State of Illinois Plans

for the

Amended Application for Funding under the State Fiscal Stabilization Fund Program

March 2011

CFDA Numbers: 84.394 (Education Stabilization Fund) and 84.397 (Government Services Fund)

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State Fiscal Stabilization Fund Descriptors (a)(1), (a)(2), Indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7).

The Illinois State Board of Education ("ISBE") is not currently collecting and/or publicly reporting the data identified in Descriptors (a)(1), (a)(2), Indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7). ISBE has developed a plan to implement the means to collect and publicly report such data or information no later than September 30, 2011. In developing its plan, ISBE has identified discrete milestones that it will accomplish throughout the process to ensure full compliance no later than September 30, 2011. ISBE has also established a budget to ensure the performance evaluation data collection system will be appropriately funded. Finally, ISBE has established a process to inform the public of the progress of implementing performance evaluation data collection system as well as publish collected data.

A.   Plan

The U.S. Department of Education has established the indicators and descriptors relating to performance evaluation systems so that the data and information on performance ratings, together with the descriptive information on performance evaluation systems, will provide greater transparency on the design and usage of performance evaluation systems and will serve as an important indicator of the extent to which effective teachers are equitably distributed within local education agencies (LEAs) and states. While ISBE agrees with the need for greater transparency, ISBE also believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design an LEA survey on evaluation instruments that identifies best practices and directs LEAs to areas for system improvement.

In order to meet the requirements for the State Fiscal Stabilization Fund program and ensure LEAs have access to resources to improve their evaluation systems, ISBE is proposing the following plan for collection of the data specified in Descriptor (a)(1) and (a)(2) and Indicators (a)(3) through (a)(7) through a "Performance Evaluation Report and Survey."

1.   Initial Development and Reporting

ISBE will collaborate with stakeholders and national experts to design and administer the Performance Evaluation Report and Survey consisting of two separate parts.

- Part I of the instrument will include information addressing all of the SFSF Performance Evaluation Information Elements, including the data identified in Descriptors (a)(1), (a)(2), Indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7). Part I will be mandatory for all districts.
- Part II of the instrument will include survey questions necessary to assist districts with the design and implementation of more valid, reliable, and effective evaluation systems.

ISBE believes data and information on performance evaluations should be coupled with resources that assist LEAs with the design and implementation of more effective evaluation systems. ISBE therefore intends to collaborate with various stakeholders and national experts to design a survey on evaluation instruments that identifies best practices and allows LEAs to identify areas for improvement in their local systems. The survey results will be available on a website and linked to tools and resources that can assist districts with implementation of improved evaluation systems. Questions relating to the following aspects of teacher evaluation systems will be considered for inclusion in Part II of the Performance Evaluation Report and Survey:

1. Training provided to individuals performing teacher evaluations.
2. Whether evaluators are monitored, normed regularly, and scheduled as necessary for retraining.
3. The district's data infrastructure to link teachers to individual students.
4. The number of classroom observations used for evaluations.
5. The frequency of evaluations.
6. Whether the district solicits annual feedback from teachers regarding the evaluation process, quality of leadership, and instructional support.
7. Whether school administrators are evaluated and held accountable for the quality of teacher performance evaluations.
8. Whether evaluation ratings are used for compensation and/or career ladder decisions.
9. Whether the district tracks the retention rates of teachers at different levels of effectiveness.
10. Whether teachers and their evaluators develop specific performance goals for professional growth and student learning as the result of evaluations.
11. The percentage of a teacher's rating attributable to student growth.
12. The methods used in tested and untested grades to measure growth.
13. Whether the district tracks evaluation ratings to ensure ratings correlate to student outcomes.

The Performance Evaluation Report and Survey will be administered via ISBE's Web Application Security (IWAS) portal to all district superintendents in the State. The IWAS portal will allow the dissemination of a Web-based instrument and the necessary authentication and authorization security. Initially, data for the mandatory portions of the Performance Evaluation Report and Survey will be self-reported by districts. With the redesign of the TCIS/ECS and TSR applications and the creation of a new interactive TCIS/TSR system, as described in the following sections, certain data can be pre-populated.

ISBE has the existing institutional capacity to design and implement the new system with self-reported data. Foundation assistance and in-kind contributions from various stakeholder organizations will be leveraged to develop Part II of the instrument.

2. Redesign of TCIS/ECS and TSR

As described more fully in ISBE's plan for Indicator (b)(1), ISBE will redesign the Teacher Certification Information System (TCIS), TCIS Scanning, and Educator Certification System (ECS) to create one live, web-based application that is compatible with current technologies used externally and within ISBE. ISBE will also redesign the Teacher Service Record (TSR) to create a second live, web-based application that incorporates data interoperability with other entities and systems. The redesign of these applications will allow for real-time data reporting to ISBE and point-in-time data extractions by ISBE and other authorized users. The applications will also maintain historical data and track all data changes and uploads. The new TCIS/ECS application will be linked via a live connection to the new TSR application to create a new interactive system.

3. Pre-populated Performance Evaluation Data

As part of the redesign of the TCIS/ECS application, ISBE will require districts to submit data for each teacher and principal indicating the summative evaluation rating for each performance evaluation. ISBE expects the redesigned TCIS/ECS and TSR applications to be fully deployed by June 30, 2012. Data submitted to ISBE through TCIS/ECS on individual teacher and principal ratings can be aggregated at the school and LEA level, and used to pre-populate the mandatory portions of the Performance Evaluation Report and Survey.

B. Milestones

ISBE has established the following milestones for development and implementation of the performance evaluation data collection system.

Date	Activity
May 2010	Completion of mandatory and optional components of the Performance Evaluation Report and Survey in collaboration with stakeholders
May 2010 – August 2010	o Pilot administration of the Performance Evaluation Report and Survey o Design of website reporting data and providing tools and resources
September through March 2011	First administration of Performance Evaluation Report and Survey to all LEAs in the State
April 2011	Initial posting of information to website. This posting will fulfill all requirements of the SFSF Phase II Application for Descriptors (a)(1) and (a)(2) and Indicators (a)(3), (a)(4), (a)(5), (a)(6), and (a)(7).
June 30, 2012	Full deployment of redesigned TCIS/ECS and TSR; incorporate pre-populated data into Performance Evaluation Report and Survey.

C.   Potential Obstacles

ISBE does not foresee any obstacles that would prevent the State from developing the Performance Evaluation Report and Survey and reporting results by September 30, 2011. However, several challenges and obstacles must be addressed in implementing this plan:

Data Quality: ISBE must rely on districts to submit quality data for the Performance Evaluation Report and Survey. As part of ISBE's recognition process for LEAs, ISBE will institute procedures to verify the accuracy of the data submitted.   Presumably, data that is pre-populated from TCIS will be of higher quality as teachers and principals will have access to their own data for verification.

Privacy: ISBE must ensure that teacher and principal privacy is protected during the collection and reporting of performance evaluation data. ISBE will institute procedures to ensure the masking of data below a minimum cell size (not less than 10) for the reporting of principal evaluation data, to ensure that data on principals in small districts is not personally identifiable.

Inconsistent Evaluation Instruments: In Illinois, all teachers and principals in public schools must be evaluated, and these evaluations must comply with Article 24A of the School Code. For teacher evaluations, Article 24A specifies the use of three rating categories (excellent, satisfactory, or unsatisfactory) for evaluations prior to September 1, 2012, and four rating categories (excellent, proficient, needs improvement, and unsatisfactory) for evaluations performed on and after September 1, 2012. However, over 60 districts have obtained waivers from the requirements of Article 24A through the State's statutory waiver process; many to use more or fewer rating categories. These waivers will continue in place until September 1, 2012. For principals, Article 24A does not specify the rating categories that must be used for evaluations prior to September 1, 2012. On and after September 1, 2012, the performance evaluation rating categories for principals will be excellent, proficient, needs improvement, and unsatisfactory. Therefore, for evaluations performed prior to September 1, 2012, the variance among rating categories will make it difficult for ISBE to provide a consistent reporting format for the number of teachers and principals evaluated at each performance rating level.

To address this inconsistency and provide for other reforms to the State's teacher and principal evaluation system, the State of Illinois enacted the Performance Evaluation Reform Act of 2010 which, among other changes:

- o   Requires evaluations using four rating categories for teachers and principals beginning in the 2012-13 School Year; and
- o   Eliminates the ability of districts to obtain waivers from the statutory evaluation rating categories.

The legislation also requires all teacher and principal evaluation systems to include student growth as a significant factor in the evaluation.

Funding: ISBE will use existing staff, in-kind contributions, and foundation support to develop the Performance Evaluation Report and Survey, the IWAS data collection instrument for

self-reported data, and the website. To use pre-populated data collected through the TCIS/ECS and TSR applications, ISBE will need federal, state, or foundation funding to implement the planned TCIS/TSR system redesign.

D.   Budget

As stated above, ISBE will use existing staff, in-kind contributions, and foundation support to develop the Performance Evaluation Report and Survey, the IWAS data collection instrument for self-reported data, and the website. The budget for the redesign of the TCIS/ECS and TSR applications is included in the State's plan for Indicator (b)(1).

E.   Publication of Results and Progress

ISBE will collaborate with stakeholders and national experts to design a website that displays data from both the mandatory and optional portions of the Performance Evaluation Report and Survey, in a manner easily accessible and a format easily understandable by the public. This website will also include tools and resources to design and improve upon evaluation systems based on the LEAs' responses to the survey questions. Data on the website will be updated annually.

State Fiscal Stabilization Fund Indicator (c)(10)

Describe the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect , publicly report (as required) and provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

A.   Overview

In Illinois, ISBE provides report cards for the State, each LEA and each school. The public site for report card data is:
http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx

In addition, the Illinois Interactive Report Card (IIRC), administered by Northern Illinois University through an intergovernmental agreement with ISBE, provides similar information on an interactive website (iirc.niu.edu). The IIRC contains publicly available data on test results and accountability information on all Illinois public schools and students. The IIRC currently contains the number and percentage of students who graduate from each high school.

The currently reported graduation rates on ISBE's website and IIRC are not a "four-year adjusted cohort graduation rate" as required under 34 CFR 200.19(b)(1)(i), as ISBE has not yet collected a sufficient number of years of student-level data to calculate a four-year adjusted cohort graduation rate. As a result, ISBE will implement a plan to replace the currently reported graduation rates with four-year adjusted cohort graduation rates following the first school year when ISBE has sufficient data for such calculation. The State, LEA and school report cards issued following the 2010-11 school year will contain the new cohort graduation rates for the State, all LEAs and high schools in Illinois.

B.   Project Element

In order to update the report cards for the State, LEAs and high schools and provide IIRC with the new four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i), ISBE, through information it already collects from LEAs and high schools through its Student Information System (SIS), will calculate the new four-year adjusted cohort graduation rate as required under this indicator c(10). ISBE will include this new graduation rate on the State, LEA, and School Report Cards and provide to Northern Illinois University for posting on the IIRC website.

C.   Project Management and Governance

ISBE will be responsible for calculating the new four-year adjusted cohort graduation rates for the State and each LEA and school in the State and providing this information to Northern Illinois University for posting on the IIRC.

D.   Phasing and Project Scheduling

The below charts identify the milestones and activities for ISBE's implementation of the new four-year adjusted cohort graduation rates into the IIRC, including the anticipated beginning and end dates for each milestone.

Project Milestone Chart

Implementation of New Four-Year Adjusted Cohort Graduation Rates

Project Task	Responsible Party(ies)	Beginning/End Dates
Project planning, calculation, and implementation of new four-year adjusted cohort graduation rates and transfer of such information for posting to the IIRC.	ISBE	January 1, 2011 August 15, 2011
Issuance of first modified report cards including new graduation reports; inclusion of new graduation rate data on IIRC.	ISBE and Northern Illinois University	On or before September 30, 2011

E.   Budget

ISBE will use existing staff resources for calculation and implementation of the new four-year adjusted cohort graduation rate. The existing staff and resources applied to this project will be funded through a combination of State and federal funds.

F.   Obstacles to the Development and Implementation of the System

Given that ISBE already collects the data to provide this new graduation rate, ISBE does not currently foresee any major obstacles to implementation that are not otherwise being addressed through its current data collection processes.

G.   Reporting on Development and Implementation

As ISBE already collects the data to calculate and implement the new four-year adjusted cohort graduation rate, there are no reporting and implementation milestones to report. The public sites for access to this data upon release are identified above. ISBE, in cooperation with

Northern Illinois University, as administrator of the IIRC, will update these public sites at least annually upon receipt of updated data.

State Fiscal Stabilization Fund Indicator (c)(11)

Describe the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect, publicly report (as required) and provide for the State, for each LEA in the State, for each high school in the State, and at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

The State, in partnership with the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), the Illinois Shared Enrollment and Graduation File (ISEG) and ACT, is in the process of creating a High School Feedback Report (HSFB) which will utilize information from both public four (4) year institutions and community colleges to provide the state with data that will include the number and percentage of students who enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. The HSFB Report will also include information from private institutions who wish to participate.

The High School Feedback Report

A.   Overview.

In 2007, the Illinois General Assembly adopted Senate Joint Resolution No. 59, which called for IBHE, ISBE and ICCB to, among other directives, develop a HSFB Report in conjunction with testing services that would better inform high school administrators and education policymakers about students' performance during their first year of postsecondary education and ensure that the HSFB Report be available to the public. In response to this Joint Resolution, ISBE, ICCB, IBHE and ISEG ("HSFB Parties") entered into the Intergovernmental and Data Sharing Agreement for the Productions of the High School Feedback Report and P-20 Research and Analysis on August 6, 2009 (the "Agreement"). Through this Agreement, the parties have agreed to develop a High School Feedback Report to inform schools and districts on their graduates' postsecondary outcomes with the intent of using this information to inform district and State program to improve student achievement. In addition, under this Agreement, the parties will establish the necessary data sharing arrangements among the parties to link student test scores, length of enrollment and graduation records over time. The HSFB Parties anticipate that the first HSFB Report will be issued in Spring 2011. While the first HSFB Report will not contain the information requested under (c)(11), subsequent reports will include the data requested under this element (c)(11).

B.   Core Project Elements.

1.   Modification to the HSFB Report.

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The Agreement referenced above contained the form HSFB Report to be prepared by ACT through the data provided by the HSFB Parties. This report provides a summary of statistics for ACT-tested graduates for a particular school year from a particular Illinois high school who attended an Illinois IHE and compares those students to all Illinois high school graduates who have attended an Illinois public IHE. Currently, the report includes the number of graduates of a particular high school who attend an Illinois public IHE, but it does not include the total number of graduating students from that high school. As a result, in order to provide the number and percentage of graduating students who go on to attend an IHE, the HSFB Parties will work with ACT to modify the report to include in the appropriate chart the total number of graduating students from the particular high school. Additionally, the report currently only accounts for students who enroll in an Illinois public IHE the Fall immediately following their graduation from high school. Therefore, the HSFB Parties will work with ACT to expand the scope of the report to include high school graduates who enrolled in an IHE within 16 months after high school graduation. For example, the 2010-11 HSFB Report will be based on 3 years of data as follows.

2010 HSFB Cohorts
The cohort groups for the 2010 HSFB to be produced in Fiscal Year 2010-11 are:

Participating postsecondary institution's data for the following school years:

Fall 2006 Cohorts – school years 2006-2007, and 2007-2008;
Fall 2007 Cohorts – school years 2007-2008, and 2008-2009; and
Fall 2008 Cohorts – school years 2008-2009, and 2009-2010.

Graduation Files' data for the following school years for Illinois public high school students matriculating for the first time as Fall Cohorts to postsecondary institutions:

Fall 2006 Cohorts – school year 2005-2006;
Fall 2007 Cohorts – school year 2006-2007; and
Fall 2008 Cohorts – school year 2007-2008.

This was done to address the small cell size.

. **2.** **Expansion of Scope of HSFB Report**.

As the report contains data only for high school graduates that attend an Illinois public IHE, it cannot provide comparison data for students who attend a private IHE inside or outside of Illinois, nor does it provide any data for those students who attend a public IHE outside of Illinois. Therefore, the report, in its current form, fails to provide data for a large portion of Illinois high school graduates. Recognizing this limitation, the HSFB Parties will expand the data collected to include postsecondary institutions outside of Illinois. In order to capture this additional data, ICCB, on behalf of the HSFB Parties, will contract with the National Student Clearinghouse, which is able to provide these data on a nationwide basis. While ICCB will initially contract with the National Student Clearinghouse to provide these data for in-state

private IHEs, IBHE, per the P-20 Longitudinal Educational Data System Act, is developing a process to collect student enrollment data from private in-state IHEs. Once this process is established, IBHE will use its own data instead of National Student Clearinghouse data for private in-state students.

IBHE will also lead the efforts of the state education partners to pursue multistate collaborations to share student performance data. To date, IBHE has engaged in preliminary conversations with Midwest Higher Education Compact member states and the Higher Learning Commission. In particular, IBHE will focus on pursuing data-sharing agreements with neighboring states, which tend to enroll most Illinois high school graduates who go out-of-state for college and which employ many Illinois high school and college graduates. With these data-sharing agreements in place, Illinois and its neighboring states can provide joint reports on education outcomes.

### 3.	Student Sub-groups and Student Confidentiality.

Per the modifications to the HSFB Report outlined above, Illinois will be able to publicly report the number and percentage of students who enroll in an IHE within 16 months of receiving a regular high school diploma. In addition, sub-tables will be provided for each student subgroup consistent with Section 1111(b)(2)(C)(v)(II) of the ESEA. To protect student confidentiality, no information that contains any personally identifiable student information or data cells comprising information from less than ten students will be included in the HSFB Report.

### C.	Project Management and Governance

The primary State agencies responsible for the development, implementation, and oversight of the HSFB Report, with the modifications set forth above are the HSFB Parties. The HSFB Report will be prepared by ACT through a contract with ISBE. The HSFB Parties and, where appropriate, ACT will: 1) determine the processes for modifying the HSFB Report, 2) work with the National Student Clearinghouse to obtain the data necessary to the HSFB Report to include data for all high school graduates enrolling in a postsecondary IHE outside of Illinois, 3) identify and develop processes for obtaining this same information on private, in-state IHEs internally through IBHE rather than through the National Student Clearinghouse as a cost saving mechanism for the State, and 4) implement the modified HSFB Report in order to better inform high school administrators, education policymakers and the public about students' performance during postsecondary education. The HSFB Report will be managed by the HSFB Parties in accordance with the procedures and timelines set forth in the Agreement, as amended.

### D.	Phasing and Project Scheduling

The below charts identify the milestones and activities for the development of the modified HSFB Report, including the anticipated beginning and end dates for each milestone.

Project Milestone Chart

**Modification of Illinois High School Feedback Report
to Include Data Required under c(11)**

Project Task	Responsible Party	Beginning/End Dates
Plan and design modifications to HSFB Report to expand upon information regarding postsecondary enrollment and performance.	HSFB Parties	January 4, 2010 June 30, 2010
Plan and design process to incorporate data from National Student Clearinghouse to access public and private higher education data nationwide to better track transfer and concurrent enrollment students.	IBHE, ICCB, ISBE	January 4, 2010 June 30, 2010
Pursue and enter into multistate collaborations to share postsecondary data, particularly with neighboring states.	IBHE, ICCB, ISAC	July 1, 2010 June 30, 2012
Implement modifications to HSFB Report to include total number of high school graduates from subject high school and expand timeframe for measuring student enrollment in an IHE.	HSFB Parties and ACT.	July 1, 2010 October 31, 2010
Implement expansion of data set used for HSFB Report to include postsecondary IHEs outside of Illinois and private IHEs nationwide through contract with National Student Clearinghouse.	ICCB in partnership with other HSFB Parties	July 1, 2010 October 31, 2010
Issuance of first modified HSFB Report including information required by Indicator c(11).	HSFB Parties and ACT	On or before September 30, 2011

e. Budget

The budget for the development, execution and oversight of the modifications to the HSFB Report is as follows:

Statewide IHE Enrollment Rate Data Collection System

Budget Item	Amount	Source of Funds (federal, State or local)
Plan, design, and implement modifications to HSFB Report to expand upon information regarding postsecondary enrollment and performance.	$25,000	State (ISBE, IBHE and ICCB) Federal SLDS Grant
Plan and design process to incorporate data from National Student Clearinghouse to access public and private higher education data nationwide to better track transfer and concurrent enrollment students.	$50,000 (Implement HSFB modifications) $200,000 (obtaining Nat'l Student Clearinghouse data; annually re-occurring cost)	State (ISBE, IBHE and ICCB) Federal SLD Grant

F.   Obstacles to the Development and Implementation of the System

The State, through its planning process, has identified and will continue to work to identify technical obstacles to the modification of the HSFB Report so that the State can address and resolve any issues which may impede its ability to implement these modifications by the dates set forth in the Project milestone chart set forth above. For example, one obstacle the State has already identified is the need to obtain data from the National Student Clearinghouse for students attending out-of-state and in-state private IHEs. Also, the inclusion of the information required by Indicator c(11) will involve substantial modifications to ACT's standard HSFB form, which may involve programming or technical challenges. With the enactment of the P-20 Longitudinal Education Data System Act, there are no regulatory or statutory obstacles to the modification of the HSFB Report.

G.   Reporting on Development and Implementation

The Illinois Interactive Report Card (IIRC), administered by Northern Illinois University, provides publicly available data on test results and accountability information on all Illinois public schools and students, includes the ISBE web-based school and district improvement planning templates, and provides school districts with access to student-level data for analysis and planning. The HSFB Report developed in Spring 2011 will be uploaded to the IIRC so that the report for each high school can be easily obtained by members of the public, and used by school districts in combination with other data for analysis and planning.

ISBE, through its website, will post the agreements between the key stakeholders in the development and implementation of the HSFB Report.

State Fiscal Stabilization Fund Indicator (c)(12)

Describe the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, the means to fully collect, publicly report (as required) and provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

The State, in partnership with the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), the Illinois Shared Enrollment and Graduation File (ISEG) and ACT, is in the process of creating a High School Feedback Report (HSFB) which will utilize information from both Illinois public four (4) year institutions and community colleges to provide the State with data including the number and percentage of students who enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

The High School Feedback Report

A.   **Overview**.

In 2007, the Illinois General Assembly adopted Senate Joint Resolution No. 59, which called for IBHE, ISBE and ICCB to, among other directives, develop a HSFB Report in conjunction with testing services that would better inform high school administrators and education policymakers about students' performance during their first year of postsecondary education and ensure that the HSFB Report be available to the public. In response to this Joint Resolution, ISBE, ICCB, IBHE and ISEG ("HSFB Parties") entered into the Intergovernmental and Data Sharing Agreement for the Productions of the High School Feedback Report and P-20 Research and Analysis on August 6, 2009 (the "Agreement"). Through this Agreement, the parties have agreed to develop a High School Feedback Report to inform schools and districts on their graduates' postsecondary outcomes with the intent of using this information to inform district and State program to improve student achievement. In addition, under this Agreement, the parties will establish the necessary data sharing arrangements among the parties to link student test scores, length of enrollment and graduation records over time. The HSFB Parties anticipate that the first HSFB Report will be issued in Spring 2011. While the first HSFB Report will not contain the information requested under c(12), subsequent reports will include the data requested under this element (c)(12).

B.   **Core Project Elements**.

1.   **Modifications to the HSFB.**

In addition to the modifications of the HSFB Report set forth under element c(11), the HSFB Parties will work with ACT to further modify the HSFB Report to include in the appropriate chart the number and percentage of students who enroll in an Illinois public institution of higher education (IHE) within 16 months of receiving a regular high school diploma who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the Illinois public IHE. As IBHE and ISEG already have this data from Illinois public IHEs, the State will not need to use an outside contractor to provide such data.

2.   Student Sub-groups and Student Confidentiality.

Per the modifications to the HSFB Report outlined above, Illinois will be able to publicly report the number and percentage of students who enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE. In addition, sub-tables will be provided for each student subgroup consistent with Section 1111(b)(2)(C)(v)(II) of the ESEA. To protect student confidentiality, no information that contains any personally identifiable student information or data cells comprising information from less than ten students will be included in the HSFB Report.

C.   Project Management and Governance

The primary State agencies responsible for the development, implementation, and oversight of the HSFB Report, with the modifications set forth above are the HSFB Parties. The HSFB Report will be prepared by ACT through a contract with ISBE. The HSFB Parties and, where appropriate, ACT will determine the processes for modifying the HSFB Report and implement the modified HSFB Report in order to better inform high school administrators, education policymakers and the public about students' performance during postsecondary education. The HSFB Report will be managed by the HSFB Parties in accordance with the procedures and timelines set forth in the Agreement, as amended.

D.   Phasing and Project Scheduling

The below charts identify the milestones and activities for the development of the modified HSFB Report, including the anticipated beginning and end dates for each milestone.

Project Milestone Chart

Modification of Illinois High School Feedback Report
to Include Data Required under c(12)

Project Task	Responsible Party	Beginning/End Dates
Plan and design of modifications to the HSFB Report to include the information required under	HSFB Parties and ACT.	January 4, 2010 June 30, 2010

this indicator c(12).		
Implementation of modifications to the HSFB Report to include the information required under this indicator c(12).	HSFB Parties and ACT.	July 1, 2010 September 30, 2010
Issuance of first modified HSFB Report including information required by Indicator c(12).	HSFB Parties and ACT	On or before September 30, 2011

E.   Budget

The budget for the development, execution and oversight of these modifications to the HSFB Report is as follows:

IHE Completion of 1 Year of College Credit Data Collection System

Budget Item	Amount	Source of Funds (federal, State or local)
Planning, designing and implementing the modification to the HSFB Report to include the information required under this indicator c(12).	Budget for modification to HSFB Report set forth in c(11) includes the modification to the HSFB Report required under this indicator c(12).	State (ISBE, IBHE and ICCB) Federal SLDS Grant

F.   Obstacles to the Development and Implementation of the System

The State, through its planning process, will identify and address any technical obstacles to the modification of the HSFB Report which may impede its ability to implement this modification by the dates set forth in the Project Milestone Chart set forth above. With the enactment of the P-20 Longitudinal Education Data System Act, there are no regulatory or statutory obstacles to the modification of the HSFB Report.

G.   Reporting on Development and Implementation

The Illinois Interactive Report Card (IIRC), administered by Northern Illinois University, provides publicly available data on test results and accountability information on all Illinois public schools and students, includes the ISBE web-based school and district improvement planning templates, and provides school districts with access to student-level data for analysis and planning. The HSFB Report developed in 2011 will be uploaded to the IIRC so that the report for each high school can be easily obtained by members of the public, and used by school districts in combination with other data for analysis and planning.

ISBE, through its website, will post the agreements between the key stakeholders in the development and implementation of the HSFB Report.

State Fiscal Stabilization Fund Indicators (d)(4) and (d)(6).

- **Number and identity of persistently low-performing schools that have been turned around, restarted, closed, or transformed in the last year; and**
- **Number and identity of persistently low performing schools that are secondary schools that are eligible for, but do not receive, Title I funds that have been turned around, restarted, closed, or transformed in the last year.**

The Illinois State Board of Education ("ISBE") is not currently collecting and/or publicly reporting the data identified in Indicators (d)(4) and (d)(6). ISBE has developed a plan to implement the means to collect and publicly report such data or information no later than September 30, 2011. In developing its plan, ISBE has identified discrete milestones that it will accomplish throughout the process to ensure full compliance no later than September 30, 2011. ISBE has also established a budget to ensure the school performance data collection will be appropriately funded. Finally, ISBE has established a process to inform the public of the progress of implementing school performance data collection as well as publish collected data.

A.   Plan

In order to meet the requirements for the State Fiscal Stabilization Fund program and ensure LEAs and the general public have access to data that aids in the identification and support of struggling schools, ISBE is proposing the following plan for the collection and reporting on ISBE's website of the data specified in Indicators (d)(4) and (d)(6). ISBE currently has established a web-based system for School Improvement Plans (SIPs), School Restructuring Plans, District Improvement Plans (DIPs), and Technology Integration Plans (TIPs). ISBE will integrate the collection of the above school performance data into this process. All of these plans must be completed using the *ePlans* system housed on the Interactive Illinois Report Card (IIRC) site administered by Northern Illinois University. The *ePlans* system provides an interactive framework where data is automatically downloaded to the plan template, and educators must develop plans in response to identified needs. ISBE will include as part of the SIP and Restructuring Plan for schools meeting the definition of "persistently low-performing schools" a question requiring schools to indicate whether or not they have been turned around, restarted, closed, or transformed in the prior year. The *ePlans* template will include clear definitions and guidance on these four terms, and require schools that have implemented a turnaround, restart, closure, or transformation to describe the approach used.

SIPs and Restructuring Plans must be submitted to ISBE with the approval of the local school board within 135 days after the district's notification regarding status. SIPs and Restructuring Plans cover a two-year period.

ISBE will amend its intergovernmental agreement with Northern Illinois University to redesign and implement the *ePlans* system with this additional self-reported school performance data.

ISBE will include data and information regarding schools that have been turned around, restarted, closed, or transformed on its website in a manner easily accessible and a format easily understandable by the public by September 30, 2011.

Note on City of Chicago District 299: Unlike all other districts in the State, District 299 does not use *ePlans* for its school improvement and restructuring planning processes. ISBE will require CPS to submit a report to ISBE containing data and information indicating whether its "persistently low-performing schools" have been turned around, restarted, closed, or transformed, in accordance with the same timelines as districts using *ePlans* for reporting. ISBE will then include this data and information on its website with the similar data and information from other districts.

B.   Milestones

ISBE has established the following milestones for development and implementation of this plan.

Date	Activity
July 2010 - June 2011	Modify *ePlans* to include definitions, questions and information on whether persistently low-performing schools have turned around, restarted, closed, or transformed in the prior year. Beta testing on changes to *ePlans* system.
June 2011 - August 2011	Collect school performance data regarding schools that have been turned around, restarted, closed, or transformed during the 2010-2011 school year through *ePlans* system.
September 2011	Post collected school performance data regarding schools that have been turned around, restarted, closed, or transformed during the 2010-2011 school year on ISBE's website.

C.   Potential Obstacles

ISBE does not foresee any obstacles that would prevent the State from collecting and posting these required components of the school performance data by September 30, 2011.

However, ISBE may need to address certain challenges related to data quality. Since *ePlans* are self reported by schools and districts, ISBE must rely on such schools and districts to provide information that accurately reflects the actions taken in the school during the prior year. As part of ISBE's auditing and recognition process for LEAs, ISBE will institute procedures to verify the accuracy of the data submitted.

D.   Budget

ISBE anticipates that the cost to implement the modifications to the *ePlans* system through ISBE's intergovernmental agreement with Northern Illinois University will be $50,000. Once this data has been collected through the *ePlans* system, ISBE will use existing staff and resources to design and implement the reporting of this data on ISBE's website. The existing

staff and resources applied to this project will be funded through a combination of State and federal funds.

State Fiscal Stabilization Fund Indicator (b)(1)(#8)

Description of plan providing the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes a teacher identifier system with the ability to match teachers to students.

A.   Overview

The P-20 Longitudinal Education Data System Act establishes the legal authority for the creation of a statewide teacher identifier system with the ability to match teachers to students. Specifically, the ISBE data warehouse must include a "teacher and administrator identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators." Public Act 96-0107, Section 15(c)(5).[1]

The state plan for establishing a teacher and administrator identifier system with the ability to match students to their teachers will include data collection mechanisms coordinated with the Statewide Transcript System, data collection through ISBE's Student Information System (SIS), and the use of teacher certification and course code information collected in the ISBE Teacher Certification Information System (TCIS), Educator Certification System (ECS), and Teacher Service Record System (TSR). In addition to collecting the necessary data, ISBE will need to address the business rules for establishing student and teacher linkages to ensure the data can be used in meaningful ways. Further enhancements to the Teacher Data Warehouse will permit reporting that benefits the state and institutions providing teacher education.

B.   Core Project Elements

1.   Redesign of TCIS/ECS and TSR

Over the next three years, ISBE will undertake the development of a data warehouse within the agency that will link data across key agency systems. In coordination with the development of the data warehouse, ISBE will redesign the following data collection systems to allow for the matching of students to their teachers:

▪   TCIS/ECS–TCIS collects and manages data and processes that support teacher certifications, teacher placement, professional development, and teacher demographic information. ECS is a web portal that allows educators and LEA administrators to access certification information in TCIS.

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[1] ISBE's Teacher Service Record System ("TSR") establishes an administrator identifier and collects data on administrator assignment at the school building level. Therefore, by linking the school-level data in TSR to the school-level data in ISBE's Student Information System, ISBE can create the administrator/student linkage required by the P-20 Longitudinal Education Data System Act.

■ TSR–TSR collects position and assignment data for teachers and administrators employed by Illinois LEAs and other local educational agencies.

For most middle and high school students, defining teacher/student linkages requires establishing the connection between students, teachers, and course information. Therefore, implementation of the statewide system matching middle and high school students to their teachers will be implemented in close coordination with the establishment of the Statewide Transcript System. As the course codes are established as part of the statewide transcript system, TSR will be modified to include this course code data for teachers of record who assign letter grades. The student-level course code and letter grade information captured through SIS will then be linked with the teacher-level data included in TSR.

ISBE expects the redesigned TCIS/ECS and TSR applications to be fully deployed by June 30, 2012. However, ISBE will advance the development of the course codes collection process to integrate with the Statewide Transcript System implementation by no later than September 30, 2011, in order to meet all requirements under this State Fiscal Stabilization Fund Phase II application. As of March 2011, both students and teachers have been assigned a unique identifier. At the high school level, ISBE has instituted the NCES course code system that will collect the courses taken by student, grade awarded and the teacher who taught the course. As of March 2011, ISBE is reviewing the NCES codes created for elementary and junior high schools. This system will be phased in fall 2011. To date, ISBE has collected over 32,000 courses being taught to students.

When redesigning the TCIS/ECS system, ISBE will seek to create one live, web-based application that is compatible with current technologies used within and external to ISBE. Similarly, the redesign of TSR must create a second live, web-based application that incorporates data interoperability with other entities and systems as a major consideration. Both applications need to allow for real-time data reporting to ISBE and point-in-time data extractions by ISBE and other authorized users. The applications also need to maintain historical data and track all data changes and uploads. The new TCIS/ECS application must be linked via a live connection to the new TSR application to create a new interactive system.

The new system will include, but not be limited to, web-based educator applications (eliminating the need for paper applications and transcripts); the receipt and filing of electronic educator transcripts; the ability to send, receive, and file documentation via PDF images; the ability to track and monitor receipt of such documentation; enable connection of the educator to his/her preparation program in order to measure how well each institution is preparing educators; allow for printable certificates in a PDF format with a watermark; merge the Professional Development Provider System and the Illinois Administrator Academy Management System to allow for a connection between educator performance and professional development; track educator renewal audits; track mentoring progress for individual educators throughout the year and how the mentoring process affects educator performance; track educators at the point of employment, assignment, and termination; broaden the system to include the tracking of paraprofessionals; and using course codes collected in TSR, link students to their teachers of record that assign letter grades in order to measure teacher effectiveness.

All data collections via the two redesigned web-based applications will be ongoing and the information for all data fields/elements will be kept current by real-time uploads from LEAs and other entities that are required to provide data to ISBE. In addition, the new system will incorporate any statutory or administrative rule changes pertaining to evaluations and certification that are made during FY09 , FY10 and FY 11.

2. Business Rules for Teacher-Student Linkages

In designing a system to match teacher and student data, ISBE and its partners will need to identify the numerous variables involved in the teacher/school setting and how to address these variables in the teacher-student linkage system. In linking students to teachers and administrators, the proposed system will have to account for such issues as attendance rates, extended teacher leave, and long-term substitute teachers. The system will also need to factor in different instructional strategies, such as grouping, pull-outs, room aides, and team teaching, as well as address nontraditional schools and programs and cooperative arrangements. ISBE must identify and address these obstacles during the planning phase of the teacher-student linkage system in order to produce high-quality data and meaningful reports from this system.

C. Project Management and Governance

The primary State agency responsible for the development, execution, and oversight of the Teacher-Student Data Linkage System is ISBE. Activities will also be coordinated with ISAC, with respect to linking with the Statewide Transcript System. ISBE convened teachers and educators to begin the mapping process and the development of course codes. This effort was completed in January 2011. ISBE will contract with a vendor for implementation of the redesign of the TCIS/ECS and TSR systems.

D. Phasing and Project Scheduling

The development of the system for matching teacher and student data will be undertaken in two phases:

- Project Planning: This phase will commence in January 2010 and generally be completed in June 2010, although the development of business rules for teacher-student linkages will continue through December 2010.
- Project Implementation: This phase will commence in July 2010 and be completed in June 2012. However, ISBE will advance the development of the course codes collection process to integrate with the Statewide Transcript System implementation by no later than September 30, 2011, in order to meet all requirements under this State Fiscal Stabilization Fund Phase II application.

The below charts identify the milestones and activities for the development of the system matching teacher and student data, including the anticipated beginning and end dates for each milestone.

Project Milestone Chart

Project Planning		
Project Task	**Responsible Party(ies)***	**Beginning/End Dates**
Plan and analyze for the development and collection of the course codes in conjunction with Statewide Transcript System.	ISBE, ISAC, and course code facilitator	January 4, 2010/ June 30, 2010
Plan and analyze to modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR.	ISBE, SIS vendor, and TCIS/ECS/TSR vendor	January 4, 2010/ June 30, 2010
Develop business rules for teacher-student linkages.	ISBE and TCIS/ECS/TSR vendor	January 4, 2010/ December 31, 2010
Project Implementation		
Implement redesign of TCIS/ECS and TSR systems, to include: ▪ Redesign TCIS, TCIS Scanning, and ECS to create integrated website for more effective teacher performance evaluations. • Modify TSR with course code and letter grades captured through SIS and link such information to teacher-level data in TSR.	ISBE and TCIS/ECS/TSR vendor	July 1, 2010/ June 30, 2012
Continue development of Teacher Data Warehouse to match teacher and administrator preparation to student performance.	ISBE	January 4, 2010/ June 30, 2013

*TCIS/ECS/TSR Vendor = Procured by ISBE to implement the redesign of the TCIS/ECS and TSR systems.

E.   Budget

Project Planning		
Budget Item	Amount	Source of Funds (federal, State, or local)
Plan and analyze for the development and collection of the course codes in conjunction with Statewide Transcript System.	Included in planning budget for Statewide Transcript Data	State

	Collection System	
Plan and analyze to modify TSR with course code and letter grades captured through SIS and linking of such information to teacher-level data in TSR.	$500,000	State
Project Implementation Phase		
<u>Budget Item</u>	<u>Amount</u>	<u>Source of Funds</u> (federal, State, or local)
Implement redesign of TCIS/ECS and TSR systems, to include: ▪ Develop business rules for teacher-student linkages. ▪ Redesign TCIS, TCIS Scanning, and ECS to create integrated website for more effective teacher performance evaluations. ▪ Modify TSR with course code and letter grades captured through SIS and link such information to teacher-level data in TSR.	$4,000,000	Federal ARRA SLDS Grant
TOTAL:	**$4,500,000.00**	

F.   Obstacles to the Development and Implementation of the System

The State, through its planning process, has identified and will continue to work to identify technical obstacles to the development and implementation of matching teacher and student data so that the State can address and resolve any issues which may impede its ability to implement the system by September 30, 2011. For example, one obstacle the State has already identified is the development of business rules addressing the numerous variables involved in the teacher/school setting to ensure that data is meaningful and appropriate for use in policymaking and local decision-making. ISBE will use resources available to it via the Institute for Education Sciences to bring in consultants from other states that have successfully developed and implemented student and teacher linkages to provide guidance to the Illinois longitudinal data system. With the enactment of the P-20 Longitudinal Education Data System Act, there are no regulatory or statutory obstacles to the implementation of a statewide system matching teacher and student data.

G.   Reporting on Development and Implementation

ISBE, through its website, will create a webpage specifically dedicated to the development and implementation of the State's longitudinal data system, which includes the establishment of a statewide system to match teachers and their students. This webpage will provide periodic progress reports, at least semi-annually, on the development of the system, including proposed plans for various elements of the system from the development of business

rules to the timelines for implementation of the system.   This website is up and running and can be located at – http://www.isbe.net/ILDS/default.htm.

State Fiscal Stabilization Fund Indicator (b)(1)(#9)

Description of plan providing the process and timeline for developing and implementing, as soon as possible, but no later than September 30, 2011, a statewide longitudinal data system that includes student-level transcript information, including courses completed and grades earned.

Statewide Transcript System

A.   Overview

The State of Illinois plans to develop a statewide transcript system for middle and high school students, which will include the courses completed and the grades earned for each student. On July 30, 2009, Governor Quinn signed into law Public Act 96-0107, the P-20 Longitudinal Education Data System Act. This Act establishes the requirements and framework for the development of the State's longitudinal data system. In addition, in early 2009 the State of Illinois received an approximately $9 million grant from the U.S. Department of Education, Institute of Education Sciences, for the implementation of a longitudinal data system. Both the P-20 Longitudinal Education Data System Act and the IES grant provide the foundation for the development of a Statewide Transcript System consistent with the SFSF Program requirements. Specifically, the Act requires ISBE's data warehouse to include "Student-level transcript information, including information on courses completed and grades earned, from middle and high schools." Public Act 96-0107, Section 15(c)(6). The Act further requires the State Board to 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 State reporting." *Id*.

The Illinois Student Assistance Commission (ISAC) has established a voluntary electronic transcript initiative for Illinois LEAs to facilitate the submission of transcripts to postsecondary educational institutions and to provide data to ISAC for its scholarship and student assistance programs. To date, 205 public high schools in 95 LEAs and 55 colleges and universities in Illinois participate in the ISAC electronic transcript initiative.

ISBE and ISAC have entered into a Memorandum of Understanding dated November 20, 2009 in order to expand the existing ISAC electronic initiative into a statewide transcript system. ISAC has undertaken the procurement and contracting process to select a vendor that will work with ISBE and ISAC in the implementation of the system (System Vendor). ISBE will exercise its authority under state and federal law, including its authority under the P-20 Longitudinal Education Data System Act, to ensure full participation by all public middle and high schools in the statewide transcript system. In addition, ISBE and ISAC will coordinate activities with the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) as appropriate to ensure the transcript data can be accessed and effectively used by all postsecondary institutions throughout Illinois.

B. Core Project Elements

1. Statewide Course Classification System

A critical step in the implementation of the statewide transcript system is the establishment of a statewide course classification system for high school and middle school courses. Through a statewide course classification system, Illinois can ensure that student transcript data from multiple LEAs or statewide is standardized for research and policy analyses. While LEAs will be required to cross-walk their local course designations to the statewide course classification system for state reporting, they will still be able to use local course designations for all other purposes. The process for establishing the course classification system must include engagement and participation by a broad range of stakeholders, including representatives of LEAs and postsecondary institutions.

For high school courses, Illinois has instituted the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED), provided and supported by the National Center for Education Statistics (NCES). The SCED consists of over 1,400 secondary school courses, categorized into 22 subject areas. Each school course is further identified by a course description, course level, available credit and sequence in order to account for differences in rigor and other course variations. For middle school courses, Illinois intends to use a system adapted from and aligned with the SCED, after analyzing other state course classification systems for middle school courses, to be implemented in Fall 2011.

2. Records Capture and Approval

In Illinois, the sophistication of LEA student information systems varies greatly, and LEAs collect and transfer information to ISBE data collection systems through various means. As a result, the State is planning to use direct upload of transcript data from the ISBE Student Information System (SIS) to the statewide transcript system. All data uploaded to State Repository System will be stored as XML in order to provide for greater ease in transmission to intended parties.

The development of a statewide course classification system will allow for the direct upload of course code, grade, and credit information to SIS from LEAs. Once collected in SIS, transcript data elements will be available for direct upload to the State Transcript Repository.

3. State Transcript Repository

The State Transcript Repository will be created for the storage of the student transcript data provided by LEAs. The State Transcript Repository will be updated semiannually to ensure that each student's transcript information is current. Safeguards will be put in place to ensure that data transmissions from the State Transcript Repository maintain confidentiality and comply with federal and state privacy laws. Furthermore, the System Vendor will use data encryption software to ensure the secure transmission of the data from SIS to the repository and will provide the necessary safeguards to protect the security of student and institutional data.

4. Transcript Data Delivery

Transcript data maintained in the State Transcript Repository will be fed to the following locations, strictly following all federal and state privacy laws: 1) to ISAC, for scholarship and student assistance programs; 2) to postsecondary educational institutions, for student application and enrollment functions; and 3) to other institutions requiring the collection of student transcript data (e.g., NCAA, independent scholarship entities, etc.). The State Transcript Depository will track all record requests from the initial request to the delivery of the data to the intended recipient.

5. Field Implementation

The Statewide Transcript System will be managed through a Project Management Office staffed by ISBE. In order to ensure the smooth transfer of data from LEAs to SIS, and eventually to the statewide transcript system, the contractual project manager will use field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels and help facilitate the technical connection of each school to SIS. Established in 1995, the Learning Technology Centers assist ISBE with statewide initiatives by supporting Illinois LEAs with hardware and software infrastructure, as well as classroom and teacher readiness for integrating technology in the classroom and curriculum. The Learning Technology Centers have played an integral role in facilitating prior LEA integrations with SIS. The field implementation teams will be coordinated through the SIS project manager, the Illinois Longitudinal Data System (ILDS) project manager, and by the Project Management Office.

C. Project Management and Governance

The Statewide Transcript System will be governed by ISBE, in partnership, as applicable with ICCB, IBHE, and ISAC. The process for establishing the Statewide Transcript System must include engagement and participation by a broad range of stakeholders, including representatives of LEAs and postsecondary institutions. ISBE, ISAC, the course code facilitator and the system vendor, where appropriate will 1) design and establish a statewide course classification system for high school and middle school students, 2) plan and design a system for linking SIS data with the Statewide Transcript System, including the number of data transfers necessary for each year, 3) plan the processes to map local course descriptions to the statewide course classification system, and 4) implement transcript data collection statewide for all public high schools and middle schools.

ISBE and ISAC will also consult with various stakeholders and individuals from other states who have developed and successfully implemented a course code and transcript system.

ISBE will establish and maintain a Project Management Office to support management of the Statewide Transcript System project components and to manage day-to-day operations and coordination with other agencies and key stakeholders. This Project Management Office will also be responsible for supporting other key elements of this application as well as certain components of Illinois' developing State Longitudinal Data System. The Project Management Office is administered by ISBE staff with input from other key stakeholders. ISAC has

contracted with a vendor to develop the Statewide Transcript System, who will designate a contractual project manager to coordinate directly with the ISBE project sponsors. The Project Management Office will be accountable to the State Superintendent of Education and the Executive Director of ISAC for ensuring the project is completed on time and within scope and budget.

In order to ensure the smooth transfer of data from LEAs to the ISBE Teacher Service Record (TSR), SIS, and eventually to the Statewide Transcript System, the contractual project manager will use field implementation teams such as the Learning Technology Centers to work at the district level and help facilitate the technical connection of each school to SIS. The field implementation teams will be coordinated through the SIS Project Manager, the Project Manager for the State Longitudinal Data System, and by the Project Management Office.

d. Phasing and Project Scheduling

The development of the Statewide Transcript Data Collection System will be undertaken in two phases:

- Project Planning and Stakeholder Engagement: This phase will commence in January 2010 and be completed in June 2010.
- Project Implementation: This phase will commence in July 2010 and be completed in September 2012 (although all State Fiscal Stabilization Fund program requirements will be met by September 2011).

The below charts identify the milestones and activities for the development of the Statewide Transcript System, including the anticipated beginning and end dates for each milestone.

Project Milestone Chart

Project Planning and Stakeholder Engagement Phase		
Project Task	Responsible Party*	Beginning/End Dates
Design and establish a statewide course classification system for high school and middle school students.	ISBE and course code facilitator (with advisory input from ISAC, ISAC vendor, ICCB, IBHE, and other stakeholders selected by ISBE)	January 4, 2010/ April 30, 2010
Preliminary plan and design for linking SIS data with the Statewide Transcript System, including the number of data transfers necessary for each year.	ISAC, ISBE, and SIS, LDS, and State Transcript System project manager	January 4, 2010/ April 30, 2010
Preliminary plan for processes to map local course descriptions to the statewide course classification system.	ISBE and course code facilitator	January 4, 2010/ April 30, 2010

Implement a pilot project to validate assumptions, test the project plan, and explore barriers to implementation.	ISAC, ISBE, and course code facilitator	April 1, 2010/ June 30, 2010
Develop stakeholder engagement processes to inform system development and course classification system.	ISAC, ISBE, and course code facilitator	January 4, 2010/ August 30, 2010
Project Implementation Phase		
Project Task	Responsible Party*	Beginning/End Dates

Implementation transcript statewide for all public high schools, to include:
  o Direct upload of transcript data to SIS.
  o Establishment of data feeds from SIS to: 1) the State Transcript Depository for the development of transcripts; 2) ISAC for scholarship and student assistance programs; and 3) postsecondary institutions for student application and enrollment functions.
  o Field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels to provide technical assistance for SIS data uploads.
	System Vendor, with ISAC and ISBE oversight	February 1, 2011/ September 30, 2011

Implement course and grade data collection statewide for all public middle schools mirroring schedules and procedures developed for the high school Transcript Coding project. This will include similar tasks as required for implementation in high schools, except that the data will only be fed to ISBE for integration with student data in SIS.	System Vendor, with ISAC and ISBE oversight	February 1,, 2012/ September 30, 2012

*Course code facilitators = Consultants wereselected to conduct the stakeholder engagement activities.
System Vendor = Procured by ISAC.

E. Budget

The budget for the development, execution and oversight of the Statewide Transcript Data Collection System is as follows:

Statewide Transcript Data Collection System

Project Planning and Stakeholder Engagement Phase (1/4/2010 – 6/30/2010)		
Budget Item	Amount	Source of Funds

		(federal, State, or local)
Establishment of statewide course classification system for high school and middle school courses. The process for establishing the course classification system must include engagement and participation by a broad range of stakeholders, including representatives of school districts and postsecondary institutions.	$100,000	State
Preliminary plan and design for linking SIS data with the Statewide Transcript System, including the number of data transfers necessary for each year. Preliminary plan for processes to map local course descriptions to the statewide course classification system. Implement a pilot project to validate assumptions, test the project plan, and explore barriers to implementation.	$50,000	State
Total Project Planning and Stakeholder Engagement	$150,000	
Project Implementation Phase (7/1/2010 – 6/30/2012)		
<u>Budget Item</u>	<u>Amount</u>	<u>Source of Funds</u> (federal, State, or local)

(7/1/2010 – 9/30/2011)
Implement transcript data collection system statewide for all public high schools, to include:
  o Direct upload of transcript data to SIS.
  o Establishment of data feeds from SIS to: 1) the State Transcript Depository for the development of transcripts; 2) ISAC for scholarship and student assistance programs; and 3) postsecondary institutions for student application and enrollment functions.
  o Support for Learning Technology Center (LTC) teams and other regional staff to assist districts in uploading SIS data elements.
	$3,800,000	Federal ARRA SLDS Grant: $3,000,0000
		
		State: $800,000

Field implementation – 10/11 School Year: Field implementation teams staffed by the Learning Technology Centers to work at the LEA and school levels to provide technical assistance for SIS data uploads.	$1,000,000	Federal ARRA SLDS Grant: $200,000 State: $800,000
Field implementation and Ongoing Data Extraction - 11/12 School Year: o Field implementation teams to work at LEA and school levels to provide continued technical assistance for SIS data uploads. o Ongoing high school data uploads, downloads, and management.	$1,300,000	Federal ARRA SLDS Grant: $500,0000 State: $800,000
Total Project Implementation:	$6,100,000	
TOTAL:	$6,250,000	

F.   Obstacles to the Development and Implementation of the System

The State, through its planning process, has identified and will continue to work to identify technical obstacles to the development and implementation of the Statewide Transcript System so that the State can address and resolve any issues which may impede its ability to implement the System by September 30, 2011. This will require the state to work closely with all stakeholders.

G.   Reporting on Development and Implementation

ISBE, through its website, has created a webpage specifically dedicated to the development and implementation of the State's longitudinal data system, which includes the establishment of a statewide transcript system (*see* http://www.isbe.net/ISCS/default.htm). This webpage will provide periodic progress reports, at least semi-annually, on the development of the system, including proposed plans for various elements of the system from data extraction to course classification and the timelines for implementation of the system. Other key stakeholders in the statewide transcript system will provide links to this webpage from their individual websites. Various stakeholders will be consulted on the design and content of the webpage.

State Fiscal Stabilization Fund Indicator (b)(2)

Describe the plan for providing by September 30, 2011 student growth data on teachers' current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.

A.   Overview.

The State of Illinois needs to move forward to identify, develop and adopt a student growth model methodology and report student growth model data to schools and LEAs. A student growth model can be used for multiple purposes such as:

- Report growth data through state data systems to aid classroom instruction and school improvement;
- Use to evaluate teacher preparation programs; and
- Provide benchmark data to measure local evaluation systems.

Through the P-20 Longitudinal Education Data System Act, ISBE is given the legal authority for the creation of a statewide teacher identifier system with the ability to match teachers to students. In order for ISBE to provide teachers with student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, ISBE must first be able to link students to their teachers. As a result, the creation of a student growth model will be tied directly to the establishment of a statewide teacher identifier system with the ability to match teachers to students. However, developing a student growth model, involves a number of separate and distinct elements including the means of measuring student growth, the proposed uses for such data, the delivery of the student growth data to LEAs and schools, and the guidance and support provided to LEAs and schools on using this data to aid classroom instruction and school improvement.

B.   Core Project Element

1.   **Retention of Consultant with Expertise in Student Growth Data Models and Assessment of Available and Needed Student Growth Data**

ISBE retained a consultant with expertise in student growth data models in order to assist ISBE through identification of a student growth model. Specifically, this consultant assisted ISBE in facilitating a Growth Model Working Group. This Group will be presenting its recommendation   to   the   State   Superintendent   in   April   2011. http:www.isbe.net/GMWG/default.htm.. Before ISBE can determine the additional data needed for developing a student growth plan, it must evaluate the content and quality of the data

available from ISBE's Student Information System (SIS). Given that SIS already collects testing information from the assessment vendor, the data available from SIS will likely provide the foundation of the student growth data system in Illinois. Therefore, ISBE, will review the data already available through SIS and will then determine the additional data elements which need to be collected for development of a student growth data system. ISBE will work closely with the Assessment Technical Advisory Committee (TAC) in this effort. This will require consideration of the purposes of the growth model, as different data may be need to support use of the growth model for such purposes as:

- Reporting growth data through state data systems to aid classroom instruction and school improvement;
- Evaluating teacher preparation programs;
- Providing benchmark data to measure local evaluation systems; and/or
- School and district accountability.

2. Linking of Teacher and Student Data

As mentioned above, in order for ISBE to implement a student growth model, ISBE must first be able to link students to their teachers. As a result, a core project element of the development of a student data growth system is the establishment of a statewide teacher identifier system with the ability to match teachers to students. ISBE, through the P-20 Longitudinal Education Data System Act, will create a statewide teacher identifier system with the ability to match teachers to students. Specifically, the ISBE data warehouse must include a "teacher and administrator identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators." Public Act 96-0107, Section 15(c)(5).[2] The creation of a plan for establishing a teacher and administrator identifier system with the ability to match students to their teachers is also a requirement of the State Fiscal Stabilization Phase II Application. As further described in indicator b(8), to develop a plan for linking teachers to their students, ISBE will redesign certain data collection systems including the Teacher Service Record (TSR) and the Teacher Certification Information System (TCIS) to allow for the matching of students to their teachers. ISBE will be able to use the statewide teacher identifier system to match teacher data to student data by September 30, 2011.

3. Implementation of Student Growth Data Plan

After the student growth model has been developed, the necessary data collected, and a successful pilot of the implementation of the student growth system, ISBE will begin full implementation of the student growth data system and outreach to schools/LEAs to provide them with training and assistance on using this data. The implementation phase of the student growth system will include: implementation of statewide teacher identifier system with the ability to match students to teachers as described above, implementation of the web-based tools to report student growth data through a variety of measurement options and dissemination of this student

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[2] ISBE's Teacher Service Record System ("TSR") establishes an administrator identifier and collects data on administrator assignment at the school building level. Therefore, by linking the school-level data in TSR to the school-level data in ISBE's Student Information System, ISBE can create the administrator/student linkage required by the P-20 Longitudinal Education Data System Act.

growth data to all LEAs/schools in the State. ISBE will provide guidance to schools and LEAs throughout the State in order to assist them with navigating the web-based display tools and guiding them on appropriate uses for the student growth model data. While ISBE will be providing the student growth model data directly to schools and LEAs, ISBE will also review whether certain data files can be provided to LEAs and schools for further disaggregation and analysis. In regard to teacher impact data, ISBE, based on the analysis and consultation provided by the state TAC, may decide to withhold dissemination of the teacher impact data until new state assessments are implemented, which ISBE plans to do in the coming years. *See indicator b(3)*.

C.   Project Management and Governance

ISBE will be responsible for the development, execution, and implementation system of the student growth data system in accordance with the requirements of this indicator b(2). ISBE will also engage LEAs, schools, teachers and other key stakeholders in the development of this student growth data system in order to ensure that this system will produce data that can be used in meaningful ways. Specifically, ISBE has convened a Growth Model Working Group that has been meeting since June 2010. This group is charged with reviewing the various growth models that are available and recommending one or more of the models for use in Illinois. The group will provide the State Superintendent with a recommendation in early April 2011. The assessment technical advisory committee will review the recommendation and the preliminary analysis of data performed by staff and advise the State Superintendent on the best model to implement.

D.   Phasing and Project Scheduling

Project Milestone Chart

The below charts identify the milestones and activities for ISBE's development and implementation of student growth plans in accordance with the requirements set forth in this indicator b(2), including the anticipated beginning and end dates for each milestone.

Implementation of Student Growth Data System

Project Task	Responsible Party(ies)	Beginning/End Dates
Retain consultant with expertise in growth models.	ISBE	Acquired October, 2010
Evaluation of content and the quality of the available data from SIS and determination of additional data to be collected.	ISBE/TAC	October 2010 to January 2011
Determination of state growth model uses for data analysis (i.e. accountability, school/district improvement, aid for classroom instruction, teacher evaluation).	ISBE/Growth Model Working Group	October 2010 to April 2011
Meet with Technical Advisory Committee to review growth model and psychometric model considerations.	ISBE	April 2011

Develop web-based data display tool for school and district display and work with key stakeholder groups regarding announcement of availability of the data and methodology.	ISBE/	July 2011
School/district growth data available for informational purposes.	ISBE/	October 2011
Develop program for school/district use for calculating teacher impact data.	ISBE/Growth Model Working Group	
Pilot teacher impact program.	ISBE/Growth Model Working Group	March 1, 2011 June 30, 2011
Implement teacher impact program for school/district use available and school/district growth data available for accountability purposes.	ISBE/Growth Model Working Group	September 1, 2011 to October 31, 2011
Implementation of Teacher/student linkage data reporting at state level.	ISBE/Growth Model Working Group	August 1, 2011 to September 30, 2011
Implementation of calculations of teacher impact completed by state, if determined that is preferred.	ISBE	September 1, 2014 to October 31, 2014

E.   Budget

The budget for the development and implementation of the student growth data plan is as follows:

Student Growth Data System

Budget Item	Amount	Source of Funds (federal, State or local)
Retention of student growth model consultant re planning, developing and implementing the student growth data system	$150,000	State: ISBE
Designing and implementing the student growth data system, including development and implementation of web-based display tools to report the student growth data and assistance to schools and LEAs on using the student growth data system for accountability and policymaking purposes.	$500,000	State: ISBE

**F.	Obstacles to the Development and Implementation of the System**

The State, through its planning process, has identified and will continue to work to identify technical obstacles to implementing a student growth data system so that the State can address and resolve any issues which may impede its ability to implement this system by the dates set forth in the Project milestone chart set forth above. One obstacle, as briefly described above, will be the collection and dissemination of student growth data for individual teacher impact on student achievement. The State, as will be further discussed in indicator b(3), is in the process of selecting new state assessments. As a result, ISBE will have to decide whether it wants to share information of teacher impact prior to implementation of the new state assessments or whether it should not report on teacher impact on student achievement until the new state assessment can be implemented. With the enactment of the P-20 Longitudinal Education Data System Act, there are no regulatory or statutory obstacles to implementation of student growth data connected to individual teachers.

**G.	Reporting on Development and Implementation**

ISBE, through its website, will create a webpage specifically dedicated to the development and implementation of the State's longitudinal data system. While the State's longitudinal data system does not specifically require states to implement a student growth data system, it does require the State to establish a statewide system to match teachers and their students. As a result, ISBE will include periodic progress reports, at least semi-annually, on the development of the student growth data system within ISBE reporting of the student/teacher identifier system. These progress reports will include updates on the development of the system, including proposed plans for various elements of the system and information on the project timelines mentioned above. The State Board of Education will consult with various stakeholders on the content of the progress reports to be posted on the website.

State Fiscal Stabilization Fund Indicator (b)(3)

Describe the plan for providing teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

A.   **Overview.**

        As discussed in indicator (b)(2) above, ISBE will be developing and implementing a student growth data system which will provide data on teachers' current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs. As part of the student growth data system, ISBE will be collecting and eventually reporting on individual teacher impact data on student achievement for certain state administered standardized assessments. However, ISBE is currently in the process of developing new state assessments which will serve as appropriate tools of measuring teacher impact on student achievement. Consequently, while ISBE current state assessments do not provide the means to accurately measure teacher impact, ISBE anticipates that the new state assessments will be designed to effectively measure teacher impact.

B.   **Core Project Element**

        Illinois joined a consortium of states participating in the Common Core State Standards Initiative to jointly develop and implement common, high-quality assessments aligned with the Common Core K-12 standards. Through this consortium, PARCC, ISBE will be able to ensure that the new state assessment is designed to effectively measure individual teacher impact on student achievement. The first administration of the new assessments will be in the 2014/15 school year, with the 2015/16 school year serving as the first school year with two years of state assessment data for calculating student growth. The teacher impact data developed from the new state assessment will then be integrated into the student growth data system set forth in indicator b(2).

C.   **Project Management and Governance**

        ISBE will be responsible for the adoption and administration of the new state assessments and for integrating information from the new assessments into the student data growth system as described in indicator b(2). As a governing state, ISBE is required to use the assessments development through PARCC.

D.   **Phasing and Project Scheduling**

Project Milestone Chart

        The below charts identify the milestones and activities for ISBE's selection of the new state assessments and its integration of teacher impact data from those assessments into the

student growth data system, including the anticipated beginning and end dates for each milestone.

Selection of New State Assessment to Provide Teacher Impact Data

Project Task	Responsible Party(ies)	Beginning/End Dates
Adopt common core standards	ISBE	July 2010
Develop new assessments, in partnership with consortium of states, aligned with multi-state common core standards.	ISBE/Assessment Vendor(s)	2011-2013
Pilot administration and continued development of new assessments; planning in all other districts.	ISBE/Assessment Vendor(s)	2012-2013
Initial full administration of new state assessments.	ISBE/Assessment Vendor(s)	2014-2015
First year with two years of state assessment data for calculating student growth and implementation of data from new state assessments into student growth data system.	ISBE/Assessment Vendor(s)	2015-2016

The Student Growth Data System will be developed as part of the implementation of the Student Growth Data System. Please refer to the project milestone chart for indicator b(2).

E.   Budget

The budget for the development and implementation of the student growth system is set forth in the plan for indicator b(2).

Other costs associated with the integration of teacher impact data will be included within the budget for new state assessments. In addition, as shown below, the State is budgeting $250,000 as a contingency to modify the student growth system as necessary to account for teacher impact data.

Teacher Impact Program

Budget Item	Amount	Source of Funds (federal, State or local)
Contingency to modify the student growth system as necessary to account for teacher impact data.	$250,000	State: ISBE

F.   Obstacles to the Development and Implementation of the System

The State, through its planning process, has identified and will continue to work to identify technical obstacles to developing new state assessments and integrating information from those assessments on teacher impact data into the student growth data system so that the State can address and resolve any issues which may impede its ability to implement this system

by the dates set forth in the Project milestone chart set forth above. As previously noted, the most significant barrier is that the current state assessments do not provide the means to accurately measure teacher impact. With the enactment of the P-20 Longitudinal Education Data System Act, there are no regulatory or statutory obstacles to implementation of the new state assessments.

G.   Reporting on Development and Implementation

ISBE, through its website, will create a webpage specifically dedicated to the development and selection of the State's new assessments. This website will include periodic progress reports, to be provided at least semi-annually, on the State's development and implementation of the new assessments, including updates on the adoption of common core standards for the assessments and information on the project timelines mentioned above. ISBE will consult with various stakeholders on the content of the progress reports to be posted on the website.