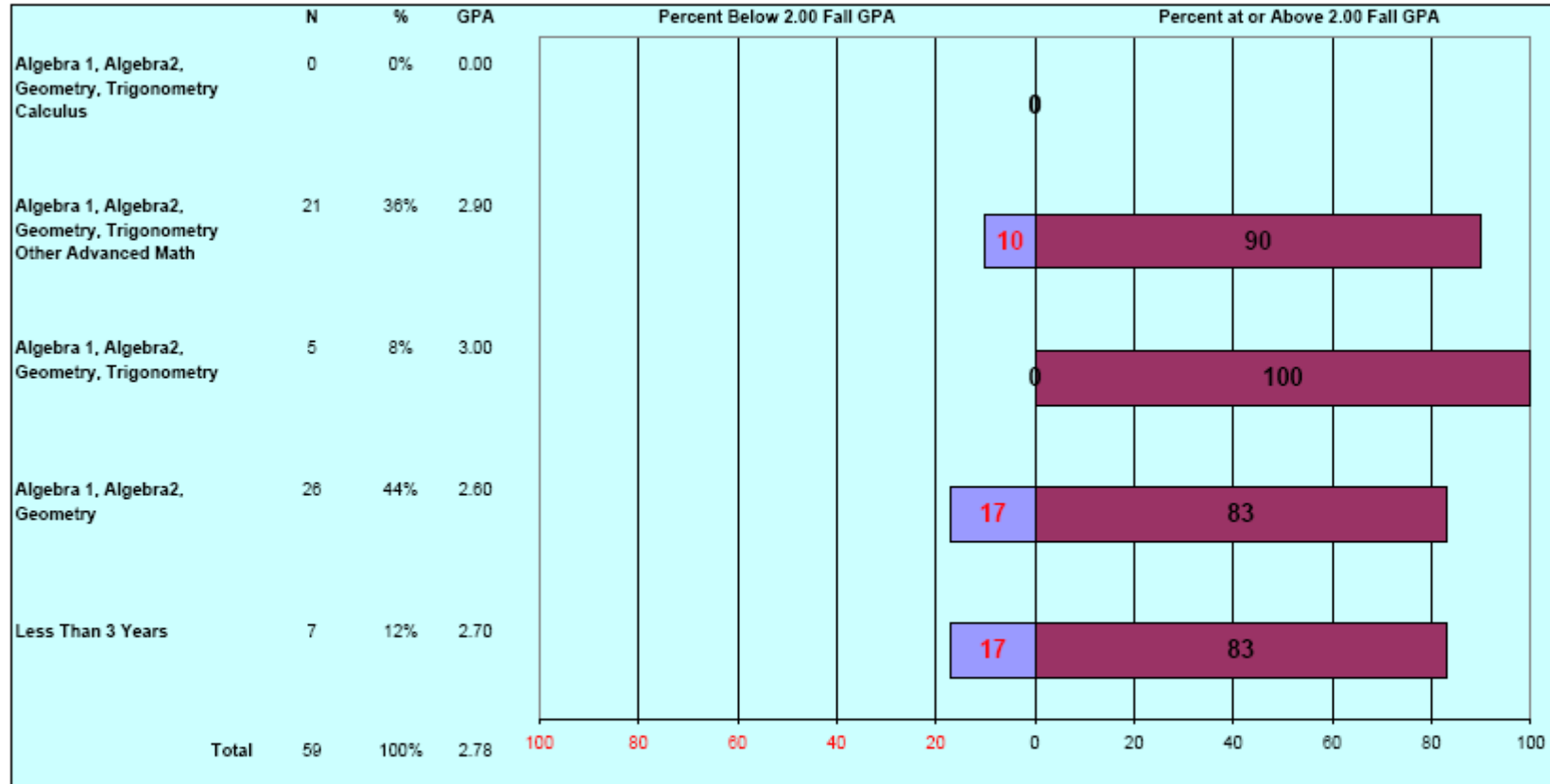
**What This Chart Tells You:**

Graduates who earned the ACT College Readiness benchmark scores earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (see Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

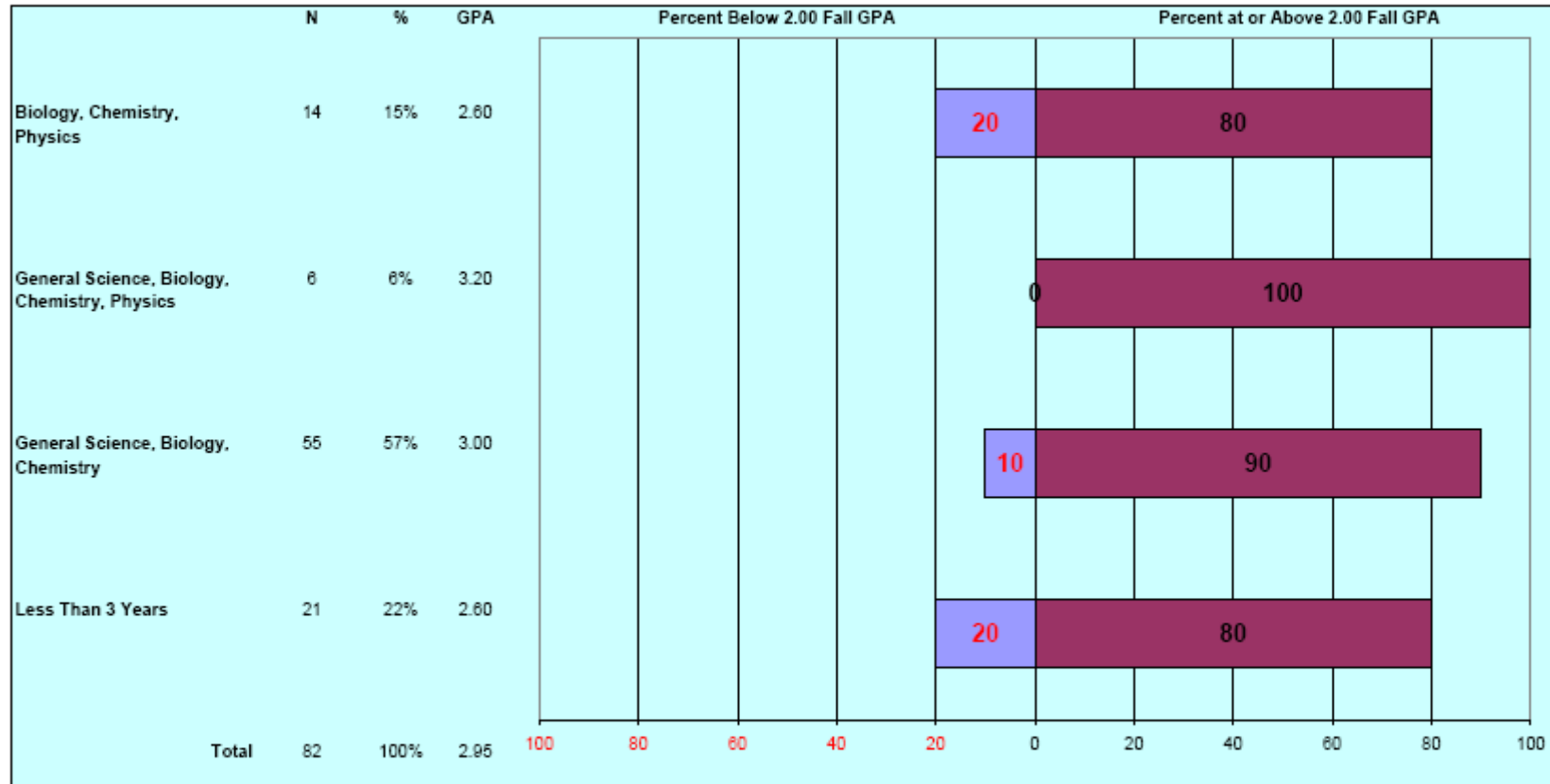
Chart 3: Fall College GPA by Mathematics Course Sequence Patterns Studied in High School



**What This Chart Tells You:**  
Most graduates who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix). Comparisons by campus are shown in Table 4 (Appendix).

- Your Next Steps:**
1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
  2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
  3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
  4. Use the information from EXPLORE and PLAN to help students make proper course selections. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Fall College GPA by Science Course Sequence Patterns Studied in High School



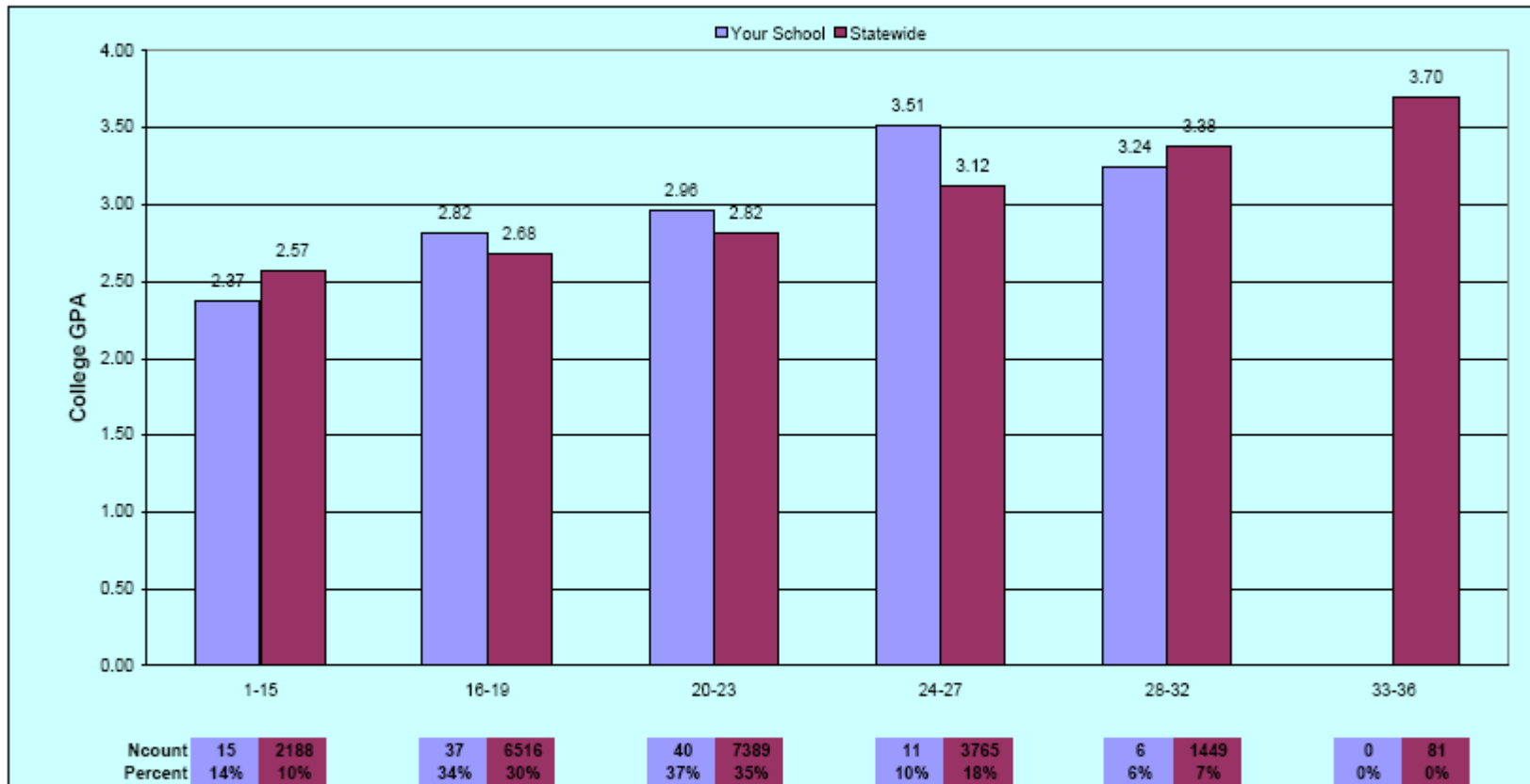
**What This Chart Tells You:**

Graduates who took 3 or more year of science beyond General Science tend to earn higher grades in college. Comparisons by campus are shown in Table 5 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Use the information from EXPLORE and PLAN to help students make proper course selections. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Comparisons of Fall College GPA by ACT College Readiness Standards (CRS) Score Ranges



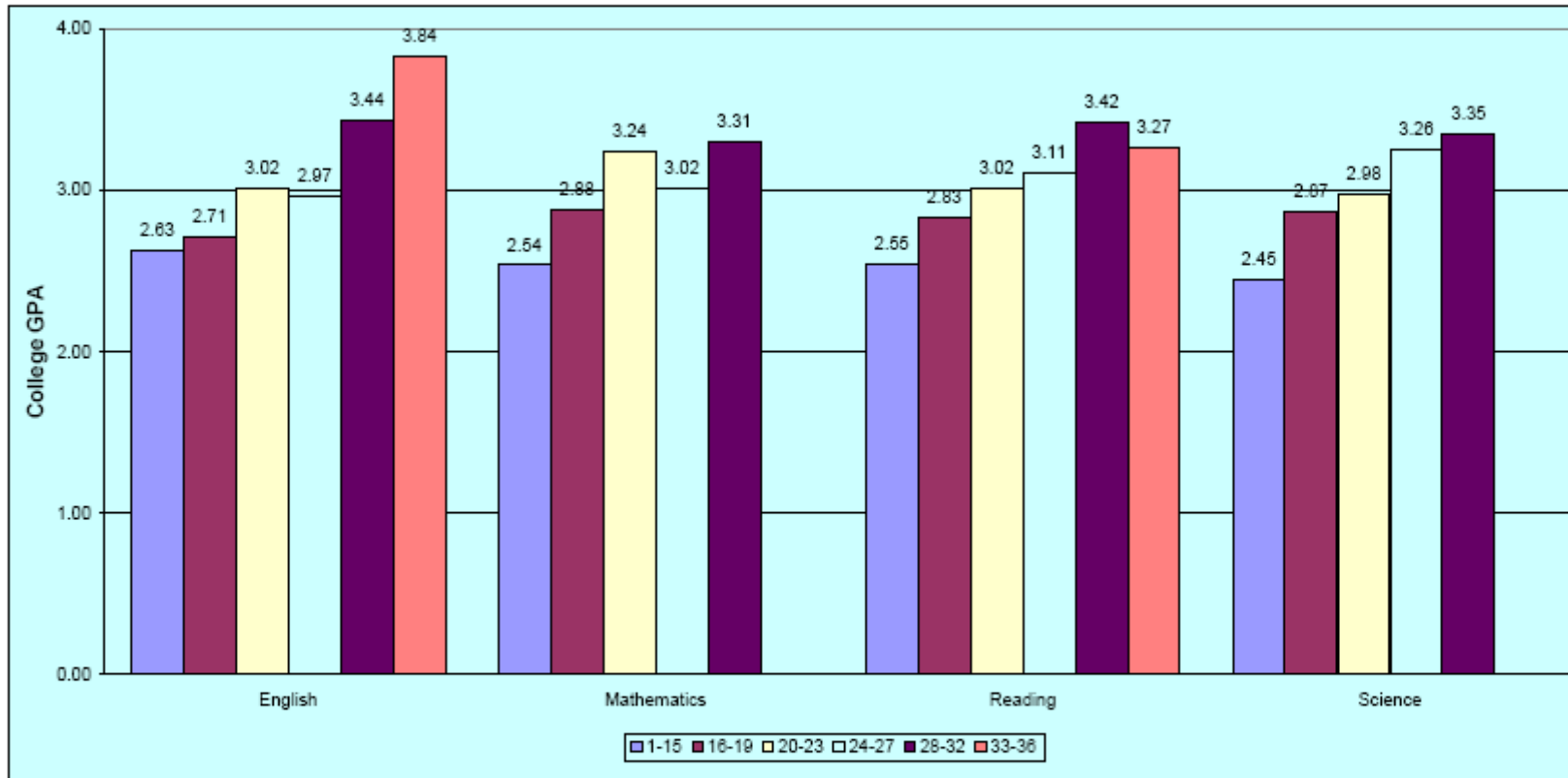
**What This Chart Tells You:**

Students in higher ACT CRS Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your graduates and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards for Science, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores mean better grades in college.

Chart 6: Fall College GPA by ACT College Readiness Standards (CRS) Score Ranges



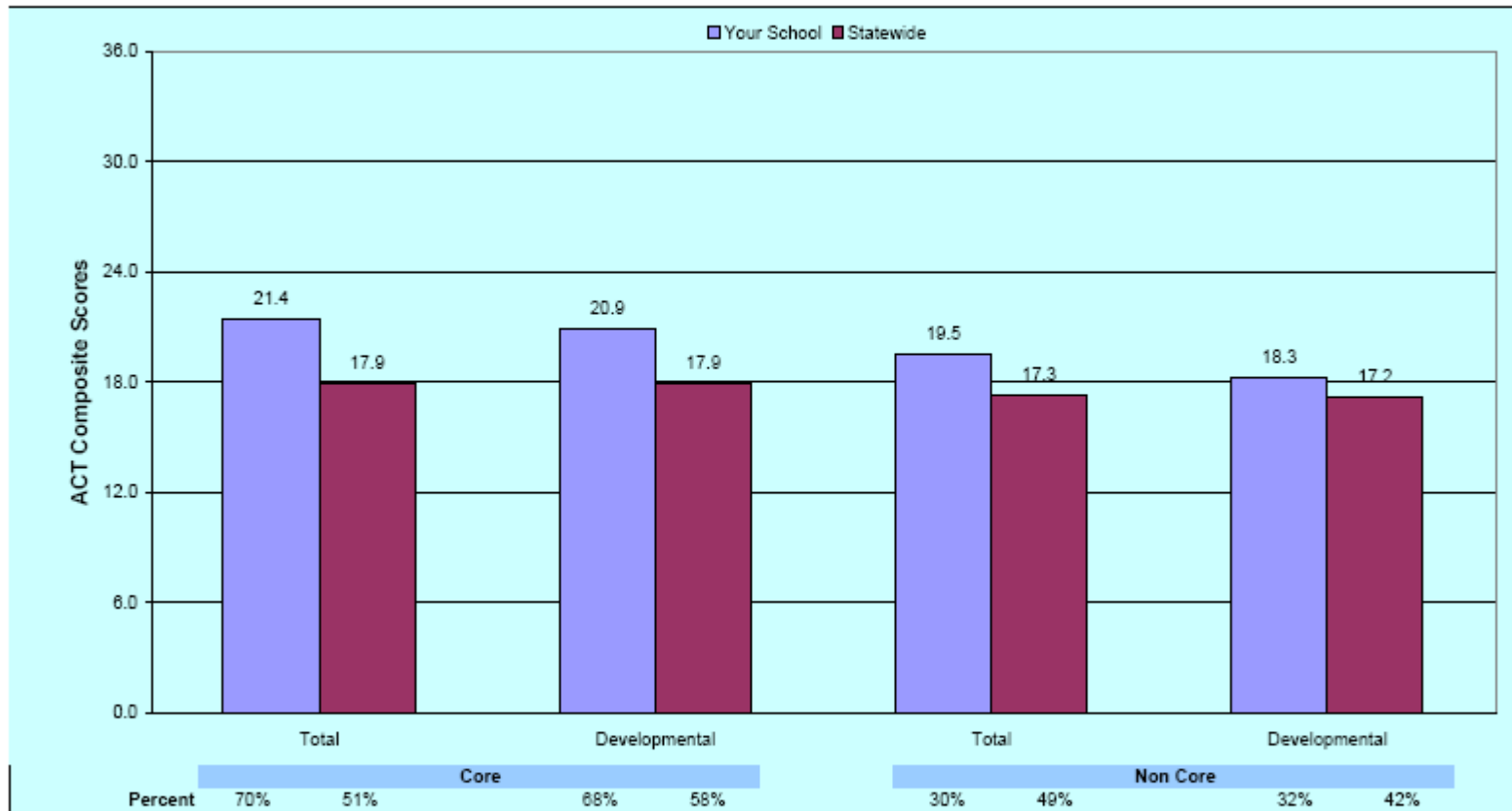
**What This Chart Tells You:**

Students with higher scores in each of the ACT CRS Score Ranges earn higher first year college grades. ACT scores are directly associated with freshmen success in college. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**

1. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Develop experiences for students to improve their skills in grades 8, 9, 10, 11, and 12.
2. Using ACT's College Readiness Standards for Science, review the skills needed to move your students, especially those in the lower two score ranges, to a high score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teacher ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 7a: Comparisons of Composite Test Scores by Core Course-taking



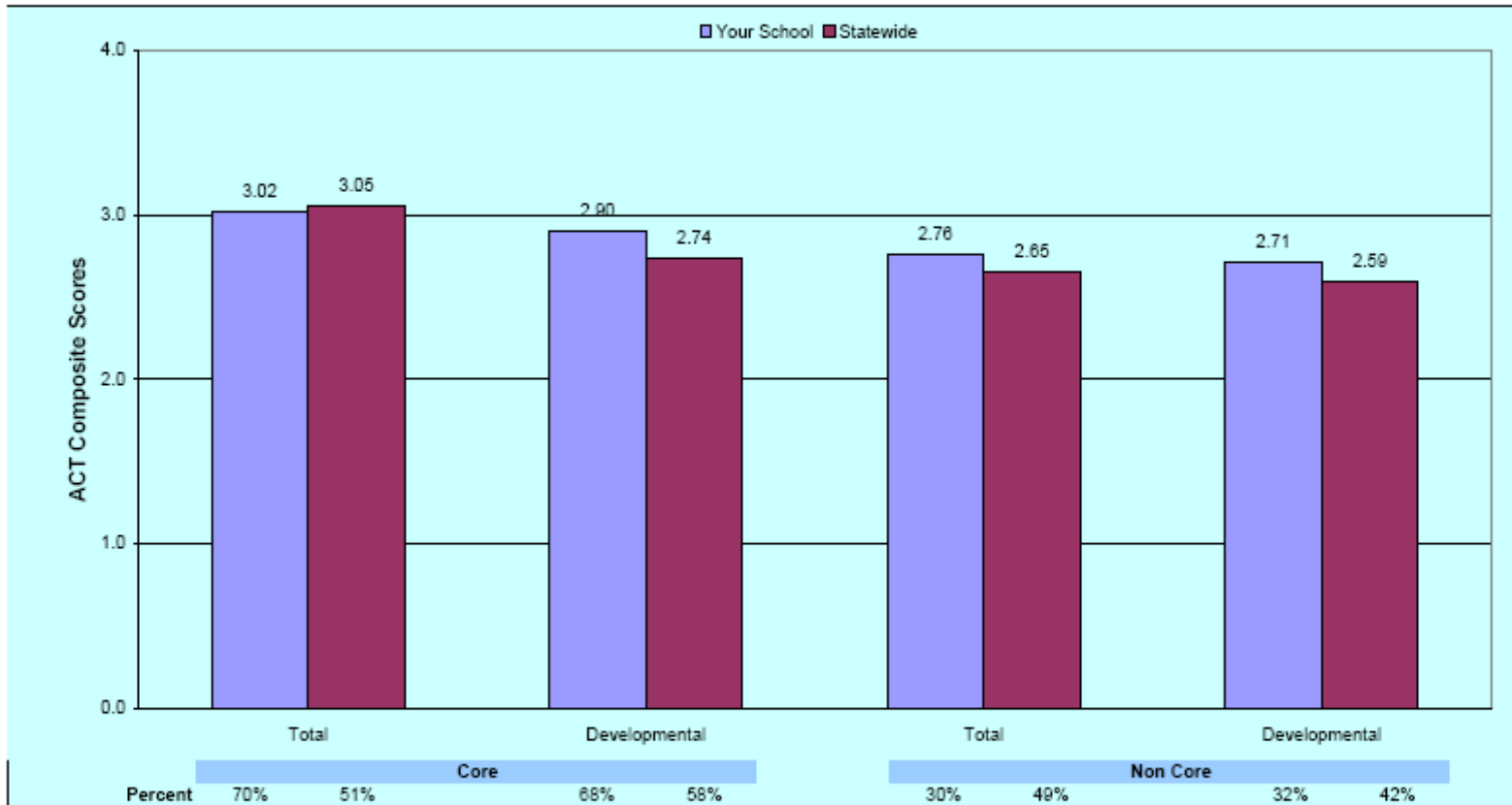
**What This Chart Tells You:**

Students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards for Science, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.

Chart 7b: Comparisons of Fall College GPA by Core Course-taking



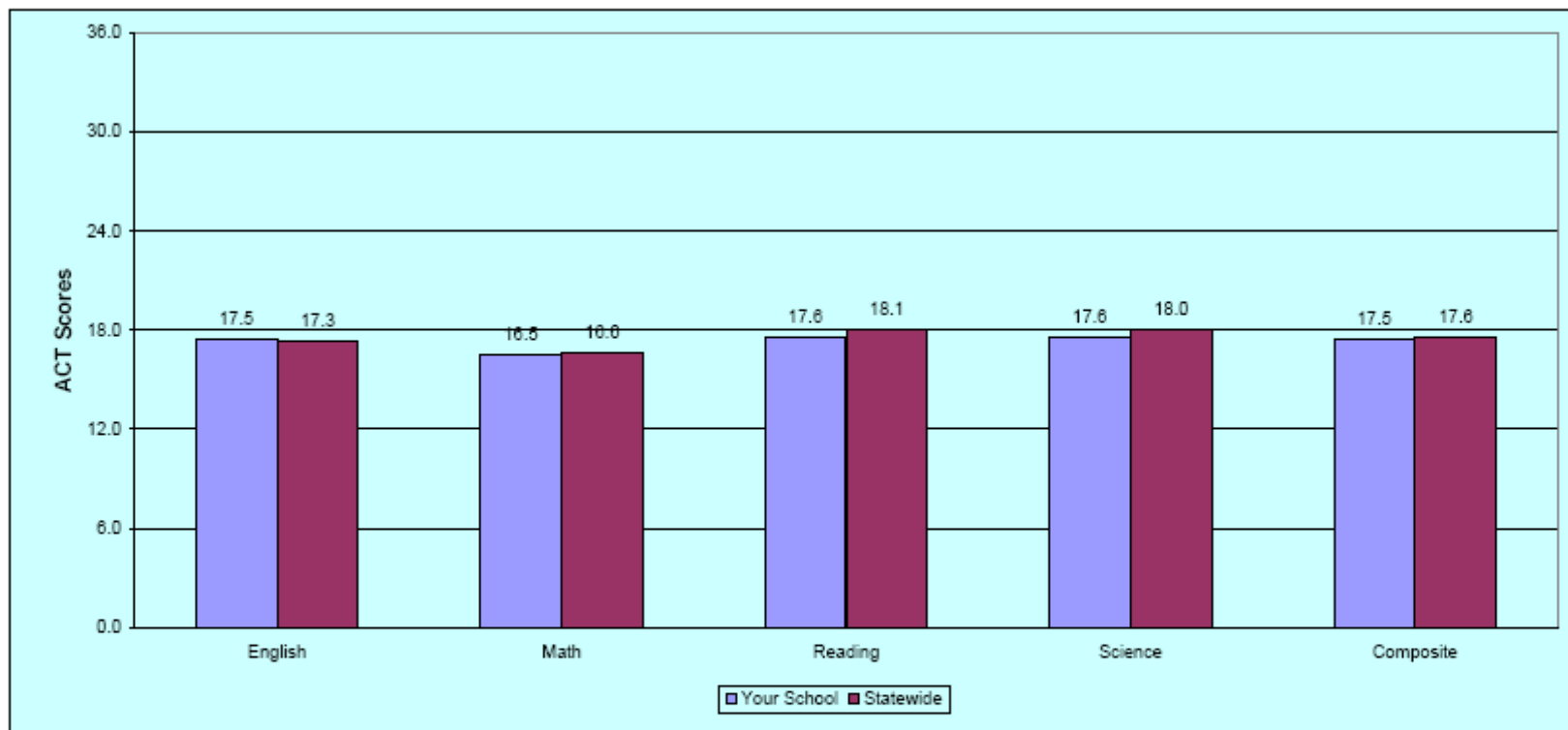
**What This Chart Tells You:**

Students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards for Science, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.

Chart 8: Average ACT Scores for Students Assigned to Developmental Coursework in College



**What This Chart Tells You:**

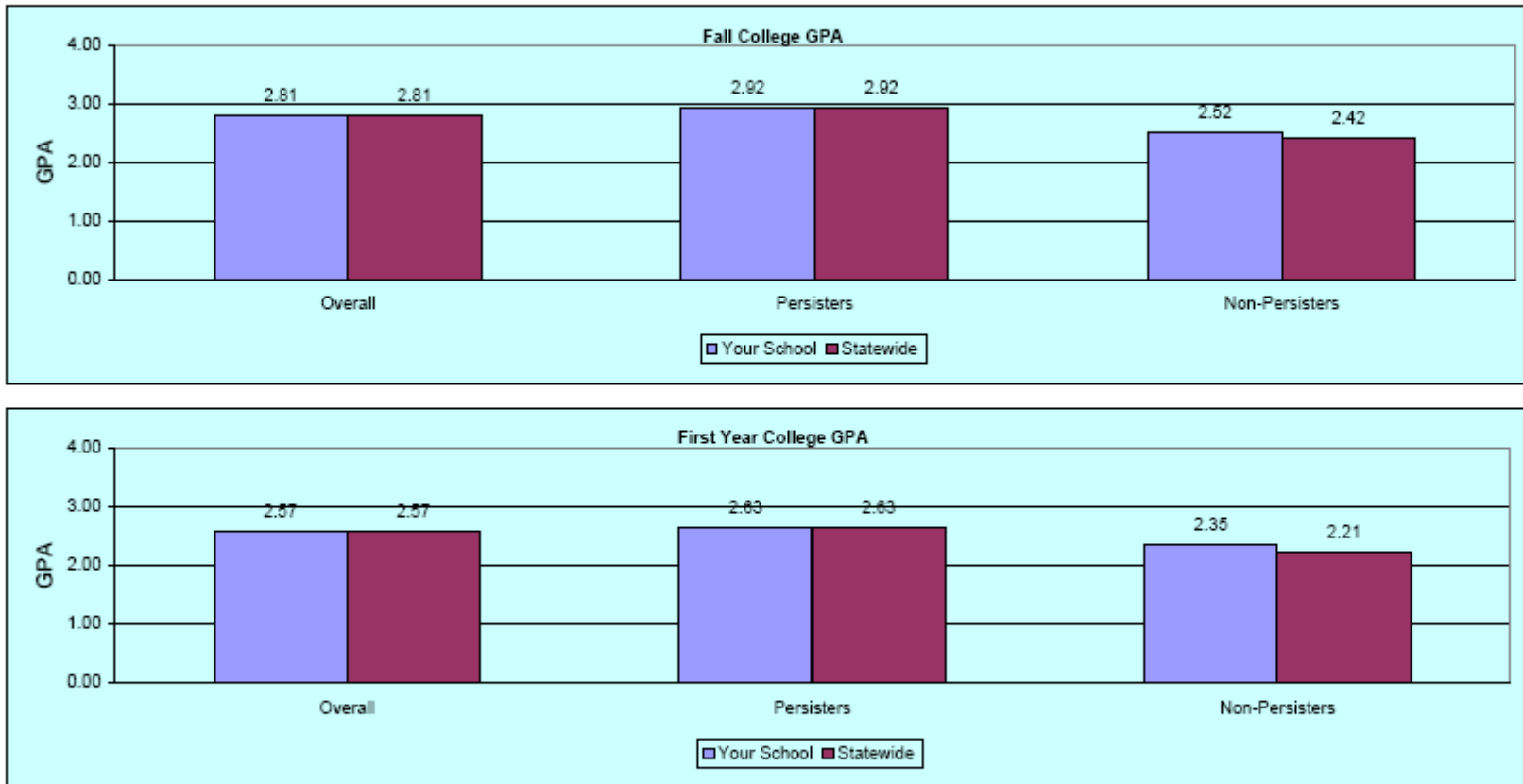
Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards for Science, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content. Should you review content of your courses?
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.



Chart 9: Comparisons of {State Name} ACT-Tested Students Enrolled in {State Name} Public Postsecondary Institutions Who Did/Did Not Persist into Year 2



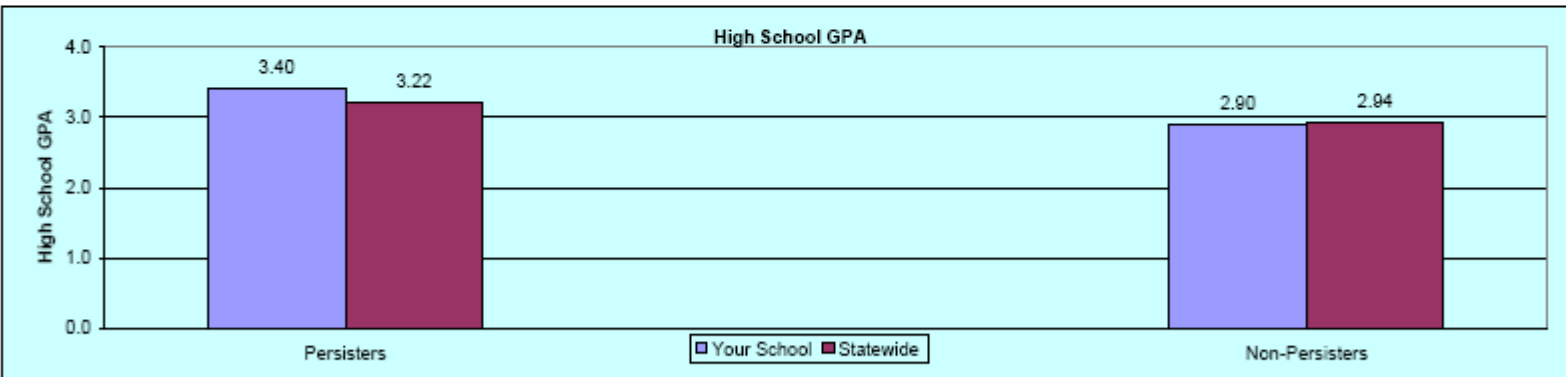
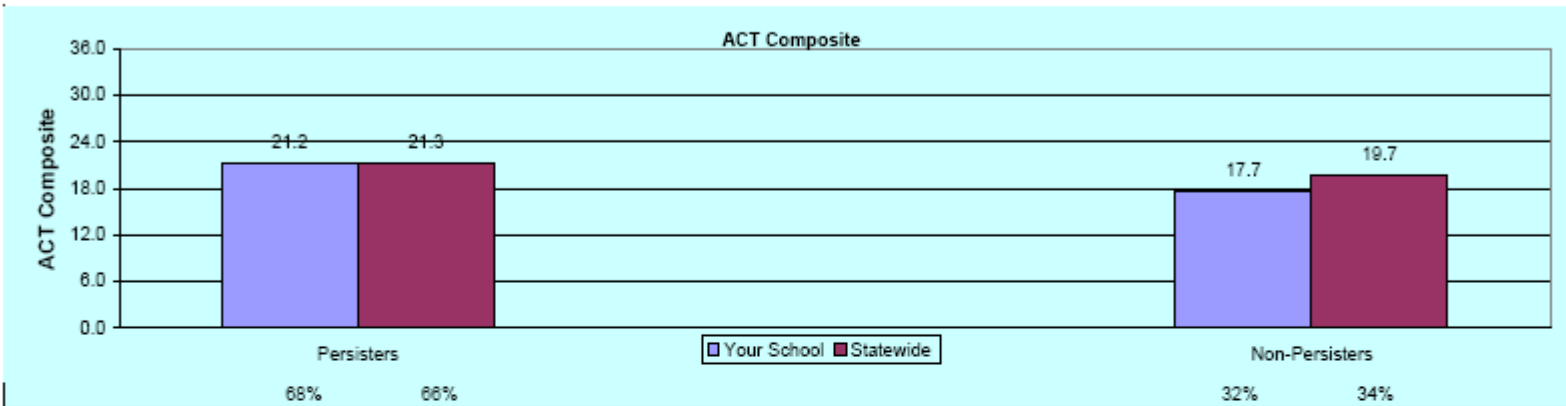
**What This Chart Tells You:**

This chart enables staff to compare average first term GPA and first year GPA for your graduates as well as those statewide. Comparisons can be made for those who persisted into year 2, as well as those who did not return for year 2. Comparisons by campus are shown in Table 1 and 8 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum. If scores and grades are not satisfactory, review your curriculum for rigor in the courses. Better academic readiness increases persistence.
2. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 10: Comparisons of Your School and Schools Statewide for Those Who Returned to Same Campus in Year 2 (Persisters) and Those Who Did Not Return to the Same Campus in Year 2 (Non Persisters) Using ACT Composite Scores and High School GPAs



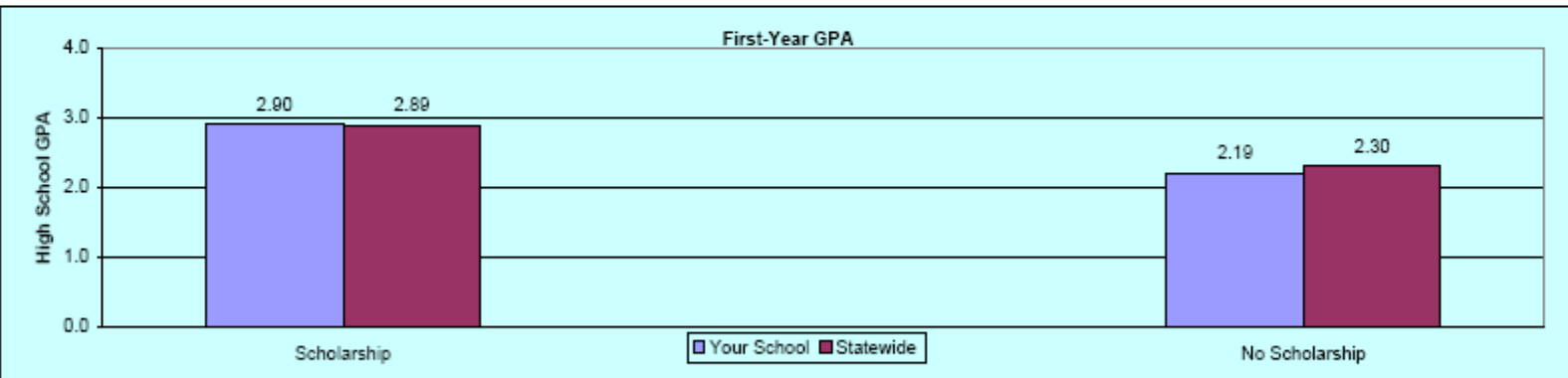
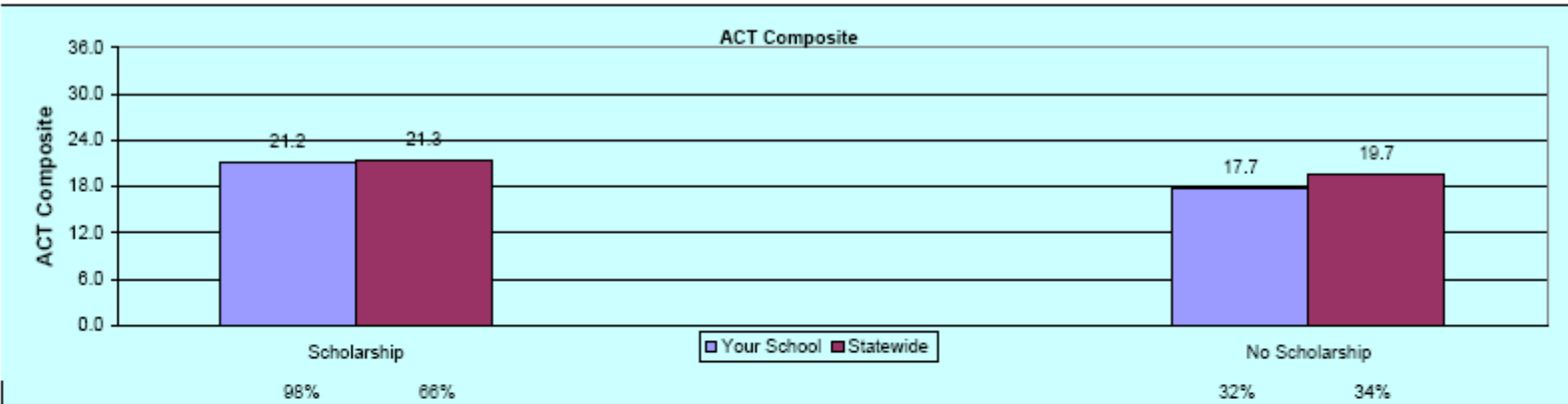
**What This Chart Tells You:**

Students who completed the freshman year of college, and who returned for the second year tend to have higher ACT scores, and higher high school grades than those who did not return for year 2. Comparisons by campus are shown in Table 8 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 11: Comparisons of Your School and Schools Statewide for Those Who Did/Did Not Receive State Scholarship Using ACT Composite Scores and First-Year GPAs



**What This Chart Tells You:**

Students who completed the freshman year of college, and who returned for the second year tend to have higher ACT scores, and higher high school grades than those who did not return for year 2. Comparisons by campus are shown in Table 9 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

## **Appendix C3-1**

### **Learning and Performance Management Support System Supplemental Materials:**

- A. LPMS/IlliniCloud Stakeholder Engagement and Requirements Development**
- B. Cloud Computing Infrastructure**
- C. NCSA Overview**
- D. State and LEA LPMS Data Integration Requirements**
- E. Student Vault**

## **A. LMPS/IlliniCloud Stakeholder Engagement and Requirements Development**

As part of the development of the LPMS requirements, ISBE convened a working group of stakeholders from across the State (including district, state, and union representation) who helped to validate the need for a statewide platform and a transformative data solution as part of the RTTT plan. As shown below, this working group discussed the "now" status of local of State and local systems and the "future" vision that should result from the deployment of the LPMS:

| <b>Now</b>   | <b>Future</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Difficult to integrate data across state and local systems.</li> </ul>                          | <ul style="list-style-type: none"> <li>▪ Integrated set of data elements, sourced from districts and the state.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ 870 district-specific software/hardware solutions due to wide local system variance.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Common platform to launch a myriad of applications and innovations, easily customizable.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Multitude of local systems expensive to maintain and update.</li> </ul>                         | <ul style="list-style-type: none"> <li>▪ Centrally hosted system with updates for all users. District resources can focus on customization and use of data.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ State applications and reporting are not integrated into district views.</li> </ul>             | <ul style="list-style-type: none"> <li>▪ Districts receive advanced reporting and instructional tools, with integrated state/local data.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Small districts cannot afford to develop and maintain robust systems.</li> </ul>                | <ul style="list-style-type: none"> <li>▪ Standard applications and freely available (or low cost) third-party applications so that all districts have access to have high quality information management tools.</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Relevant state data accessible to only a limited number of users.</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ Appropriate, role-based access to relevant data to a broad number of users. Frequent access to data by teachers/administrators provides a "self-cleansing" mechanism.</li> </ul>  |

An existing Illinois model for a multi-district solution was examined. In Bloomington School District 87 (a Participating LEA) and Unit District 5, the local superintendents worked to create a instructional improvement system (Illini Data) that ensures that all teachers have a clear picture of the students in their classrooms from test scores to special needs to involvement with athletics or clubs. Working with local corporate citizen State Farm, the LEAs built an accessible, user-friendly data interface that teachers are now using to plan and understand student needs and develop targeted lesson plans.

### ***Working Group:***

The LPMS Working Group includes the following members. It will continue to meet as necessary to inform the development of the LPMS.

| <u>Working Group Member</u> | <u>Organization</u>                                      |
|-----------------------------|--|
| Alsop, Amy                  | Illinois Federation of Teachers                          |
| Beever, Scott               | Illinois State Board of Education                        |
| Bianchini, Sharon           | Community Unit School District 220                       |
| Boer, Ben                   | Advance Illinois   |
| Cegelis, Christine          | Illinois Century Network                                 |
| Chamberlain, Terry          | Illinois State Board of Education                        |
| Chumbley, Bryan             | Peoria District 150                                      |
| Cullen, Marica              | Illinois State Board of Education                        |
| DeWitt, Vicki               | Director, Area 5 Learning Technology Center              |
| Drone, Mark                 | Regional Superintendent, Fayette, and Effingham Counties |
| Evans, John                 | University of Illinois                                   |
| Frank, Larry                | Illinois Education Association                           |
| Furr, Jonathan              | Holland and Knight                                       |
| Loveless, Abe               | Belleville Township High School District 201             |
| Montoya, Abel               | Illinois Student Assistance Commission                   |
| Morrison, Daryl             | Illinois Education Association                           |
| Nielson, Robert             | Bloomington Public Schools District 87                   |
| Nowell, Amy                 | Chicago Public Schools                                   |
| Parke, Scott                | Illinois Community College Board                         |
| Peterson, Jim               | Bloomington Public Schools District 87                   |
| Shake, John                 | Illinois State Board of Education                        |
| Sheets, Robert              | Department of Commerce and Economic Opportunity          |
| Summers, Warren             | Illinois State Board of Education                        |
| Tyszko, Jason               | Office of the Governor Pat Quinn                         |
| Wise, Connie                | Illinois State Board of Education                        |

### ***Requests for Information***

ISBE also worked with vendors through a process of responses to Requests for Information (RFIs) and a working session to better define scope, priorities, risks, critical success factors, phasing and budget. The RFI processes enabled the State to leverage vendor experiences with hundreds of districts that would otherwise have taken thousands of hours and dollars to collect, and validated that the State's strategy, while ambitious, is achievable.

In July 2010, ISBE issued a Request for Information (RFI) in order to ascertain the number of potential vendors and the various learning and performance management systems available in the marketplace. The RFI requested responses to a series of questions to generate detailed information about the scope of the marketplace. The RFI also asked for four references, including cost and pricing structure for implementation. ISBE received 23 responses from international leaders in technology deployment and development, as well as from companies and universities with extensive experience working with Illinois school districts.

Informed by the responses to the initial RFI and the working group processes, a detailed description of proposed LPMS requirements was drafted and posted by ISBE to the Illinois Procurement Bulletin on December 2, 2009. ISBE received 21 responses to this second RFI with detailed recommendations for better defining the vision and sharpening the proposed requirements. The RFI also invited vendors to a working session on January 5, 2009 to further develop the proposed requirements in advance of this application. During this unique session, which included 35 attendees with leading expertise in this field, ISBE gained further input leading to the LPMS plan components set forth in this application.

### ***History and Overview of the IlliniCloud***

Since 1998 Illinois school districts, Illinois State Board of Education and other educational partners have been discussing the feasibility of K-12 school districts sharing and leveraging of instructional technology resources and data. In 2004, the Illinois State Board of Education helped elevate those conversations with their creation of the Student Information System (SIS) which centrally collects various data from all Illinois school districts as well as assigns unique student ID numbers to the 2,000,000 Illinois public school students. Further, Cloud computing and virtual technologies have drastically reduced the barriers of sharing resources, applications, services and infrastructure among K-12 clients.

In October 2009 a core group of district tech coordinators, Learning Technology Center Directors and representatives from the Illinois State Board of Education began to formally meet to support a grassroots effort to explore the need and interest in “building” the IlliniCloud. The intellectual foresight can be seen below:

*The vision of the IlliniCloud is to provide Illinois schools districts with services and access that will directly improve student learning through a statewide infrastructure and delivery mechanism which leverages lower costs and sharing of applications, data storage and instructional technology resources. This statewide cloud will provide superior levels of instructional technological services and access to students, educators, parents and community.*

With over 860 school districts in the State of Illinois this core group realized there was a great potential for districts to share facilities, hardware, applications, data structures, services and support. Research says, if organized correctly, these shared resources could potentially save Illinois districts between 30% to 50% of the costs districts are presently incurring to operate and maintain data, management and instructional information systems. (Darrell West, Brookings Institute, 2010)

Cost savings are needed for Illinois schools, but the primary goal of the IlliniCloud is to provide the infrastructure to host a Learning Performance Management System (LPMS) for use throughout all classrooms. Multiple silos of data exist across hundreds of Illinois districts that must be accessed to build an effective LPMS. The crucial purpose of the cloud is to consolidate these silos of data into a central location for use/consumption by local districts, teachers, parents as well as for state reporting.

### **Consortium Member Districts & Partnerships & the Proof of Concept (POC)**

As discussed above, the IlliniCloud is a grassroots plan developed by school district technology leaders, with an understanding that centralized resources are more secure, reliable, and economical. The Cloud concept grew from on-going efforts to promote low-cost, shared services as far back as 2004. Due to the current technology in early 2009, it was restructured using a Cloud computing model. The ability to bring in additional school districts under a Proof of Concept effort began in late November 2009.

The official POC Kickoff meeting with over 200 school districts attending was on February 17, 2010. At that time an on-line needs assessment was distributed statewide. Over 100 districts responded with immediate need for Cloud services and 48% of those responded that they are willing to engage in a cost-recovery model immediately. The POC organization reviewed the applications in early March 2010 and selected a set a geographically, economically diverse districts to be part of the testing and ramping up of the POC. These districts matched selection criteria of service needs ranging from disaster recovery to data integration.

Gaining stakeholder buy-in was imperative to this grass-roots effort. Therefore, the K-12 Illinois Cloud Consortium organized itself around that premise by building statewide partnerships among key stakeholders. Also, as the core planning group built partnerships it gathered stakeholders' comments, met with and presented to stakeholders statewide since October 2009. These in conjunction with the formal needs assessment guide the core planning group's efforts. Stakeholders who are playing key roles in the IlliniCloud are: Illinois Century Network, Illinois State Board of Education, National Center Supercomputing Applications, University of Illinois—Department of Education, 14 Area Learning Technology Centers, Illinois Computer Educators, over 200+ School Districts (to be expanded to all Participating LEAs in the RTTT application), Regional Offices of Educations, and other partners.



## **B. Cloud Computing Infrastructure**

“Cloud computing” generally refers to an approach to computing where hardware infrastructure management, software upgrades, and physical location are independent from users who can access the centrally hosted capabilities through a web-based interface. Some of the primary examples of cloud computing models are services offered by Amazon (EC2/S3) and Google (Apps). These commercial examples are commonly considered the public cloud where consumers are empowered to procure and manage various resource with little regard or concern about where the underlying hardware resources exist and how those are managed.

The “Amazon EC2/S3” model provides consumers the ability to acquire dedicated use of one-to-many virtual computer instances that they are able to manage and fully control in terms of the operating system, software resources, and how their resources are exposed (or not exposed) to the world. This type of cloud service can be described as Infrastructure as a Service, as consumers can develop and deploy an entire logical computational enterprise that is tailored to the specific requirements. The primary benefit for consumers is that the service provider, which determines their cost obligations, meters their use and workloads. This attribute is known as pay-as-you-go and allows consumers to dynamically scale their resource pool up or down based on their demands. There are obvious advantages and appeal in this type of arrangement but it also comes with some effective limitations. For example computational resources and interconnects are generally limited to the offerings of the service provider.

In contrast, the “Google Apps” model provides the consumer access and use of a collection of (potentially integrated) software services that they access using the Internet. This type of cloud computing concept is Software as a Service (SaaS) where consumers are completely devoid of any concerns related to hardware infrastructure or management of that category of resources. Consumers engage into a relationship with the vendor and simply utilize the software resources provided under the terms of agreement. Some well-known examples of this kind of cloud computing services from Google are Gmail, Docs, Calendar, and many others. Aside from the free to the public (individual) versions of these services Google also offers educational and business versions as hosted services, the educational versions are free to academic institutions. The appeal of this type of cloud concept is that the burden of information technology infrastructure is completely removed from the consumers that procure these services. One obvious concern for consumers with this type of service might be the reliability and security of their private data assets which are completely under the management of the service provider, however this is not different than entrusting those assets to an internal group of employees.

The examples briefly described are examples of “Public” cloud services that are completely managed and maintained by vendors. A “Private” cloud is also possible which allows an enterprise to employ the underlying technologies to build, manage, and maintain the ability to provide an Amazon like EC2 service for their exclusive use. In this private-cloud the organization could also develop, deploy, and maintain a collection of software services to support their operations, missions, and goals. A hybrid approach to using cloud computing concepts could include both a private cloud and use of service available in the public cloud. The inherent advantage of the hybrid approach lies in the fact that critical infrastructure can be

exclusively managed and maintained by the organization with the ability to dynamically utilize resources in the public cloud where applicable and for handling demand overflow.

The LPMS and IlliniCloud will build on the software foundations of "public", "private", and "hybrid" Cloud models to ensure effective use of the best of breed in software infrastructure and data analysis tools. The National Center for Supercomputing Application at the University of Illinois (NCSA) has offered to partner with the State in the design and deployment of the cloud environment, which would allow the State to leverage NCSA's extensive, world-class expertise in cloud computing concepts and methods of implementation.

### C. NCSA Overview

The faculty and staff at the National Center for Supercomputing Application at the University of Illinois (NCSA) have a long and proven track record of innovation and success that include foundational roles in development of the internet browser (Mosaic), significant contributions for high performance computing infrastructures (TeraGrid), and are actively engaged with many local, national, and international collaborators. As a partner, NCSA brings significant expertise in information technology security, engineering, design, and management.

Some on-going and recent background activities are briefly described below:

- The Blue Waters project is expected to be the most powerful supercomputer in the world for open scientific research when it comes online in 2011. It will be the first system of its kind to sustain one petaflop performance on a range of science and engineering applications. The project also includes intense collaboration with dozens of teams in the development of science and engineering applications, system software, interactions with business and industry, and educational programs. This comprehensive approach will ensure that scientists and engineers across the country will be able to use Blue Waters to its fullest potential.
- The Illinois Cloud Computing Testbed is the world's first cloud testbed aimed at supporting both systems innovation and applications research. The testbed, which is run by Illinois' computer science department, is configured with about 500 terabytes of shared storage and more than 1,000 shared cores.
- Lincoln scholars worldwide have access to a life's worth of writings by America's 16th president via the Web, thanks to The Papers of Abraham Lincoln, a project of the Illinois Historic Preservation Agency, the Abraham Lincoln Presidential Library and Museum, and the University of Illinois at Springfield. NCSA provides a permanent storage archive for the project and created tools to make the storage process easier.
- The Institute for Chemistry Literacy through Computational Science (ICLCS) is a program of the University of Illinois' Department of Chemistry, College of Medicine, and NCSA. Partners include 103 school districts across Illinois representing 115 ICLCS Fellows. This program is a 5-year National Science Foundation funded Math Science Partnership program to increase the chemistry literacy and chemistry-related pedagogical skills of rural Illinois high school teachers. The vision for the program is to prepare rural Illinois chemistry teachers and their students for the 21st Century through content, computational tools, teaching methodology, and leadership development to meet the following goals:
  1. Strengthen high school teachers' and students' understanding of chemistry and the application of chemistry to the world around them;

2. Instill in teachers a sense of confidence and competence about their ability to teach chemistry, with a focus on using computational tools, modeling and visualization;
3. Build a strong learning community among research faculty and high school teachers to enable year-round professional development; and
4. Create a cadre of leaders who will become advocates for excellence in mathematics and science.

## **D. State and LEA Data Integration Requirements**

The Learning and Performance Management System (LPMS) will rely on a core dataset as clear and minimal as possible to control project scope and support the integration of multiple applications. Vendors providing systems for the cloud must find the data model easy to adopt, and the model must support migration from the wide variety of systems now in use. In most instances, the LPMS data integration platform will not be a system of record for its core elements. Instead, the LPMS will rely on good data validation and actionable error reporting so that data can be cleansed in the appropriate source systems. For a few user goals -- student grouping for reporting, collaboration, etc. -- the LPMS will provide add/edit/delete functionality. In addition, as local student information systems are migrated to the cloud environment, the LPMS will need to provide a data extension that includes add/edit/delete features to capture data not otherwise captured by the ISBE SIS.

While the next phase of design requirements will include further definition of the core dataset, several requirements and principles will guide its development. First, the LPMS will rely on the State unique identifier for students and staff utilized by all system components. Certain minimum data elements must be included, such as enrollment, student grouping, student outcomes, daily attendance, student formative data, postsecondary data, knowledge object metadata (linked to Common Core Standards), demographics, student biographical, teacher longitudinal identifiers, teacher core attributes (role, education, credentials), and class-level enrollment (teacher-student link). Many of these elements will be captured by the ISBE SIS system, particularly upon its expansion to include transcript data and teacher-student link. Illinois recognizes that other states that have implemented a teacher-student link and transcript data collection system have found that simply possessing the data at the state level does not translate to teachers being able to access their students' past course enrollments, attendance, course grade and other assessment data. By creating a robust LPMS linked to the SLDS, Illinois will be able to support school and classroom level applications with frequent and timely data to assist teachers in tailoring curricular and instructional responses to the needs of their individual students.

The dataset must be defined to include both "State" domains and "district" domains. State domains will be those for which the State must have access for reporting, accountability, and longitudinal tracking. Within the State domain, data will be further defined based on frequency of upload to specify: (1) constantly refreshed data for core applications, and (2) other data pulled on a predefined schedule to permit prior local data validation. District data domains will include all other data that may be integrated into the LPMS by districts participating in the system. The State will only have access to data within the district domain in accordance with clear governance rules, for FERPA-compliant purposes, and after appropriate LEA authorizations.

A critical function of the Learning and Performance Management System will be to provide LEAs with immediate access to data on students who transfer to or are first entering school within the LEA (e.g, providing districts with data from early learning programs, or providing high school districts with student data from elementary grades). The integration of the LPMS with the longitudinal data system will permit access to this data.

The development of the State's longitudinal data system will also include combining P-12, postsecondary, and employment data to facilitate the evaluation and audit of federal and state programs and longitudinal research. The integration of P-12, postsecondary, and employment data for the longitudinal data system will also ensure this data is available for appropriate reporting and analysis within the LPMS.

## **E. Student Vault**

The Learning and Performance Management System (LPMS) will provide districts with the infrastructure (both hardware and software) to consolidate their data and the tools to leverage this data on an ongoing basis. The value of an integrated data solution goes beyond its use by schools, teachers and districts. The LPMS can also provide a location to focus on the student. With 15% of Illinois students moving each school year (25% in Chicago), providing tools that track students within a district or school does not recognize the reality of the current mobile student. Particularly in Illinois, with its multitude of separate K-8 and 9-12 districts, students that do not change schools will also experience transitions from pre-school, to elementary, to middle school and high school, often with little information exchanged between different institutions.

This lack of a clear student picture impairs a teacher's ability to plan, a parent's ability to understand their student's growth and the student's ability to know where they should be going. Creating an open system that allows data to come from multiple sources to create a clear picture of student's history would alleviate these issues. Additionally, the increased focus on aligned standards from PK-12 should provide students and parents a clear picture of where they are going. This articulation of students' pathways allows participation from the community, business and education supporters beyond school. In addition, this provides students and their parents control over their information, addressing concerns about privacy, clearly delineating who has access to data and providing students and parents the ability to increase or decrease access where appropriate.

A "Student Vault" would be an open system which collects the education history of a student, including data from pre-school through post-secondary; in addition this system can collect student work done in traditional schools and beyond creating a portfolio that can be used for development and assessment. It would provide the protocols and framework to allow organizations to provide an integrated and clear student picture. This would enable functionality for students to:

- Access all of their data held by schools, colleges and related partners (e.g., workforce organizations) and use it for education and career planning.
- Develop career and education plans, develop and transmit college, job and loan applications, transcripts, and required data; receive information from colleges and other partners on career and educational opportunities, analyze alternative career and educational scenarios (e.g., credit transfers, time to degree, return on investment) and other applications that can be incorporated by schools, parents, and students (e.g., applications store).

This platform provides a framework to increase the breadth of education options for a student. Linking data from standardized tests to ongoing student work provides information which can be analyzed to understand their relationship. This platform can provide the basis for "authentic" assessment – allowing evaluation to be based on student work. This system focuses education on the student, not simply on a test score, providing a platform where education can be collaborative and relevant. This platform can deliver functionality such as:

- Access to e-learning resources including on-line courses, assessment and feedback systems, reference materials, software tools (e.g., engineering design software) and data bases (i.e., performance support systems) hosted throughout the world as well as connections to other students, teachers, and mentors and tutors (e.g., performance support systems.)
- Project management resources to work in open collaborative teams to address real-world interdisciplinary problems developed by teachers as well as outside partners and sponsors including businesses, government, non-profit organizations (e.g., Innocentive.com) as piloted in the Illinois Innovation Talent project. This would support the Illinois definition of STEM education.

Tools for teachers and instructional support staff to develop and share learning resources and participate in professional learning communities to support students within specific disciplines (e.g., English, math) and application areas (e.g., Health Sciences).

**Appendix D1-1**

**Alternative Teacher Certification Programs in Illinois**

**Breakdown by Offering Institution**

**TEACHER PROGRAMS**

| <b>Type of Program</b>   | <b>Institution</b>                              | <b># of teachers that completed program in SY 2008 - 2009</b> |
|--|---|---|
| <b>Alternative Teacher Certification Program (CPS) (5/21-5b)</b> |   |   |
|  | Dominican University                            | 50  |
|  | National – Louis University                     | 312   |
|  | Northwestern University                         | 59  |
|  | Quincy University                               | 74  |
|  | University of Illinois at Chicago               | 5   |
|  | University of Illinois at Urbana (Discontinued) | 0   |
| <b>Alternative Route to Teacher Certification (5/21-5c)</b>      |   |   |
|  | Benedictine University                          | 101   |
|  | Eastern Illinois University                     | 21  |
|  | Governors State University                      | 32  |
|  | Illinois state University (Discontinued)        | 6   |
|  | McKendree University                            | 0   |
|  | Rockford College                                | 0   |
|  | Southern Illinois University Carbondale         | 12  |
| <b>Resident Teacher Certification (5/21-11.3)</b>                |   |   |
|  | Chicago State University                        | 0   |
|  | Northern Illinois University (Discontinued)     | 0   |
|  | <b>Total</b>                                    | <b>672</b>  |



**Appendix D2-1**

**Performance Evaluation Advisory Council**

|       | <b>First Name</b> | <b>Last Name</b> | <b>Agency</b>  | <b>Position</b>                       |
|-------|-------------------|------------------|--|---------------------------------------|
| Ms.   | Kristen           | Adams            | LaSalle-Peru High School   | Teacher                               |
| Mr.   | Josh              | Anderson         | Teach For America  | Executive Director                    |
| Dr.   | Bette             | Bergerone        | Southern Illinois University Edwardsville                                  | Dean of Education                     |
| Mr.   | Ben               | Boer             | Advance Illinois   | Senior Policy Associate               |
| Mr.   | Tim               | Daly             | The New Teacher Project  | President                             |
| Dr.   | Gail              | Fahey            | DuPage County Regional Office of Education                                 | Director of Leadership Development    |
| Dr.   | Connee            | Fitch Blanks     | Chicago Teachers Union   | Quest Center Coordinator              |
| Dr.   | Hector            | Garcia           | Glenbard District 87   | Assistant Superintendent              |
| Mr.   | Steven            | Isoye            | Maine East High School   | Principal                             |
| Ms.   | Stephanee         | Jordan           | Moline School District 40  | Bilingual Coordinator                 |
| Dr.   | Christopher       | Koch             | ISBE   | State Superintendent                  |
| Mr.   | John              | Luczak           | Joyce Foundation   | Program Manager                       |
| Mr.   | Rob               | Meyer            | Wisconsin Center for Education Research, University of Wisconsin – Madison | Research Professor                    |
| Ms.   | Susie             | Morrison         | ISBE   | Deputy Superintendent/Chief of Staff  |
| Dr.   | Ray               | Pecheone         | Stanford University  | Administration Services Administrator |
| Mr.   | Darren            | Reisberg         | ISBE   | Deputy Superintendent/General Counsel |
| Ms.   | Rachel            | Resnick          | Chicago Public Schools   | Labor Relations Officer               |
| Dr.   | Diane             | Rutledge         | LUDA   | Executive Director                    |
| Supt. | Jodi              | Scott            | Henderson, Mercer, Warren Regional Office of Education                     | Regional Superintendent               |
| Ms.   | Julie             | Smith            | Office of the Governor   | Deputy Chief of Staff – Education     |
| Ms.   | Audrey            | Soglin           | Illinois Education Association   | Executive Director                    |

|       | <b>First Name</b> | <b>Last Name</b> | <b>Agency</b>                                       | <b>Position</b>               |
|-------|-------------------|------------------|---|-------------------------------|
| Mr.   | Dick              | Spohr            | IPA   | INPM Project Director         |
| Ms.   | Michelle          | Standridge       | Illinois Federation of Teachers                     |                               |
| Mr.   | Larry             | Stanton          | L.B. Stanton Consulting, Inc.                       | CEC Director                  |
| Supt. | Joy               | Swoboda          | Woodland Community Consolidated School District #50 | Superintendent                |
| Ms.   | Missy             | Taylor           | Belleville School District 118                      | Director of Special Education |
| Dr.   | Linda             | Tomlinson        | ISBE  | Assistant Superintendent      |
| Dr.   | Steve             | Tozer            | University of Illinois at Chicago                   | Professor                     |
| Dr.   | Rich              | Voltz            | Illinois Association of School Administrators       | Associate Director            |
| Dr.   | Phyllis           | Wilson           | Joliet Public Schools District 86                   | Superintendent of Schools     |

## Appendix D3-1

### Index of Teacher Academic Capital (ITAC)

The Illinois Education Research Council (IERC) has been tracking data on all Illinois public school teachers since 2001 to measure changes in teacher qualifications and whether all students have equitable access to high quality teachers.

The IERC's Index of Teacher Academic Capital (ITAC), measures *only* those teacher attributes which have been shown by previous research to be related to student performance and for which statewide data are readily available. Alongside the ITAC, the IERC also tracks the distribution of inexperienced teachers (those with three or fewer years teaching) in each school throughout the state. The most recent ITAC study utilized the following five school-level measures of teacher attributes:

- The mean ACT composite score of teachers at the school;
- The mean ACT English score of teachers at the school;
- The percentage of teachers at the school who failed the Illinois Basic Skills test on their first attempt;
- The percentage of teachers at the school who were emergency/provisionally certified; and
- The mean Barron's competitiveness ranking of the undergraduate institutions attended by the school's teachers.

The ITAC statistically combines these measures to produce a composite index that maximizes the variation in the component indicators and can be used as an indicator of average teacher quality at each school. In order to measure change in ITAC over time, the IERC produced a measure that is comparable from year to year, and also based on an observed distribution of teacher attributes during a given year. To do this, a base year was used to establish an actual relationship between ITAC components at a set point in time, and then these constant, derived weights were applied to the components observed for each subsequent year. By design, the ITAC has a mean of zero and a standard deviation of one during the base year. Thus, each school's ITAC reflects its standing relative to the distribution of schools during the base year. So, if a particular school had an ITAC of 1.0, this would mean that its teacher academic capital that year was one standard deviation higher than the average Illinois school during the base year.

In a recent ITAC study, IERC calculated ITAC scores for each school in the state for each year from 2001 through 2006 and used these data to explore the relationship between teacher quality and student achievement through several lenses.

First, the IERC replicated an analysis that had been utilized with teacher quality index (TQI) data – the comparison student achievement results for demographically similar schools with varying levels of teacher quality.

| ITAC Quartile                               | High Poverty – High Minority |            | Low Poverty – Low Minority |            |
|---|------------------------------|------------|----------------------------|------------|
|   | N                            | Mean ISAT* | N                          | Mean ISAT* |
| Lowest 10%                                  | 996                          | -1.84      | 27                         | 0.79       |
| Lowest 11-25%                               | 557                          | -1.61      | 201                        | 0.76       |
| Middle-Low Quartile                         | 275                          | -1.44      | 636                        | 0.86       |
| Middle-High Quartile                        | 75                           | -1.53      | 1058                       | 0.87       |
| Highest ITAC Quartile                       | 39                           | -1.45      | 1629                       | 1.02       |
| Difference (lowest 10% to highest quartile) |                              | +0.39      |                            | +0.23      |

\*Mean ISAT is reported in standard deviation units to control for test differences across years

In doing so, the IERC found that the standardized ISAT score for high poverty, high minority elementary schools in the highest ITAC quartile was 0.39 standard deviations higher than for demographically similar schools in the lowest 10 percent of schools by ITAC. In low poverty, low minority elementary/middle schools, the achievement difference between the highest quartile and lowest 10 percent by ITAC was 0.23 standard deviations, which shows that even more-advantaged schools benefit from high teacher academic capital.

| ITAC Quartile                                   | High Poverty – High Minority |            | Low Poverty – Low Minority |            |
|---|------------------------------|------------|----------------------------|------------|
|   | N                            | Mean PSAE* | N                          | Mean PSAE* |
| Lowest 10%                                      | 78                           | -2.49      | 13                         | 0.42       |
| Lowest 11-25%                                   | 31                           | -2.46      | 37                         | 0.40       |
| Middle-Low Quartile                             | 22                           | -2.21      | 134                        | 0.45       |
| Middle-High Quartile                            | 9                            | 1.99       | 280                        | 0.58       |
| Highest ITAC Quartile                           | 2                            | N=2        | 420                        | 1.03       |
| Difference (lowest 10% to middle-high quartile) |                              | +0.50      |                            | +0.16      |
| Difference (lowest 10% to highest quartile)     |                              | (Small N)  |                            | +0.61      |

\*Mean PSAE is reported in standard deviation units to control for test differences across years

At the high school level, it is first important to note that there were very few high poverty, high minority schools in the middle-high and highest ITAC quartiles, which illustrates the limited access that such students have to schools with even above-average teacher academic capital. The implications of this differential access are more striking in light of the differences in achievement seen at different ITAC levels in high poverty, high minority high schools as compared to low poverty, low minority high schools. High poverty, high minority high schools from the middle-high ITAC quartile registered a 0.50 standard deviation advantage in average standardized PSAE scores compared to schools in the lowest ITAC category. The comparable advantage in low poverty, low minority high schools was only 0.16 standard deviations, which suggests that ITAC is especially important in disadvantaged high schools. There are simply not enough high poverty, high minority high schools with ITAC scores in the highest quartile to reliably estimate the achievement differences between the highest and lowest ITAC levels. But one only wonders what could be achieved in our most disadvantaged high schools when we see that, even for advantaged schools, average performance is 0.45 standard deviations higher in high schools with highest quartile ITACs compared to high schools in the second highest ITAC quartile (1.03 compared to 0.58).

Next, the IERC used regression analysis to examine the relationship between ITAC and student achievement while controlling for school context. For these analyses, the IERC combined all six

years of data so standardized achievement measures are used to control for test differences across years. The impact of each of the independent variables can be compared by looking at the standardized coefficient column, which shows the effects of a one standard deviation increase in each predictor on standardized achievement. Independent variables with standardized coefficients further from zero have a larger impact on student achievement levels.

| Variable                 | Standardized Coefficients |             |
|--------------------------|---------------------------|-------------|
|                          | Elementary/Middle School  | High School |
| ITAC                     | +0.09**                   | +0.23**     |
| % Inexperienced Teachers | -0.08**                   | -0.02*      |
| % Minority Students      | -0.20**                   | -0.10**     |
| % FRL Students           | -0.62**                   | -0.60**     |

\* = significant at the .05 level; \*\* = significant at the .01 level.

Looking at the table above, we see that ITAC has a larger impact on achievement levels in high schools than in elementary/middle schools. Each standard deviation increase in ITAC is associated with a 0.09 standard deviation increase in standardized achievement scores in elementary/middle schools, compared to a 0.23 standard deviation increase in high schools. The impact of higher ITAC offsets that of schools’ proportions of inexperienced teachers, especially at the high school level, and also is larger than the unique impact of schools’ student minority concentrations in high schools (after controlling for percent FRL students). However, ITAC has a smaller impact than schools’ minority and FRL student concentrations in elementary/ middle schools, and a smaller impact than schools’ FRL student concentrations in high schools.

To this point, we had only illustrated that schools with higher ITAC scores also tended to have higher achievement levels and that this held true even when we looked at schools that were quite similar demographically, such as high poverty, high minority schools or low poverty, low minority schools. But what if this apparent ITAC “effect” simply reflected some other unmeasured and unaccounted for differences between schools, like the presence of a strong principal who can both attract teachers with high academic capital and raise student achievement independently?

Fortunately, the nature of our data—with multiple observations for each school over time—allowed us to construct school “fixed effects” models to answer these questions. With such models, we can estimate the effects of ITAC changes *within* each school while simultaneously controlling for unmeasured differences across schools *and* observed changes to important predictors at each school (such as prior achievement, student demographics, and teacher experience) that may also affect school performance over time. Further, since we are controlling for each school’s prior achievement, the models are essentially measuring the distance between one year’s school achievement level and the previous year’s school achievement level -- i.e., school achievement gains.

We used these fixed effects models to show the relationship between ITAC change and achievement change by school level (Table A below). Since Chicago experienced substantial improvements in ITAC during the period of our study, we also estimate separate models for Chicago elementary/middle schools and Chicago high schools (Table B below). We controlled for each school’s changes in percent inexperienced teachers and student minority and poverty concentrations, and we also include dummy variables for each year in our study to account for annual differences in the mean and distribution of test scores due to changes in the proficiency cutoff scores.

The results of these models are presented in terms of standardized coefficients for each predictor, which allow us to compare the effects of these school variables within and across models. The larger the magnitude of the standardized coefficient (its distance from zero) the bigger the effect of that predictor, and negative coefficients mean that as the school variable increases achievement gains get smaller, while positive coefficients mean that achievement gains are larger as the predictor increases. The R-squared statistic indicates the proportion of variability in achievement gains that is explained by the model, so larger R-squared values mean the model is a better fit.

**Table A: Illinois**

| Variable                   | Standardized Coefficients |             |
|----------------------------|---------------------------|-------------|
|                            | Elementary/Middle School  | High School |
| ITAC                       | 0.02**                    | 0.00        |
| % Inexperienced Teachers   | -0.01                     | -0.04**     |
| Previous Year's Test Score | 0.23**                    | -0.12**     |
| % Minority Students        | -0.23**                   | -0.20       |
| % FRL Students             | -0.01                     | -0.10**     |
| R-Squared                  | 0.78                      | 0.19        |

\* = significant at the .05 level; \*\* = significant at the .01 level.

**Table B: Chicago Only**

| Variable                   | Standardized Coefficients |             |
|----------------------------|---------------------------|-------------|
|                            | Elementary/Middle School  | High School |
| ITAC                       | 0.02*                     | 0.06*       |
| % Inexperienced Teachers   | -0.02*                    | -0.02       |
| Previous Year's Test Score | 0.34**                    | 0.26**      |
| % Minority Students        | -0.07                     | -0.38       |
| % FRL Students             | -0.05                     | -0.14       |
| R-Squared                  | 0.80                      | 0.93        |

\* = significant at the .05 level; \*\* = significant at the .01 level.

Tables A and B above show that ITAC increases were associated with a statistically significant positive impact on achievement gains in elementary/middle schools statewide and a marginally significant positive impact at all school levels in Chicago. This means that, in all but non-Chicago high schools, student performance tends to improve when ITAC scores increase, even after controlling for changes in student demographics and teacher experience.

While the effects of within-school ITAC changes are quite modest, it is important to recognize that we were able to detect these ITAC effects with school-level performance measures that do not enable us to account for the impact of individual teachers or for improvements in student achievement beyond the proficiency threshold set by the state. Despite these limitations, it is clear that hikes in teachers' academic capital have positive ramifications for the state's students.

Taken together, the IERC's analyses reveal substantial evidence of a link between ITAC and achievement. The IERC found a consistent and direct relationship between ITAC and school achievement levels. Among demographically similar schools, the IERC found that ITAC differences are often associated with quite large achievement differences, especially in high poverty, high minority schools. Regression analyses show that ITAC has an independent effect on school achievement levels, even after controlling for other important school conditions, especially at the

high school level. Finally, the IERC found that increases in ITAC were associated with gains in achievement within a school after controlling for changes to student demographics and schools' concentrations of inexperienced teachers. Moreover, others who have investigated these same issues, and with access to student value added data (Boyd et al., 2007) have reached similar conclusions, both about the changing distribution of teacher quality characteristics and their impact on student achievement gains. "More importantly," they conclude, "our results suggest that recruiting teachers with stronger observed qualifications, e.g., math SAT scores or certification status, could substantially improve student achievement." (p. 1)

Numerous research publications and articles have cited the IERC's work on the ITAC. Notably, a 2009 National Council on Teacher Quality report regarding strategies that states, including Colorado, could implement in advance of *Race to the Top* cited the ITAC as a good example of a strong index that measures the qualifications of a school's teachers (NCTQ, 2009). The table on the following page contains a summary of this and other publications citing IERC's work.

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| Citation  | IERC publication  |
|---|---|
| <p>Carey, Kevin. (2007, January 9). How low teacher quality sabotages advanced high school math. EducationSector. Independent Analysis, Innovative Ideas.<br/> <a href="http://www.educationsector.org/analysis/analysis_show.htm?doc_id=440781">http://www.educationsector.org/analysis/analysis_show.htm?doc_id=440781</a></p>  | <ul style="list-style-type: none"> <li>Examining the Distribution and Impact of Teacher Quality in Illinois. (IERC 2005-2)</li> </ul>   |
| <p>Chicago and New York, and more on NBPTS. <i>CPRE Strategic Management of Human Capital</i>. Posted on August 1, 2008 by arodden.<br/> <a href="http://www.smhc-cpre.org/2008/08/01/chicago-and-new-york-and-more-on-nbpts/">http://www.smhc-cpre.org/2008/08/01/chicago-and-new-york-and-more-on-nbpts/</a></p>  | <ul style="list-style-type: none"> <li>Leveling up: Narrowing the teacher academic capital gap in Illinois (IERC 2008-1)</li> </ul>   |
| <p>Goldhaber, Dan. (November 2008). <i>Addressing the teacher qualification gap: Exploring the use and efficacy of incentives to reward teachers for tough assignments</i>. Center for American Progress.<br/> <a href="http://www.americanprogress.org/issues/2008/11/pdf/teacher_qualification_gap.pdf">http://www.americanprogress.org/issues/2008/11/pdf/teacher_qualification_gap.pdf</a></p>  | <ul style="list-style-type: none"> <li>Examining the Distribution and Impact of Teacher Quality in Illinois (IERC 2005-2)</li> </ul>  |
| <p>High school reform: How can evidence guide policy and practice? A public policy forum presented by the Center for Education at the National Academies, Education Sector, National Education Knowledge Industry Association on March 24, 2006. The following article was presented: Jerald, Craig D., <i>Measured progress: A report on the high school reform movement</i>. Education Sector Reports.<br/> <a href="http://knowledgeall.com/files/forum_compilation2.pdf">http://knowledgeall.com/files/forum_compilation2.pdf</a></p> | <ul style="list-style-type: none"> <li>The Demographics and Academics of College Readiness in Illinois (IERC 2006-2)</li> <li>Examining the Distribution and Impact of Teacher Quality in Illinois (IERC 2005-2)</li> </ul> |
| <p>Jerald, Craig D. (2006, March). <i>Measured progress: A report on the high school reform movement</i>. Washington, DC: Education Sector Reports.<br/> <a href="http://www.educationsector.org/usr_doc/Measured_Progress.pdf">http://www.educationsector.org/usr_doc/Measured_Progress.pdf</a></p>  | <ul style="list-style-type: none"> <li>The Demographics and Academics of College Readiness in Illinois (IERC 2006-2)</li> <li>Examining the Distribution and Impact of Teacher Quality in Illinois (IERC 2005-2)</li> </ul> |



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| <p>Orfield, Gary, Frankenberg, Erica, and Garces, Liliana M. (January 3, 2008). Statement of American social scientists of research on school desegregation to the U.S. Supreme Court in <i>Parents v. Seattle School District</i> and <i>Meredith v. Jefferson County</i>. <i>The Urban Review</i>, 40:96-136.<br/> <a href="http://www.springerlink.com/content/uk0v8567133m6616/fulltext.pdf">http://www.springerlink.com/content/uk0v8567133m6616/fulltext.pdf</a></p> | <ul style="list-style-type: none"> <li>Examining the Distribution and Impact of Teacher Quality in Illinois (IERC 2005-2)</li> </ul>   |
| <p>Peske, Heather G. and Crawford, Candace. (February/March 2007). Teaching inequality. <i>Teachers of Color</i>.<br/> <a href="http://www.teachersofcolor.com/teachinginequality.html">http://www.teachersofcolor.com/teachinginequality.html</a></p>   | <ul style="list-style-type: none"> <li>The distribution of teacher quality in Illinois (IERC 2005-1)</li> <li>Examining the distribution and impact of teacher quality in Illinois (IERC 2005-2)</li> <li>Demographics and academics of college readiness in Illinois (IERC 2005-3)</li> </ul> |
| <p>Peske, Heather G. and Haycock, Kati. (June 2006). <i>Teaching inequality: How poor and minority students are shortchanged on teacher quality</i>. A report and recommendations by the Education Trust.<br/> <a href="http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf">http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf</a></p>   | <ul style="list-style-type: none"> <li>Examining the distribution and impact of teacher quality in Illinois (IERC 2005-2)</li> </ul>   |
| <p>Smart teachers matter. <i>TQ Bulletin</i>, July 30, 2008, 9:7.<br/> <a href="http://www.nctq.org/p/tqb/viewBulletin.jsp?nllIdentifier=245">http://www.nctq.org/p/tqb/viewBulletin.jsp?nllIdentifier=245</a></p>   | <ul style="list-style-type: none"> <li>Leveling up: Narrowing the teacher academic capital gap in Illinois (IERC 2008-1)</li> </ul>  |
| <p>Walsh, Kate and Jacobs, Sandi. (August 2009). <i>Race to the Top: Colorado may be used to high altitudes but can it compete in <u>Race to the Top</u>?</i> Washington, DC: National Council on Teacher Quality.<br/> <a href="http://www.nctq.org/p/docs/NCTQ_CO_Race_to_the_Top.pdf">http://www.nctq.org/p/docs/NCTQ_CO_Race_to_the_Top.pdf</a></p>  | <ul style="list-style-type: none"> <li>Leveling up: Narrowing the teacher academic capital gap in Illinois (IERC 2008-1)</li> </ul>  |

## Appendix D3-2

### National Board Certification for Principals

The National Board Certification for principals program is an initial expansion phase of the National Board Certification for Education Leaders program. The initiative builds on the National Board Certification for teachers and counselors program, which has been in existence for 20 years.

National Board Certification for principals is intended to provide a means to consistently and reliably measure the effectiveness of principals. This type of uniform measure of principal performance has not historically been available. According to research conducted by the National Board for Professional Teaching Standards, principals support a certification that recognizes the importance of instructional leadership, organizational change, community involvement, and the essential role of the principal in school management.

Principals who wish to obtain the National Board Certification undergo an intensive 18-24 month process in which the principal is required to demonstrate mastery of the National Board Standards for Accomplished Principals. These standards were designed to reflect professional consensus on the type of practices that distinguish accomplished principals.

The standards center around the collaborative actions principals take to advance learning to the highest level for every child: to recruit, engage, promote and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and needs of their school; and to purposefully engage families and the broader community in the school's vision and mission. Below is a description of the standards.

#### **Skills**

- 1) Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance. (*Leadership*)
- 2) Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission. (*Vision*)
- 3) Accomplished educational leaders manage and leverage systems and processes to achieve desired results. (*Management*)

#### **Applications**

- 4) Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. (*Culture*)
- 5) Accomplished educational leaders are committed to student and adult learners and to their development. (*Learners and Learning*)
- 6) Accomplished educational leaders drive, facilitate and monitor the teaching and learning process. (*Instruction*)

#### **Dispositions**

- 7) Accomplished educational leaders model professional, ethical behavior and expect it from others. (*Ethics*)
- 8) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. (*Equity*)
- 9) Accomplished educational leaders advocate on behalf of their schools, communities and profession. (*Advocacy*)

## Appendix D5-1

### Induction and Mentoring: ISBE Partnering Organizations and

#### Teacher Induction Policy Advisory Team

##### A. ISBE Partnering Organizations

| <u>Program</u>   | <u>Partnering Organization</u>   |
|--|--|
| Academy for Urban School Leadership<br>Adams/Pike ROE #1   | Chicago Public Schools<br>Northern Illinois University<br>Induction for the 21st Century Educator<br>(ICE 21)  |
| Adams/Pike ROE #1  | Northern Illinois University<br>Induction for the 21st Century Educator<br>(ICE 21)  |
| Belvidere CUSD #100-Belvidere<br>Berwyn South School Dist. #100-Berwyn<br>Bond County CUSD #2<br>Bond/Fayette/Effingham ROE #3 | Consortium for Educational Change<br>West40 Intermediate Service Center<br>Bond-Fayette ROE 3<br>Induction for the 21st Century Educator<br>(ICE 21) |
| Boone/Winnebago Kishwaukee Intermediate<br>Delivery System (KIDS)  | Induction for the 21st Century Educator<br>(ICE 21)<br>Boone/Winnebago ROE   |
| Boone/Winnebago Kishwaukee Intermediate<br>Delivery System (KIDS)  | Induction for the 21st Century Educator<br>(ICE 21)<br>Boone/Winnebago ROE   |
| Bureau/Henry/Stark ROE #28-Atkinson  | Induction for the 21st Century Educator<br>(ICE 21)  |
| Calhoun/Greene/Jersey/Macoupin ROE#40-<br>Carlinville  | Induction for the 21st Century Educator<br>(ICE 21)<br>Lewis & Clark Community College   |
| Calhoun/Greene/Jersey/Macoupin ROE#40-<br>Carlinville  | Induction for the 21st Century Educator<br>(ICE 21)<br>Lewis & Clark Community College   |
| Carroll/ JoDaviess/Stephenson ROE #8-Stockton  | Induction for the 21st Century Educator<br>(ICE 21)  |
| Champaign Unit 4   | Rantoul Regional Office of Education--<br>Schoolworks<br>Center for Cognitive Coaching<br>Champaign Federation of Teachers                           |
| Champaign Unit 4   | Rantoul Regional Office of Education--<br>Schoolworks<br>Center for Cognitive Coaching<br>Champaign Federation of Teachers                           |
| Champaign Unit 4   | Rantoul Regional Office of Education--   |

**Program**

**Partnering Organization**

Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)

Schoolworks  
Center for Cognitive Coaching  
Champaign Federation of Teachers  
Illinois Federation of Teachers  
Chicago New Teacher Center  
New Teacher Center--Santa Cruz, CA  
Chicago Public Schools Board of Education  
Professional Development Unit

Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)

Illinois Federation of Teachers  
Chicago New Teacher Center  
New Teacher Center--Santa Cruz, CA  
Chicago Public Schools Board of Education  
Professional Development Unit

Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)

Illinois Federation of Teachers  
Chicago New Teacher Center  
New Teacher Center--Santa Cruz, CA  
Chicago Public Schools Board of Education  
Professional Development Unit

Chicago PSD #299 (Areas 3, 7, 13, 14, and 17)

Illinois Federation of Teachers  
Chicago New Teacher Center  
New Teacher Center--Santa Cruz, CA  
Chicago Public Schools Board of Education  
Professional Development Unit

Chicago PSD #299 - Office of New Schools  
Consortium for Educational Change-Marion  
Danville CCSD #118

New Teacher Center--Santa Cruz, CA  
Marion IEA

Danville CCSD #118

Consortium for Educational Change  
Danville Education Association

Decatur Public School District #61-Decatur  
Des Plaines CCSD #62-DesPlaines  
DeWitt/Livingston/McLean ROE#17-Normal  
DuPage County ROE #19-Wheaton

Consortium for Educational Change  
Danville Education Association

Elgin School District U-46

Consortium for Educational Change  
Northern Illinois University  
Elgin Teachers Association  
Consortium for Educational Change  
Illinois State University  
Induction for the 21st Century Educator  
(ICE 21)

Elgin School District U-46

Consortium for Educational Change  
Northern Illinois University

Elgin School District U-46

Elgin Teachers Association  
Consortium for Educational Change  
Northern Illinois University

Evanston/Skokie SD #65  
Geneseo CUSD #228-Geneseo

Elgin Teachers Association  
Consortium for Educational Change  
Northern Illinois University

Elgin Teachers Association  
Consortium for Educational Change  
Northern Illinois University

Elgin Teachers Association  
Consortium for Educational Change

Learning Point Assoc

**Program**

Georgetown-Ridge Farm CVSD #4  
Glenview Public School Dist. #34-Glenview  
Hawthorn SD #73  
I-KAN (Iroquois/Kankakee) ROE #32-Kankakee  
J. Sterling Morton HSD #201  
J. Sterling Morton HSD #201  
LaSalle County ROE #35  
Madison County ROE #41  
Marquardt SD #15  
Marquardt SD #15  
McLean County CUSD #5-Normal  
Mid-Illini Educational Cooperative, Professional  
Development Provider for ROE's 22, 38 and 53  
Monroe/Randolph ROE #45-Waterloo  
Naperville CUSD #203-Naperville  
National-Louis University  
Oswego CUSD #308-Oswego  
Oswego CUSD #308-Oswego  
Peoria District #150  
Plainfield School District #202 - Plainfield  
Quincy School District #172 - Quincy  
Rock Island County ROE #49-Moline  
Rockford School District #205 - Rockford  
Round Lake Area Schools District #116  
Round Lake Area Schools District #116  
South Cook Intermediate Service Center #4  
Springfield School District #186 - Springfield  
St. Clair ROE #50 - Belleville

**Partnering Organization**

Rantoul Regional Office of Education--  
Schoolworks  
Consortium for Educational Change  
Consortium for Educational Change  
Induction for the 21st Century Educator  
(ICE 21)  
Morton Council Union  
Illinois Federation of Teachers  
Morton Council Union  
Illinois Federation of Teachers  
Induction for the 21st Century Educator  
(ICE 21)  
Induction for the 21st Century Educator  
(ICE 21)  
Consortium for Educational Change  
Marquardt Education Association  
Consortium for Educational Change  
Marquardt Education Association  
Consortium for Educational Change  
Induction for the 21st Century Educator  
(ICE 21)  
Induction for the 21st Century Educator  
(ICE 21)  
Consortium for Educational Change  
Chicago Public Schools Office of School  
Turnaround  
Learning Point Assoc  
New Teacher Center--Santa Cruz, CA  
Learning Point Assoc  
New Teacher Center--Santa Cruz, CA  
Induction for the 21st Century Educator  
(ICE 21)  
Learning Point Assoc  
Illinois Federation of Teachers  
Augustana College  
Consortium for Educational Change  
Northern Illinois University  
University Center of Lake County  
Northern Illinois University  
University Center of Lake County  
Induction for the 21st Century Educator  
(ICE 21)  
Consortium for Educational Change  
Induction for the 21st Century Educator  
(ICE 21)

**Program**

St. Clair ROE #50 - Belleville

Township High School District #214  
West 40 Intermediate Service Center #2

Will County ROE #56 - Professional  
Development Alliance  
Yorkville CUSD #115

**Partnering Organization**

Illinois Federation of Teachers  
Induction for the 21st Century Educator  
(ICE 21)

Illinois Federation of Teachers  
New Teacher Center--Santa Cruz, CA  
Induction for the 21st Century Educator  
(ICE 21)

Induction for the 21st Century Educator  
(ICE 21)  
Learning Point Assoc

**B. Teacher Induction Policy Advisory Team**

| <b><u>First Name</u></b> | <b><u>Last Name</u></b> | <b><u>Agency</u></b>                              |
|--------------------------|-------------------------|---|
| Chris                    | Roegge                  | University of Illinois Champaign Urbana           |
| David                    | Osta                    | New Teacher Center                                |
| Dea                      | Meyer                   | Civic Committee of The Commercial Club of Chicago |
| Diane                    | Rutledge                | LUDA  |
| Vicki                    | Hensley                 | IKAN  |
| Jason                    | Leahy                   | IPA   |
| John                     | Luczak                  | Joyce Foundation                                  |
| Audrey                   | Soglin                  | IEA   |
| Sue                      | Walter                  | IFT   |
| Linda                    | Tomlinson               | ISBE  |

**Appendix D5-2**

**Table of Professional Development Supports**

This table summarizes, in one location, the primary professional development support systems that will be implemented to carry out this Plan.

| <b>RTTT Section</b> | <b>Summary of Supports</b>  |
|---------------------|---|
| <b>(B)(3)</b>       | <b>Alignment of curriculum to the Common Core:</b> The Center for School Improvement, through its Standards and Aligned Instructional Systems Content Center, will provide LEAs a full continuum of supports that address alignment of curriculum to the revised Learning Standards, including curriculum mapping, aligning instruction plans to learning targets, assessment frameworks, and pacing guides.  |
|                     | <b>Assessments for Learning Implementation:</b> 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); (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. |
|                     | <b>Integrated Professional Development Across Early Learning – K through 3:</b> The State will support Participating LEAs to use the kindergarten readiness measure to support alignment and create joint and integrated professional development across State-funded early learning programs and grades K-3 in Participating LEAs.   |
|                     | <b>STEM Learning Exchanges:</b> The STEM Learning Exchanges will provide 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). The Exchanges will establish externship programs offering educators real-world experience.  |
| <b>(C)(2)</b>       | <b>Interactive Illinois Report Card (IIRC):</b> IIRC offers a comprehensive professional development system in cooperation with ISBE and the Statewide System of Support to ensure the system’s resources are used to engage educators and impact instruction. 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.  |

| RTTT Section | Summary of Supports  |
|--------------|--|
| (C)(3)       | <p><b>Learning and Performance Management System (LPMS):</b> 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 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. 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 (known as the "Movable Feasts").</p>  |
| (D)(2)       | <p><b>Performance Evaluation System Implementation:</b> Through both the Performance Evaluation Reform Act (PERA) and the Participating LEA MOU, the State has committed to creating a robust support system, including the elements specified in <b>Table D.2(b)</b> in the Narrative. The Center for School Improvement 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 will be utilized to provide evaluators with real time, any time support.</p>   |
|              | <p><b>Targeting Deficiencies:</b> 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. Similarly, principal evaluation data will be used to inform and target district supports and professional development.</p> <p><b>National Board Certification for Principals:</b> 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 (<i>see Appendix D3-2 for a further description</i>).</p> |
| (D)(3)       | <p><b>Illinois Math and Science Partnership (IMSP):</b> 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.</p>   |
| (E)(2)       | <p><b>Illinois Partnership Zone:</b> Lead Partners will be responsible for aligning professional development activities within Illinois Priority Schools to ensure ongoing, high-quality job embedded professional development.</p>  |



## **Appendix E1-1**

### **State Intervention Authority**

(105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)

Sec. 2-3.25f. State interventions.

(a) The State Board of Education shall provide technical assistance to assist with the development and implementation of School and District Improvement Plans.

Schools or school districts that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate.

(b) In addition, if after 3 years following its placement on academic watch status a school district or school remains on academic watch status, the State Board of Education shall take one of the following actions for the district or school:

(1) The State Board of Education may authorize the State Superintendent of Education to direct the regional superintendent of schools to remove school board members pursuant to Section 3-14.28 of this Code. Prior to such direction the State Board of Education shall permit members of the local board of education to present written and oral comments to the State Board of Education. The State Board of Education may direct the State Superintendent of Education to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate a school or school district for purposes of improving pupil performance and school improvement. The State Superintendent of Education shall designate one member of the Independent Authority to serve as chairman. The Independent Authority shall serve for a period of time specified by the State Board of Education upon the recommendation of the State Superintendent of Education.

(2) The State Board of Education may (A) change the recognition status of the school district or school to nonrecognized, or (B) authorize the State Superintendent of Education to direct the reassignment of pupils or direct the reassignment or replacement of school district personnel who are relevant to the failure to meet adequate yearly progress criteria. If a school district is nonrecognized in its entirety, it shall automatically be dissolved on July 1 following that nonrecognition and its territory realigned with another school district or districts by the regional board of school trustees in accordance with the procedures set forth in Section 7-11 of the School Code. The effective date of the nonrecognition of a school shall be July 1 following the nonrecognition.

(c) All federal requirements apply to schools and school districts utilizing federal funds under Title I, Part A of the federal Elementary and Secondary Education Act of 1965.

(Source: P.A. 93-470, eff. 8-8-03; 94-875, eff. 7-1-06.)

**Appendix E2-1**

**Illinois Priority Schools**

**Illinois Tier I Schools**

**Tier I Schools** are Title I schools in federal status (i.e., improvement, corrective action, or restructuring) that have been in existence for more than three years. The list consists of:

- i. The lowest achieving 5% of those schools, using three-year average performance of the "all students" group on State assessments in reading/language arts and mathematics combined; OR
- ii. Any secondary school in federal improvement status with an average graduation rate of less than 60% over the last three years.
- iii. Lack of progress which is determined by looking at the Average Performance and the 2009 "all students" group in reading and math. If the 2009 all students group is less than the Average Performance, then there is a lack of progress.

**District Name**

**Tier I School Name**

|                        |   |
|------------------------|---|
| City of Chicago SD 299 | Ace Technical Charter School                  |
| City of Chicago SD 299 | Best Practice High School                     |
| City of Chicago SD 299 | Bogan High School                             |
| City of Chicago SD 299 | Bowen Environmental Studies High School       |
| City of Chicago SD 299 | Chicago Discovery Academy High School         |
| City of Chicago SD 299 | Chicago Vocational Career Academy High School |
| City of Chicago SD 299 | Clemente Community Academy High School        |
| City of Chicago SD 299 | Corliss High School                           |
| City of Chicago SD 299 | Crane Technical Prep High School              |
| City of Chicago SD 299 | Dunbar Vocational Career Academy High School  |
| City of Chicago SD 299 | Dyett High School                             |
| City of Chicago SD 299 | Entrepreneurship High School                  |
| City of Chicago SD 299 | Farragut Career Academy High School           |
| City of Chicago SD 299 | Fenger Academy High School                    |
| City of Chicago SD 299 | Gage Park High School                         |
| City of Chicago SD 299 | Global Visions High School                    |
| City of Chicago SD 299 | Hancock College Preparatory High School       |
| City of Chicago SD 299 | Harper High School                            |
| City of Chicago SD 299 | Juarez Community Academy High School          |
| City of Chicago SD 299 | Julian High School                            |

**District Name**

**Tier I School Name**

|                        |   |
|------------------------|---|
| City of Chicago SD 299 | Kelvyn Park High School                     |
| City of Chicago SD 299 | Manley Career Academy High School           |
| City of Chicago SD 299 | Marshall Metropolitan High School           |
| City of Chicago SD 299 | New Millennium Health High School           |
| City of Chicago SD 299 | North-Grand High School                     |
| City of Chicago SD 299 | Phillips Academy High School                |
| City of Chicago SD 299 | Raby High School                            |
| City of Chicago SD 299 | Richards Career Academy High School         |
| City of Chicago SD 299 | Robeson High School                         |
| City of Chicago SD 299 | Roosevelt High School                       |
| City of Chicago SD 299 | School of Leadership High School            |
| City of Chicago SD 299 | School of Technology High School            |
| City of Chicago SD 299 | Senn High School                            |
| City of Chicago SD 299 | Sullivan High School                        |
| City of Chicago SD 299 | Tilden Career Community Academy High School |
| City of Chicago SD 299 | Wells Community Academy High School         |
| East St. Louis SD 189  | East St. Louis Senior High School           |
| East St. Louis SD 189  | SIU Charter School of East St. Louis        |
| Madison CUSD 12        | Madison Senior High School                  |

**Illinois Tier II Schools**

A **Tier II school** is a secondary school that is eligible, but does not receive Title I funds that:

- i. Is within the lowest achieving 5% of secondary schools that are eligible, but do not receive Title I funds in the state, based on the 3-year average performance of the “all students” group in reading and math combined (35.2% or less in 2009-2010), OR
- ii. Has a graduation rate of less than 60% over each of the last 3 years;
- iii. Lack of Progress which is determined by looking at the Average Performance and the 2009 all students group in reading and math. If the 2009 all students group is less than the Average Performance then there is a lack of progress.

A **Tier II Newly Eligible School** is a Title I secondary school in improvement, corrective action or restructuring that does not qualify as Tier I that:

- i. Is no higher achieving than Tier II schools (35.2% or less in 2009-2010), based on 3-year average performance of the all students group in reading and math combined, OR
- ii. Has a graduation rate of less than 60% over each of the last 3 years;
- iii. Lack of Progress

| <b><u>District Name</u></b> | <b><u>Tier II School Name</u></b>     |
|-----------------------------|---------------------------------------|
| Astoria Community Unit SD 1 | Astoria High School                   |
| Aurora East USD 131         | East High School                      |
| Bloom Twp HSD 206           | Bloom High School                     |
| Bloom Twp HSD 206           | Bloom Trail High School               |
| Bremen CHSD 228             | Hillcrest High School                 |
| Cahokia CUSD 187            | Cahokia High School                   |
| CHSD 218                    | DD Eisenhower High School (Campus)    |
| City of Chicago SD 299      | Amundsen High School                  |
| City of Chicago SD 299      | Carver Military Academy High School   |
| City of Chicago SD 299      | Chicago Academy High School           |
| City of Chicago SD 299      | Douglass Academy High School          |
| City of Chicago SD 299      | Foreman High School                   |
| City of Chicago SD 299      | Harlan Community Academy High School  |
| City of Chicago SD 299      | Hope College Prep High School         |
| City of Chicago SD 299      | Hubbard High School                   |
| City of Chicago SD 299      | Hyde Park Academy High School         |
| City of Chicago SD 299      | Kelly High School                     |
| City of Chicago SD 299      | Kennedy High School                   |
| City of Chicago SD 299      | Mather High School                    |
| City of Chicago SD 299      | North Lawndale Charter High School    |
| City of Chicago SD 299      | Phoenix Military Academy High School  |
| City of Chicago SD 299      | Schurz High School                    |
| City of Chicago SD 299      | Simeon Career Academy High School     |
| City of Chicago SD 299      | Steinmetz Academic Centre High School |
| City of Chicago SD 299      | Washington, G High School             |
| City of Chicago SD 299      | Youth Connections Charter School      |
| Decatur SD 61               | Eisenhower High School                |
| Depue USD 103               | Depue High School                     |
| Dongola USD 66              | Dongola High School                   |
| Egyptian CUSD 5             | Egyptian Senior High School           |
| Eldorado CUSD 4             | Eldorado High School                  |
| JS Morton HSD 201           | J Sterling Morton East High School    |
| JS Morton HSD 201           | J Sterling Morton West High School    |
| Kankakee SD 111             | Kankakee High School                  |

| <b><u>District Name</u></b>     | <b><u>Tier II School Name</u></b>     |
|---------------------------------|---------------------------------------|
| Meridian CUSD 101               | Meridian High School                  |
| North Chicago SD 187            | North Chicago Community High School   |
| Patoka CUSD 100                 | Patoka Senior High School             |
| Peoria SD 150                   | Manual High School                    |
| Peoria SD 150                   | Peoria High School                    |
| Peoria SD 150                   | Woodruff High School                  |
| Proviso Twp HSD 209             | Proviso East High School              |
| Proviso Twp HSD 209             | Proviso West High School              |
| Rich Twp HSD 227                | Rich South Campus High School         |
| Rockford School Dist 205        | Jefferson High School                 |
| Rockford School Dist 205        | Rockford East High School             |
| Sandoval CUSD 501               | Sandoval Senior High School           |
| Scott-Morgan C U Sch. Dist 2    | Bluffs High School                    |
| Springfield SD 186              | Lanphier High School                  |
| St Anne CHSD 302                | St Anne Comm High School              |
| Thornton Fractional Twp HSD 215 | Thornton Fractional North High School |
| Thornton Twp HSD 205            | Thornridge High School                |
| Thornton Twp HSD 205            | Thornton Township High School         |
| Thornton Twp HSD 205            | Thornwood High School                 |
| Waukegan CUSD 60                | Waukegan High School                  |

**Super LEA - Non-Tier I or Tier II Priority Schools**

These schools are within the bottom 5% of student achievement statewide; however, they are not within "Tier I" or "Tier II" for School Improvement Grant purposes. Because these LEAS agreed to the Super LEA commitments in Phase 1 and 2 of the State's RTTT application, the State has budgeted RTTT funds for implementation of one of the four SIG intervention models in the schools identified below and will treat them as an "Illinois Priority School" for all purposes of this application and the State's intervention support system.

| <b><u>District Name</u></b>     | <b><u>Priority School Name</u></b> |
|---------------------------------|------------------------------------|
| Community Unit School Dist. 300 | Dundee-Crown High School           |
| Plano CUSD                      | Plano High School                  |

**Appendix E2-2**

**Illinois Partnership Zone Supplemental Materials**

**I. Illinois Partnership Zone Overview of Lead and Supporting Partners**

The Lead and Supporting Partners identified on this Appendix have been prequalified by the State Superintendent to support interventions in Illinois Priority Schools through the Illinois Partnership Zone initiative. These Partners have been prequalified to contract directly with a school district or with the State Board of Education.

ISBE intends to undertake additional Lead and Supporting Partner procurements to expand and update the list of pre-qualified entities in future years of the Partnership Zone initiative.

The regions referred to in the chart below refer to ISBE Support Regions in which the entity is prequalified to serve, as shown on the map at the end of these tables.

**Lead Partners:**

| <b>Lead Partner and Service Area</b>  | <b>Overview of Implementation Model</b>  | <b>Record of Effectiveness</b>  |
|---|--|---|
| <p><b>Academy for Urban School Leadership (AUSL)</b></p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, II, III, and IV</p> | <p>AUSL's mission is to improve student achievement in high-poverty, chronically failing schools through dramatic interventions to comprehensively reset failing schools.</p> <p>In AUSL's Turnaround school model, the district closes a failing school at the end of the school year and reopens it after the summer under AUSL's management. Admission is open to any former student who wishes to attend, as well as all students in the school's geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL, as well as the district, and also brings in a cohort of specially trained new teachers from AUSL's teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. Typically, more than half of the school's incumbent teachers and staff are replaced.</p> | <p>Since 2002 AUSL has launched eight Turnaround elementary schools and one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p> |
| <p><b>America's Choice, Inc.,</b> and its subcontractor ACT, Inc.</p> <p>All 10 ISBE Support Regions</p>          | <p>America's Choice will provide two programs:</p> <p>(1) the America's Choice Comprehensive Intervention Model in elementary schools, designed to prepare all students to enter middle school core instructional programs without need for remediation, and</p> <p>(2) the Rigor &amp; Readiness Comprehensive Intervention Model in middle and high schools, designed to support students' development of college and career readiness.</p>  | <p>States and school districts have successfully implemented America's Choice programs throughout the country, including in Georgia, New York, Florida, Arkansas, and Maryland.</p> <p>A study of Rochester, New York schools found that students in America's Choice schools made significantly higher achievement gains than students in other schools, and the performance gap for minority students was narrowed</p>  |

| <b>Lead Partner and Service Area</b>  | <b>Overview of Implementation Model</b>  | <b>Record of Effectiveness</b>   |
|---|--|--|
|   | <p>These programs include: an examination system aligned with state standards, a rigorous core curriculum with end-of-course examinations aligned to college and career readiness standards, instructional materials aligned to the curriculum, systematic monitoring of student progress, and "safety net" programs designed to accelerate learning.</p>  | <p>significantly in both reading and math. Also, a study by outside reviewers found that students in America's Choice schools scored an average of 9 points higher on reading comprehension tests, and 7 points higher on language scales.</p>   |
| <p><b>Consortium for Educational Change (CEC)</b></p> <p>Regions I-B-B, I-B-C, I-B-D, I-C, II, III, IV, V, and VI</p> | <p>CEC proposes to implement a School Transformation Model, which will focus on accelerating student learning by aligning resources of the school and district to: add time for student learning and teaching; share leadership through teams; support teacher practice; and establish clear and ambitious performance targets for everyone.</p> <p>This model would be implemented in a school or district using a work plan with the following four steps:</p> <ul style="list-style-type: none"> <li>-Set goals and standards;</li> <li>-Implement structures and plans;</li> <li>-Implement a learning environment; and</li> <li>-Become results focused.</li> </ul> | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>In CEC's years of experience, it has helped schools improve students' grade-level proficiency, improve performance on state assessments, and work toward closing achievement gaps. For example, in CEC's past work with an ethnically diverse suburban Chicago school district, CEC helped increase the percentage of African American eighth-graders who met or exceeded ISAT standards in math from 40% in 2004 to 71% in 2009.</p> |
| <p><b>Diplomas Now</b>, a program of Johns Hopkins University</p> <p>Region I-A</p>                                   | <p>The Diplomas Now model integrates four key elements:</p> <ul style="list-style-type: none"> <li>-Effective whole school reform with instructional, organizational, student, teacher and administrative support components;</li> <li>-A teacher-friendly early warning data system tied to identify students in need of prevention, intervention and recovery strategies;</li> <li>-A team that works closely with teachers and administrators to provide targeted and intensive supports; and</li> <li>-A team-based organizational structure and collaborative work environment.</li> </ul>  | <p>In the 2008-2009 school year, the Diplomas Now model was implemented in a large, high-poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made Adequate Yearly Progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number of students in grades 6-8 who were off-track to graduate based on the following key indicators:</p> <ul style="list-style-type: none"> <li>-Attendance (52% decrease in students with less than 80% attendance);</li> <li>-Behavior (45% decrease in students with three or more negative behavior comments); and</li> <li>-Course failure in Math and English (83% decrease in the number of students</li> </ul>  |

| <b>Lead Partner and Service Area</b>   | <b>Overview of Implementation Model</b>  | <b>Record of Effectiveness</b>   |
|--|--|--|
|  |  | receiving an F in Math and 80% decrease in the number of students receiving an F in English).  |
| <p><b>EdisonLearning</b></p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, and V.</p>   | <p>EdisonLearning proposes to serve as a national and on-site team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement.</p> <p>EdisonLearning will develop programs customized to meet the needs of each partnership school, but comprehensive models include several general components, such as: leadership development, school organization and scheduling support; learning environment management tools to promote a school culture in which students learn effectively; curriculum management and support tools that align to Illinois standards; intensive on-site and national professional development; benchmark assessment systems to track student progress; quality monitoring and management; and support for families who may not have considered the possibility of higher education.</p> | <p>Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, largely serving clients in high-minority, low-income settings (the average school in an EdisonLearning Partnership is 87% minority and 65% socioeconomically disadvantaged).</p> <p>Data and independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country.</p>                    |
| <p><b>Illinois Association of Regional Superintendents of Schools (IARSS):</b> representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p> | <p>IARSS proposes to:</p> <ul style="list-style-type: none"> <li>-Administer a needs assessment of the district and school;</li> <li>-Coordinate with school and community "stakeholders" (i.e. parents, businesses, community organizations, and public officials) to develop a school intervention model; and</li> <li>-Direct resources and expertise toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model.</li> </ul>   | <p>IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p> |
| <p><b>Learning Point Associates</b> and its subcontractor, Pivot</p>   | <p>Learning Point's plan focuses on collaborative development and implementation of turnaround strategies to improve student</p>   | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing</p>  |



| <b>Lead Partner and Service Area</b>   | <b>Overview of Implementation Model</b>   | <b>Record of Effectiveness</b>  |
|--|---|---|
| <p>Learning Partners</p> <p>All 10 ISBE Support Regions</p>  | <p>achievement and build the capacity of school leaders and staff to sustain improvement.</p> <p>The proposed turnaround design has six general components: a core school leadership team; a research-based diagnostic needs assessment; an instructional model to engage teachers in daily review of student data and weekly collaboration with other teachers; a parent and community engagement plan; a variety of support tools and expert coaching; and targeted intervention for special needs populations.</p>   | <p>districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>  |
| <p><b>Success For All Foundation, Inc. (SFAF)</b></p> <p>All 10 ISBE Support Regions</p>                                     | <p>SFAF will provide comprehensive turnaround models for target schools through a multi-dimensional set of strategies, focused on:</p> <ul style="list-style-type: none"> <li>-Leadership support and training for school administrators, staff and community to assist in improving student achievement and addressing school-specific issues;</li> <li>-Professional development and support in core learning areas (reading and math);</li> <li>-Development and implementation of a school-specific reform structure to address the needs of students showing lack of progress in academic, social, and behavioral realms;</li> <li>-Structured communication between schools and SFAF's Illinois Team Manager and consultants.</li> </ul>  | <p>SFAF programs have been used in over 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. Over 52 studies have assessed the effectiveness of SFAF's program, and independent reviews have consistently found that implementation of SFAF's programming resulted in significant increases in student achievement in various settings. A recent study of 22 comprehensive educational reform programs placed SFAF's program, and only one other, in the highest category awarded.</p>  |
| <p><b>Talent Development,</b> a program of Johns Hopkins University</p> <p>Regions I-A, I-B-B, I-B-C, I-C, II, III and V</p> | <p>Talent Development proposes to implement two separate but interrelated programs: the Talent Development Middle Grades (TDMG) program for middle schools and the Talent Development High Schools (TDHS) program for high schools. Both programs focus on organizing students into smaller learning communities headed by teaching teams to create a successful learning environment with high student expectations, and to develop and promote the effectiveness of teachers and school leaders.</p> <p>The organization also seeks to promote community and family involvement and engagement through parenting assistance; initiatives to enhance family participation in and support of students, schools, and school programs; and coordination of school and community services and resources.</p> | <p>For the past 15 years, Talent Development has helped schools across the country to reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement.</p> <p>Talent Development offers research-based strategies developed by Johns Hopkins University, paired with intense technical assistance from master educators, to facilitate improvement in struggling schools. Schools that implement Talent Development reforms have seen increases in student attendance, reductions in suspension rates, and increased scores on student achievement tests.</p> |

## Supporting Partners:

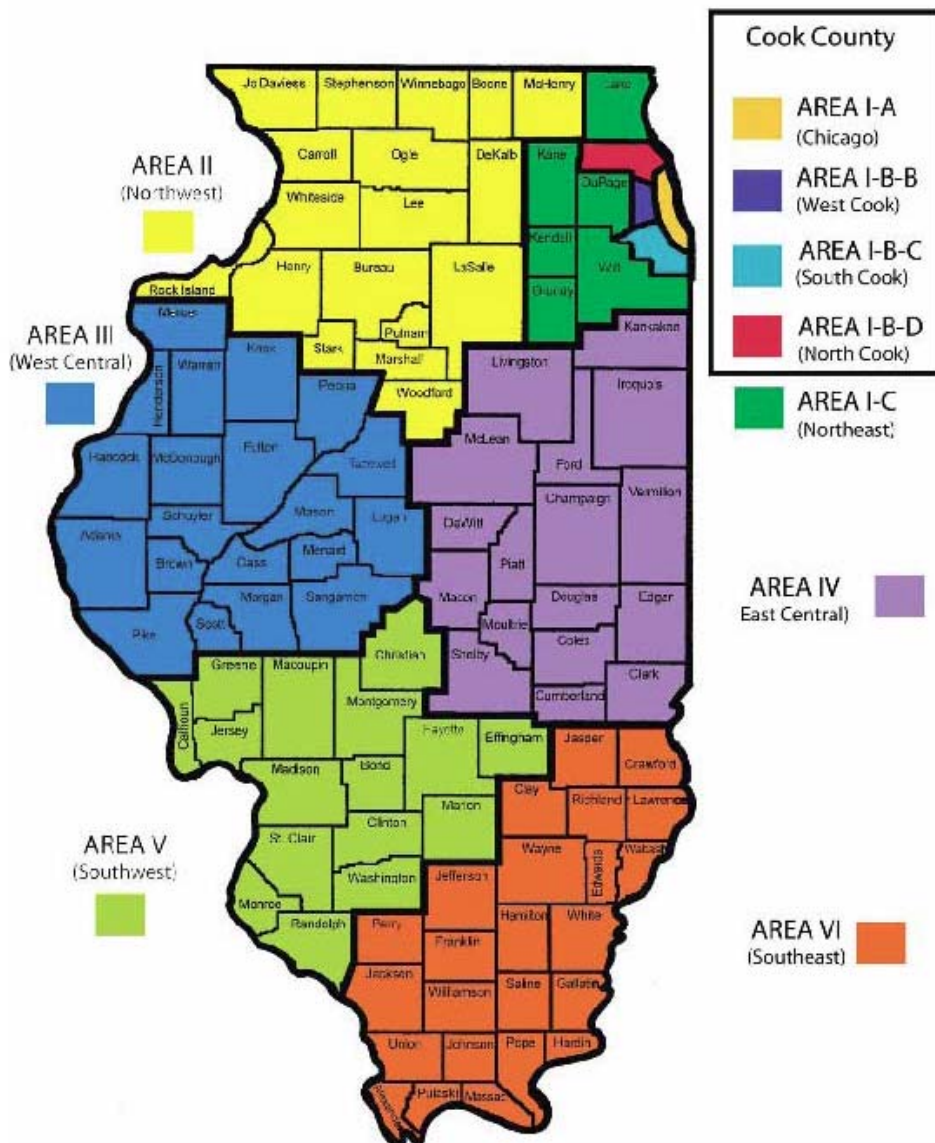
| <b>Supporting Partner</b>   | <b>Human Capital or District Capacity Building Strategies</b>  | <b>Record of Effectiveness</b>   |
|---|--|--|
| <p><b>Academy for Urban School Leadership (AUSL)</b></p> <p>All 10 ISBE Support Regions</p> | <p>AUSL proposes to share its expertise and support the efforts of Lead Partners in the following areas:</p> <ul style="list-style-type: none"> <li>-Intervention and transformation of underperforming schools through AUSL's Transformation school model;</li> <li>-Operation of a teacher residency training program;</li> <li>-Focused projects related to school management and teacher development; and</li> <li>-Advice and assistance to districts and Lead Partners.</li> </ul> <p>AUSL would assist clients in decision-making and capacity building through providing opportunities to observe AUSL's models in action, assisting clients to design their own adaptations of the AUSL model, and providing coaching and training support.</p> | <p>Over the last 8 years, AUSL has built a track record of success in launching and managing turnaround schools in Chicago. AUSL's work has resulted in dramatic gains in student achievement in Turnaround schools, including increasing the percentage of students meeting state ISAT standards and improving school cultures and parent involvement.</p> <p>Through its teacher residency training program, AUSL has trained over 300 new teachers, with 85% still working in education. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p>  |
| <p><b>Consortium for Educational Change (CEC)</b></p> <p>All 10 ISBE Support Regions</p>    | <p>CEC proposes to provide supporting services for human capital including: establishing an intensive induction and mentoring program for teachers and administrators; establishing meaningful performance evaluation and development systems that fairly and accurately differentiate teachers, based in part on student achievement; and establishing meaningful principal and administrator evaluation systems.</p> <p>CEC also proposes to build school board and district central office capacity with respect to: collaborative relationship-building among district anchors (i.e. school board, administration, and local teachers' union); and leadership development and training.</p>  | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those that have not made Yearly Academic Progress and others that are restructuring. CEC has helped districts and schools to implement comprehensive reforms and to develop and implement school improvement plans. Through its work, CEC has helped schools achieve significant improvements in district, school, and student performance on the ISAT.</p> |
| <p><b>Illinois Association</b></p>  | <p>IARSS proposes to:</p>  | <p>IARSS's Regional Offices of Education</p>   |

| <b>Supporting Partner</b>   | <b>Human Capital or District Capacity Building Strategies</b>  | <b>Record of Effectiveness</b>   |
|---|--|--|
| <p><b>of Regional Superintendents of Schools (IARSS):</b> representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p>   | <p>-Implement human capital strategies, such as reforming district recruitment and hiring policies and establishing intensive induction and mentoring programs for teachers and administrators;</p> <p>-Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based on student achievement, and train administrators in their use; and</p> <p>-Establish meaningful principal and administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement.</p> | <p>(ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p> |
| <p><b>Illinois Association of School Boards (IASB),</b> and its subcontractors Illinois Association of School Administrators, Illinois Association of School Business Officials, and Illinois Principals Association</p> <p>All 10 ISBE Support Regions</p> | <p>IASB will provide expertise and support to Lead Partners, schools, and school districts over a 5 year period. Support will focus on training for superintendents, principals, school business officials, and other administrators, including targeted professional development activities and intensive coaching.</p>   | <p>IASB provides regional and in-district professional development activities for school board members. In 2009, more than 1,300 school board members attended one or more of IASB's sessions.</p> <p>During 2008, IASB staff worked with boards of education, superintendents, staff, and community members in 44 districts where either the district or one or more schools within the district were in state academic warning or watch status. Based on 2008 data, 20 past-participating schools were no longer in warning or watch status at the school or district level. In 2009, work was done in 35 similar districts.</p>   |
| <p><b>Learning Point Associates</b> and its subcontractor, Pivot Learning Partners</p> <p>All 10 ISBE Support Regions</p>   | <p>Learning Point will work with turnaround school districts to guide them toward a systematic solution that is successful, both in building capacity and aligning capital management function in the short term, and in developing sustainable, long-term improvements in teaching and learning.</p> <p>Learning Point and its partner have expertise in developing school-specific strategies in: reforming district recruiting, hiring, and retention practices; establishing an alternative incentive and compensation system; creating an intensive induction and mentoring</p>     | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>  |

| <b>Supporting Partner</b>                                   | <b>Human Capital or District Capacity Building Strategies</b>   | <b>Record of Effectiveness</b>   |
|---|---|--|
|   | program; establishing a meaningful performance evaluation system; and providing training and coaching for capacity building.  |  |
| <p><b>New Leaders for New Schools</b></p> <p>Region I-A</p> | <p>Recruit, identify, and prepare up to 35 Partnership Zone principals over the course of a planning period and two implementation years. The organization's work will focus on an intensive residency model, which includes the field's leading curriculum and training program for aspiring principals and a year of hands-on skills development and practice.</p> <p>New principals are also intensively supported during their entry into a school and during their first school year by an experienced coach.</p>  | <p>Over the past six years, New Leaders has partnered with the Academy for Urban School Leadership to train and provide principals to lead turnaround schools. Since 2001, New Leaders has trained and supported more than 550 aspiring principals in urban areas across the country. The programs have a rigorous selection process, accepting fewer than 7% of applicants. Principals who have completed the program are highly-qualified and greatly diverse (participants range in age from 25 to 58 and 55% are African American). New Leaders currently supports 123 principals in Chicago, serving more than 70,000 children.</p> <p>New Leaders principals have achieved dramatic improvement in their schools. Students in elementary and middle schools led by New Leaders principals for at least three years are making academic gains faster than comparable students in their districts. Also, the most improved or highest performing schools in 5 cities and 2 states have been led by New Leaders Principals.</p> |
| <p><b>Teach For America (TFA)</b></p> <p>Region I-A</p>     | <p>TFA proposes to provide an entire staff of high-quality teachers for a turnaround school in Chicago. The teachers would come from TFA's corps of first and second year teachers and its base of veteran alumni teachers.</p> <p>TFA recruits and selects talented and diverse new teachers from among the nation's top graduating college seniors, and then trains them through an intensive residential summer institute. TFA also provides ongoing support and professional development to its teachers, and connection and leadership opportunities through its alumni network.</p> | <p>TFA has been recruiting, training, and supporting teachers in low-income classrooms since 1990 and has a track record of making a tremendous impact on student achievement. In Chicago, 500 TFA alumni currently work in education—350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as public schools administrators, and many as non-profit employees.</p> <p>In 2008, the Urban Institute found that TFA corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.</p>   |
| <p><b>The Associated Colleges of Illinois (ACI)</b></p>     | <p>ACI proposes to address human capital strategy by reforming district recruitment and hiring policies through a High-Need School Internship (HNSI) program. The HNSI</p>  | <p>In pilot programs at six Illinois sites, HNSI programs have been shown to motivate pre-service teachers to seek jobs in high-need schools and to develop skills</p>   |

| <b>Supporting Partner</b>  | <b>Human Capital or District Capacity Building Strategies</b>   | <b>Record of Effectiveness</b>  |
|--|---|---|
| <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, and V</p>   | <p>program will develop a pool of highly qualified teachers, prepared specifically for high-need districts.</p> <p>By partnering with its member colleges and universities, ACI will host LEAs to operate six-week intensive summer internship experiences that prepare and position pre-service teachers to maintain ongoing relationships with their host LEAs . Upon graduation, top candidates from the HNSI program will be offered positions in the host LEAs, as those positions become available.</p>   | <p>and dispositions that can make teachers more successful in high-poverty, hard-to-staff schools. Research has shown that internships that foster ongoing relationships with host LEAs can better prepare teachers to successfully assume jobs in those districts, and that those teachers may begin their first year jobs with skills and experience more commonly associated with second-year teachers.</p> <p>ACI has been addressing teacher shortage and quality issues since 2002, when it received a federal grant to fund an initiative to improve teaching and learning in high-poverty schools. ACI offers a portfolio of programs that address teacher recruitment, preparation, and retention.</p>   |
| <p><b>The Federation for Community Schools,</b> and its subcontractors: Dr. Barbara Radner, Depaul University Center for Urban Development; and David Flatley, Columbia College Center for Arts Programs</p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, and IV</p> | <p>The organization will work with lead partners to develop a low-performing school into a "community school" by providing robust enrichment programs before and after school. These programs are an extension, not an add-on, to the regular school day and will address academics and curriculum, healthy minds and bodies, parent support, and community engagement.</p> <p>The programs are implemented in partnership with the in-school day staff to create programming that supports skills and issues being addressed during the regular school day and provides supplemental enrichment programs like arts, music, and physical fitness.</p> | <p>The Federation is the nation's only statewide coalition working on community schools, and is the most experienced and broad-reaching of such organizations in Illinois. Although the community school model is a newer concept, Chicago Public Schools have more than 150 community schools (out of its 600 public schools) and has already seen the benefit of the community school model through improvement in test scores, grades, student attitudes toward school, parent involvement and support, safety, and improved immunization rates, fitness levels, and overall well-being among students.</p> <p>Research shows that community schools have many positive impacts including statistically significant increases in ISAT math and reading scores, a reported 70% increase in students' completion of homework, fewer student behavioral incidences, and increased feelings of connectedness reported in parent surveys.</p> |

# System of Support Regions



## **I. Illinois Partnership Zone: Transformation Criteria**

### **1. School culture and climate.**

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

### **2. Developing teacher and school leader effectiveness.**

- A. Designate a principal or other school-level leader who will act as an instructional leader. Depending on the intervention model, the "school-level leader" may be a principal designated by the district, a leader working under the direction of a Lead Partner, or a person hired by the Lead Partner.  
The model must either:
  - Replace the principal who led the school prior to commencement of the transformation model; or
  - Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.

*\* Note: Based on the U.S. Department of Education's requirements for the Section 1003(g) School Improvement Grant program, for interventions in "Tier I" or "Tier II" schools the principal must be replaced as part of the "Turnaround" or "Transformation" model. However, if the principal was replaced during the prior two years as part of a continuing intervention, that principal can remain at the school.*
- B. Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive, professional teaching culture. The plan for a distributed leadership team must include the school-level leader and teachers with augmented school roles.
- C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measure on student growth:
  - to improve teachers' and school leaders' performance;

- identify and reward effective performance; and
  - identify and address ineffective performance.
- D. Provide relevant, ongoing, high-quality job-embedded professional development.
- E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers.

### **3. Comprehensive instructional reform strategies.**

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

### **4. Extending learning time.**

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

### **5. Providing operating flexibility.**

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

- Authority to select and assign staff to the school;
- Authority to control school calendar and scheduling; and



- Control over financial resources necessary to implement the intervention model.

## **II. Illinois Partnership Zone: Human Capital Strategies**

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

**Appendix E2-3**

**Prior Interventions**

- A. Prior LEA Interventions**
- B. Prior State Interventions**

**Appendix E2-3**

**A. Prior LEA Interventions**

The following chart contains information on turnaround efforts since SY2004-2005 as self-reported by Participating LEAs.

| <b>Illinois Historic Performance on Turnaround</b>            |   |  |
|---|---|--|
| <b>Schools and/or Districts Since SY2004-2005<sup>8</sup></b> | <b>Approach Used</b>  | <b>Results and Lessons Learned</b>   |
| Murphysboro<br>CUSD 186                                       | <u>Transformation Model:</u><br>-Principal replaced.<br>-Began staff development on Professional Learning Communities.<br>-Increase planning and use of data to monitor student progress and guide instruction.   | School culture is beginning to change and consistency of leadership will be critical for future progress.  |
| Rockford Public<br>Schools                                    | <u>Transformation Model:</u><br>-2 principals replaced in priority schools.<br>-Curricular alignment and remedial lessons implemented.<br>-Developed formative and summative assessments to ensure students learning required content.<br>-Increased focus on parental involvement.<br>-Implemented comprehensive professional development for teachers and principals.<br>-Developed and implemented teacher/administrator accountability system based on student performance. | These changes were largely implemented during the 2009-10 school year. The district is committed to pursuing systematic change in teaching and learning. Transformation efforts will continue to focus on curriculum alignment to state standards, embedded professional development, robust teacher and leadership evaluations based on student performance, data systems to track student development, comprehensive student assessments, and effective turn-around strategies for low-performing schools. |
| Kankakee<br>School District                                   | <u>Transformation Model:</u><br>-Two principals replaced.<br>-Implemented high-quality embedded professional development for staff.<br>-Increased length of school day.   | These changes have had little to no effect on student learning based on assessment data to date.   |
| Decatur SD 61   | <u>Transformation Model:</u><br>Two high schools implemented a variety of programs in the last five years:<br>-Implemented a restructuring plan to change school governance, including hiring an assistant superintendant of secondary schools.<br>-Regular observation of teachers in classrooms.<br>-On-site professional development from an   | Graduation rates have increased from 69.2% to 86.4% at one school, and from 79.1% to 89.4% at the second school. Although many efforts have been undertaken, data indicates that much more intensive efforts are needed to eliminate the achievement gap. The leadership and teachers are continuing efforts to improve student  |

<sup>8</sup> Table heading "# Schools Since SY 2004-05" changed to "Schools/Districts Since SY 2004-05" and chart structure altered to conform to data available.

| Illinois Historic Performance on Turnaround             |  |   |
|---|--|---|
| Schools and/or Districts Since SY2004-2005 <sup>8</sup> | Approach Used  | Results and Lessons Learned   |
|   | <p>instructional specialist in each school.</p> <ul style="list-style-type: none"> <li>-More rigorous curriculum and additional test preparation.</li> <li>-Compiled student data in centralized system; teachers trained to use data to guide instruction.</li> </ul>   | achievement.  |
| Thornton Fractional Township High School, District 215  | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Completed year of restructuring including implementing a new "school-within-a-school" model for all 9<sup>th</sup> grade students.</li> <li>-Implemented rigorous research-based curriculum for all students in English and math.</li> </ul>   | Positive results have been seen after implementation of the new programs based on review of PSEA scores, student transcripts, and EPAS data.  |
| Chicago Public Schools                                  | <p><u>Turnaround Model:</u></p> <ul style="list-style-type: none"> <li>-Used in 11 elementary schools and 2 high schools.</li> </ul> <p><u>Restart Model:</u></p> <ul style="list-style-type: none"> <li>-Closed and re-opened several schools employing different governance structures and school types (e.g. CPS contract school model and CPS performance school model).</li> </ul> <p><u>School Closure Model:</u></p> <ul style="list-style-type: none"> <li>-Closed several schools, primarily for enrollment and facility usage reasons.</li> </ul> <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Replaced the principal and provided intensive professional development to staff and the principal in at least four schools.</li> </ul> | <p>Efforts to transform lowest performing schools have been most effective where students have not been displaced and the school staff is entirely replaced (the turnaround and restart models). These models enable school administrators to create a new school climate with staff members who are invested in turn-around efforts. Successful interventions require that improvements be made to the school's culture and climate and touch on every aspect of a school's operations, including facility, governance, curriculum, social/economic issues, safety and security, hiring, teacher and staff participation in decision making, and staff development.</p> <p>Research has shown that closing a school and sending students to another school (school closure method) did not, on average, impact student achievement. This is especially true where students move from one low-performing school to another. As a result, the school board has taken steps this year to ensure that students whose schools are closed are transferred to a higher-performing school, and to provide transition services at the receiving school.</p> |
| West Central CUSD # 235                                 | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Replaced principal.</li> <li>-Developed 16-session Teacher Academy to provide weekly professional development on a range of</li> </ul>   | <p>The new principal was not effective and will likely be replaced prior to the 2010-11 school year.</p> <p>Effectiveness of professional</p>   |

| Illinois Historic Performance on Turnaround             |  |  |
|---|--|--|
| Schools and/or Districts Since SY2004-2005 <sup>8</sup> | Approach Used  | Results and Lessons Learned  |
|   | <p>topics.</p> <ul style="list-style-type: none"> <li>-Implemented curriculum alignment process and exit outcome reporting strategies. Teachers are required to report on student performance at the end of each quarter and re-teach concepts not mastered by students in each quarter.</li> <li>-Used internal standardized testing programs to monitor student progress.</li> </ul>   | <p>development has been mixed, with some, but not all, teachers beginning to incorporate new concepts into their daily activities.</p> <p>Changes to curriculum and exit outcome reporting strategies have been quite effective at the K-8 level, but not as effective at the high school level.</p> <p>Monitoring of progress on standardized tests and assessments is ongoing.</p> |
| East St. Louis High School, District #189               | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Hired new principal, new administrative team, and Principal Coach.</li> <li>-Board members and teaching staff attended career academies; professional development survey and planned professional development in critical areas of concern.</li> <li>-Improved technological resources.</li> <li>-Increased emphasis for teachers on attendance, instruction, supervision, recordkeeping, schedule development, and student support.</li> <li>-Began monitoring teachers with regular observations.</li> </ul> | <p>Positive results have been observed in the school culture, attitude toward learning, and achievement of students in academic extracurriculars. The school has not yet made Adequate Yearly Progress, but there has been a significant increase in the number of students scoring over 18 on the ACT.</p>  |
| Country Club Hills School District 160                  | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Implemented comprehensive school reform plan.</li> <li>-Secured School Improvement Grant.</li> </ul>   | <p>During implementation of the Comprehensive School Reform plan, the school met Adequate Yearly Progress. Teacher and principal effectiveness has been observed as a critical element that directly impacts achievement levels.</p>   |
| Zion-Benton Township HSD 126                            | <p><u>Transformation Method:</u></p> <ul style="list-style-type: none"> <li>-Aligned curriculum with Illinois Learning Standards and ACT College Readiness Standards.</li> <li>-Implemented comprehensive formative and summative assessments.</li> <li>-Improved use of data at institutional level.</li> <li>-Implemented intensive professional development for staff.</li> </ul>   | <p>Last year, the schools experienced a 10.1% overall increase in reading proficiency and a 5.6% increase in math proficiency.</p>   |
| Champaign Unit 4  | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Implemented new teacher evaluation system with increased focus on student achievement, participation in activities related to student achievement, participation in campus programming,</li> </ul>   | <p>New evaluation systems are being piloted in three schools this year.</p> <p>Restructuring efforts at a low-performing elementary school were successful. With that school being</p>   |

| Illinois Historic Performance on Turnaround             |  |  |
|---|--|--|
| Schools and/or Districts Since SY2004-2005 <sup>8</sup> | Approach Used  | Results and Lessons Learned  |
|   | <p>and identifying needs of at-risk students.</p> <ul style="list-style-type: none"> <li>-Implemented principal evaluation system that is more directly linked to student achievement, including the school's test scores, graduation rates, enrollment in more rigorous courses, and attendance rates.</li> <li>-Restructured an elementary school that was on the State Academic Watch List and was chronically under-chosen by students and families.</li> </ul>  | <p>named an Illinois Spotlight School for four consecutive years.</p>  |
| Hillcrest High School, Bremen District 228              | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Restructured students into small learning communities and cohorts.</li> <li>-Administered EXPLORE test to 8<sup>th</sup> grade students and used results to identify at-risk students.</li> <li>-Extended learning time in math and English.</li> <li>-Scheduled common teacher planning periods for discussion of student progress and best practices.</li> </ul>   | <p>The school has observed improvement in math and reading remediation, helping keep at-risk students on track with their peers. The first cohort will take the PSEA this spring.</p>  |
| Proviso Township High School, District 209              | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Implemented reform model focused on curriculum, instruction, and assessment.</li> <li>-Implemented 9<sup>th</sup> grade academic initiative focused on accelerating students on the verge of meeting and exceeding state academic standards.</li> <li>-Administered new district-wide assessments for students in math and English, with incremental tests administered each quarter.</li> <li>-Developed an alternative program to support students in need of interventions in smaller groups.</li> <li>-Implemented a School Administrator Manager model to support principals in two high-priority schools.</li> </ul> | <p>The school has observed that a lack of consistent implementation and focus have been major barriers to progress in student achievement in the District. This problem is attributed to a combination of lack of leadership and capacity in the area of curriculum and instruction, lack of focus on student achievement in general, and financial constraints.</p> |
| Cairo School District #1                                | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Restructured classes to give needy students more intensive time on basic academic skills.</li> <li>-Implemented teacher training in differentiated instruction, academic vocabulary, positive behavioral intervention systems, and response to intervention.</li> </ul>  | <p>The district does not yet have substantial informational data on the results of its efforts, but has observed that monitoring expectations and focusing on individual teacher accountability are key aspects to successful results.</p>   |
| Carrollton CUSD 1                                       | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-Provided comprehensive, continuous professional development.</li> <li>-Required schools to submit school improvement plans.</li> <li>-Implemented a standardized reading assessment</li> </ul>   | <p>A lack of financial resources and the school community's tendency to deny poor performance have contributed to a past pattern of decline. Recent grant funds have allowed this small, low-income, rural district to acquire some of the infrastructure necessary to</p>   |

| Illinois Historic Performance on Turnaround             |  |  |
|---|--|--|
| Schools and/or Districts Since SY2004-2005 <sup>8</sup> | Approach Used  | Results and Lessons Learned  |
|   | <p>program and audits of the math programs.</p> <ul style="list-style-type: none"> <li>-Aligned math curriculum to ILS and College Readiness standards.</li> <li>-Initiated centralized system to track student assessments, records, and demographics and make student data more accessible to parents.</li> <li>-Extended and improved summer school programs for at-risk students.</li> </ul> | <p>implement changes. School improvement efforts have focused primarily on early grades and at-risk students. The high school has still failed to make Adequate Yearly Progress.</p> <p>This year, teachers were trained to analyze, interpret, and apply student data. However, limited financial resources are a problem.</p> <p>For future success, the school will need a support system of mentors and consultants to establish a consistent and comprehensive message.</p>   |
| Rich Township High School, District 227                 | <p><u>Transformation Model:</u></p> <ul style="list-style-type: none"> <li>-A plan for each of three campuses was submitted to the State in 2007.</li> </ul>   | <p>In 2008, 2 of 3 campuses made safe harbor for all subgroups in reading and math. In 2009, 2 of 3 campuses made safe harbor for all subgroups in reading and math, and the 3rd campus made safe harbor for all subgroups in reading.</p> <p>Math scores continue to rise as a result of math intervention supports for students. Benchmark assessments in math and science have assisted with targeting skill areas in need of review. The extension of this system to all subject areas will likely increase student achievement. Also, teachers will require access to data and resources to target students for assistance.</p> |

## **Appendix E2-3**

### **B. Prior State Interventions**

The following are descriptions of previous and ongoing State interventions:

1. Calumet School District 132. In Calumet School District 132, ISBE established an Oversight Panel in 2006 as the result of severe mismanagement and neglect of critical educational functions (in particular, the district's failure to properly educate its special education and bilingual student populations). The Oversight Panel was recently terminated by ISBE, after finding that the State 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.

2. Proviso District 209. In Proviso District 209, ISBE and the local Regional System of Support Provider have worked closely with the district to improve student attendance and achievement, district leadership, and district finances. As a result, the district has hired a new superintendent and established new positions to provide leadership support and drive school improvement, and voluntarily agreed to a financial oversight panel that assisted the district in making significant reductions in its deficit.

3. East St. Louis District 189. In East St. Louis District 189, ISBE and the local Regional System of Support Provider have worked closely with the district to develop a District Improvement Plan that addresses improvement activities in all schools, with a primary focus on the high school. The plan addresses the need to re-allocate internal resources and address the systemic low-performance of the high school. Work continues to ensure the plan's successful implementation.



Appendix F2-1

Charter Schools: Reasons for Denials

**TOTAL CHARTER SCHOOL APPLICATION DENIALS (between 2004 and 2009): 30**

**REASONS FOR DENIAL: SY 2008-2009 (5 charter school applications)**

|                 | Poorly stated goals, objectives, pupil performance standards. | Poorly developed curriculum, curriculum not aligned with IL | Poorly developed plan for assessment of student achievement and plan to | Management | Governance | Financial terms not correct/realistic | Facility | Lack of proof of liability insurance | Lack of transportation plan for low-income or at-risk students | Provisions for provision of special education are incomplete, inaccurate, | Lack of evidence of support from the community the school is | Financial mismanagement of the charter school director. | Incomplete | Withdrawn |
|-----------------|---|---|---|------------|------------|---------------------------------------|----------|--------------------------------------|--|---|--|---|------------|-----------|
| <b>SY 08-09</b> |   |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 1       | X   | X   | X   |            | X          | X                                     | X        | X                                    |  | X   | X  |   |            |           |
| Charter 2       |   |   |   | X          |            |                                       |          | X                                    |  |   |  | X   |            |           |
| Charter 3       |   | X   |   |            | X          |                                       |          |                                      | X  | X   |  |   |            |           |
| Charter 4       | X   | X   | X   |            |            | X                                     |          |                                      | X  | X   |  |   |            |           |
| Charter 5       | X   | X   | X   |            | X          | X                                     | X        | X                                    | X  |   | X  |   |            |           |

*[continued on next page]*

**REASONS FOR DENIAL: SY 2007-2008 (3 charter school applications)**

|                 | Poorly stated goals, objectives, pupil performance standards. | Poorly developed curriculum, curriculum not aligned with IL | Poorly developed plan for assessment of student achievement and plan to | Management | Governance | Financial terms not correct/realistic | Facility | Lack of proof of liability insurance | Lack of transportation plan for low-income or at-risk students | Provisions for provision of special education are incomplete, inaccurate, | Lack of evidence of support from the community the school is | Financial mismanagement of the charter school director. | Incomplete | Withdrawn |
|-----------------|---|---|---|------------|------------|---------------------------------------|----------|--------------------------------------|--|---|--|---|------------|-----------|
| <b>SY 07-08</b> |   |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 1       |   |   |   |            |            |                                       |          |                                      |  |   |  |   | X          |           |
| Charter 2       |   |   |   |            |            |                                       |          |                                      |  |   | X  |   |            |           |
| Charter 3       | X   | X   | X   | X          | X          | X                                     | X        |                                      | X  |   | X  |   |            |           |

**REASONS FOR DENIAL: SY 2006-2007 (3 charter school applications)**

|                 | Poorly stated goals, objectives, pupil performance standards. | Poorly developed curriculum, curriculum not aligned with IL | Poorly developed plan for assessment of student achievement and plan to | Management | Governance | Financial terms not correct/realistic | Facility | Lack of proof of liability insurance | Lack of transportation plan for low-income or at-risk students | Provisions for provision of special education are incomplete, inaccurate, | Lack of evidence of support from the community the school is | Financial mismanagement of the charter school director. | Incomplete | Withdrawn |
|-----------------|---|---|---|------------|------------|---------------------------------------|----------|--------------------------------------|--|---|--|---|------------|-----------|
| <b>SY 06-07</b> |   |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 1       |   |   |   |            |            | X                                     | X        |                                      | X  | X   | X  |   |            |           |
| Charter 2       | X   |   |   |            |            | X                                     |          | X                                    | X  | X   | X  |   |            |           |
| Charter 3       | Conversion of private school to charter status.               |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |

**REASONS FOR DENIAL: SY 2005-2006 (4 charter school applications)**

|           | Poorly stated goals, objectives, pupil performance standards. | Poorly developed curriculum, curriculum not aligned with IL | Poorly developed plan for assessment of student achievement and plan to | Management | Governance | Financial terms not correct/realistic | Facility | Lack of proof of liability insurance | Lack of transportation plan for low-income or at-risk students | Provisions for provision of special education are incomplete, inaccurate, | Lack of evidence of support from the community the school is | Financial mismanagement of the charter school director. | Incomplete | Withdrawn |
|-----------|---|---|---|------------|------------|---------------------------------------|----------|--------------------------------------|--|---|--|---|------------|-----------|
| SY 05-06  |   |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 1 |   | X   |   | X          | X          |                                       |          |                                      |  |   |  |   |            |           |
| Charter 2 |   | X   |   | X          |            | X                                     |          |                                      |  |   |  |   |            |           |
| Charter 3 |   |   |   | X          | X          | X                                     |          |                                      |  |   |  |   |            |           |
| Charter 4 |   |   |   |            |            | X                                     |          |                                      |  | X   |  |   |            |           |

**REASONS FOR DENIAL: SY 2004-2005 (30 charter school applications)**

|           | Poorly stated goals, objectives, pupil performance standards. | Poorly developed curriculum, curriculum not aligned with IL | Poorly developed plan for assessment of student achievement and plan to | Management | Governance | Financial terms not correct/realistic | Facility | Lack of proof of liability insurance | Lack of transportation plan for low-income or at-risk students | Provisions for provision of special education are incomplete, inaccurate, | Lack of evidence of support from the community the school is | Financial mismanagement of the charter school director. | Incomplete | Withdrawn |
|-----------|---|---|---|------------|------------|---------------------------------------|----------|--------------------------------------|--|---|--|---|------------|-----------|
| SY 04-05  |   |   |   |            |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 1 | X   | X   |   | X          | X          |                                       | X        | X                                    |  | X   | X  |   |            |           |
| Charter 2 |   | X   |   | X          | X          | X                                     | X        |                                      |  |   |  |   |            |           |
| Charter 3 |   | X   |   | X          | X          | X                                     | X        |                                      |  |   |  |   |            |           |
| Charter 4 |   | X   |   | X          |            |                                       |          |                                      |  |   |  |   |            |           |
| Charter 5 |   | X   |   | X          | X          |                                       |          |                                      |  |   |  |   |            |           |

|            |  |                                  |   |   |   |   |   |   |  |  |   |  |   |   |
|------------|--|----------------------------------|---|---|---|---|---|---|--|--|---|--|---|---|
| Charter 6  |  | X                                |   | X | X | X | X |   |  |  |   |  |   |   |
| Charter 7  |  | X                                |   | X | X | X | X |   |  |  |   |  |   |   |
| Charter 8  |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |
| Charter 9  |  | X                                |   | X | X |   |   |   |  |  |   |  |   |   |
| Charter 10 |  | X                                |   | X | X |   |   |   |  |  |   |  |   |   |
| Charter 11 |  | X                                |   | X | X | X |   |   |  |  |   |  |   |   |
| Charter 12 |  |                                  |   |   |   |   |   | X |  |  |   |  |   |   |
| Charter 13 |  | X                                |   |   | X |   |   |   |  |  | X |  |   |   |
| Charter 14 |  | X                                |   |   | X | X |   |   |  |  |   |  |   |   |
| Charter 15 |  |                                  |   |   |   |   |   |   |  |  | X |  |   |   |
| Charter 16 |  | X                                |   | X | X | X |   |   |  |  | X |  |   |   |
| Charter 17 |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |
| Charter 18 |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |
| Charter 19 |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |
| Charter 20 |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |
| Charter 21 |  |                                  |   |   |   |   |   |   |  |  |   |  |   | X |
| Charter 22 |  |                                  |   |   |   |   |   |   |  |  |   |  |   | X |
| Charter 23 |  | X                                | X | X | X | X |   |   |  |  |   |  |   |   |
| Charter 24 |  | X                                | X |   | X | X |   |   |  |  |   |  |   |   |
| Charter 25 |  |                                  |   |   |   |   | X |   |  |  |   |  |   |   |
| Charter 26 |  | X                                |   |   |   |   |   |   |  |  | X |  |   |   |
| Charter 27 |  |                                  |   | X | X |   |   |   |  |  |   |  |   |   |
| Charter 28 |  | Ineligible – submitted same year |   |   |   |   |   |   |  |  |   |  |   |   |
| Charter 29 |  | X                                | X | X | X | X |   |   |  |  |   |  |   |   |
| Charter 30 |  |                                  |   |   |   |   |   |   |  |  |   |  | X |   |

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