

June
2018

PROGRESS REPORT

Comprehensive Strategic Plan for
Elementary and Secondary Education



**Illinois
State Board of
Education**

James T. Meeks, *Chairman*
Tony Smith, Ph.D., *State Superintendent*

STATE BOARD OF EDUCATION



Tony Smith, Ph.D.
State
Superintendent of
Education

The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor.



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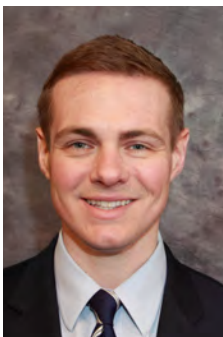
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Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

June 30, 2018

The Honorable Governor Bruce Rauner
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2018 Progress Report

Dear Governor Rauner and Members of the General Assembly:

The Illinois State Board of Education (ISBE) each year updates its continuing Comprehensive Strategic Plan for Elementary and Secondary Education, per the Education Reform and Accountability Act of 2004. This annual "Progress Report" describes how the agency concentrates its efforts to fulfill our Board's mission, vision, and goals.

ISBE works to bring our five key areas of focus (money, quality, autonomy, competency, and community) from ideas to policy to practice.

Competency-based education started as an idea. A handful of states and districts around the country pioneered systems of instruction and credits based on what students knew and could do, rather than how much time they spent in their seats. Illinois joined those pioneering states in 2016 with the Postsecondary and Workforce Readiness Act, which authorized ISBE to launch the Competency-Based High School Graduation Requirements Pilot Program.

The Illinois Learning Standards initiated the shift in 2014 to student-driven and inquiry-led learning in which teachers coach and facilitate while students seek and do. Why not break down other artificial walls around learning – "seat time" and the school building? Competency-based education recognizes that students learn and demonstrate knowledge differently and that learning happens everywhere.

Fifteen districts – large and small, urban and rural – have joined the pilot so far. They are improving literacy outside of English class and building formative assessments that include the diverse strengths of all students. They are engaging students, educators, employers, institutions of higher learning, and families in what they want to see in their 21st-century schools.

Already, students who otherwise may not have finished high school at all have graduated meaningfully prepared for college and career. Our accountability system's college and career readiness indicator also now recognizes that students need multiple pathways as they prepare to thrive after high school.

Illinois turned an idea into a policy, and then into an integrated practice that is transforming students' lives.

We have explicit opportunities in the coming year to continue this progression in each of our key areas of focus. Progress begins with a common commitment to creating schools in every community where each child is included, feels a deep sense of belonging, and experiences the unanxious expectation that they will succeed.

The enactment of the Evidence-Based Funding for Student Success Act on August 31, 2017, demonstrated our shared understanding that schools are situated in communities where resources are more or less present. Creating fair access to quality requires different types of supports in different contexts to get to the same high outcomes.

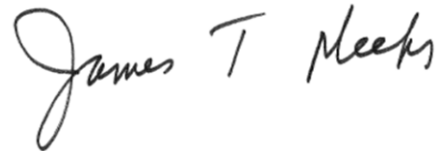
This work of equity is the cornerstone of our future civic and economic health.

ISBE believes we exist to help districts solve problems so they can better serve children and families. We are working to become the very best agency we can be to provide the level of service children and families deserve. ISBE deeply values your efforts over the past year to support the agency's mission. We look forward to continuing our collaboration with you to create the conditions in which all of Illinois' communities can thrive.

Sincerely,



Tony Smith, Ph.D.
State Superintendent of Education



James T. Meeks
Chairman



Illinois State Board of Education

Progress Report

Comprehensive Strategic Plan for Elementary and Secondary Education

June 2018

Table of Contents

Comprehensive Strategic Plan for Elementary and Secondary Education

Executive Summary	9
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Section One: Key Areas of Focus

Money: Establish an adequate and equitable education finance system	23
Quality: Common definition of, and fair access to, quality education	27
Autonomy: Maximize district autonomy to provide quality education to all families	31
Competency: Encourage competency-based learning	35
Community: Districts and schools as centers of healthy communities	37

Section Two: Progress on Agency Goals

Goal: All kindergartners are assessed for readiness	43
Goal: Ninety percent or more of third-grade students are reading at or above grade level	47
Goal: Ninety percent or more of fifth-grade students meet or exceed expectation in mathematics	51
Goal: Ninety percent or more of ninth-graders are on track to graduate with their cohort	55
Goal: Ninety percent or more students graduate from high school ready for college and career	59
Goal: All students are supported by highly prepared and effective teachers and school leaders	63
Goal: Every school offers a safe and healthy learning environment for all students	67



Illinois State Board of Education

Executive Summary

2018

Executive Summary

The Illinois State Board of Education (ISBE) develops and maintains a continuing five-year comprehensive strategic plan for elementary and secondary education in accordance with Public Act 93-1036. Agency staff members revisit the plan each year to review the agency's accomplishments and to refine the agency's strategies. The State Board amended its strategic plan in September 2015 to reflect a new vision for public education, establish a new mission, and identify refocused goals.

ISBE'S VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

ISBE'S MISSION

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students,

parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE'S GOALS

Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



Teachers in Northwest Elementary School in Lincoln Elementary School District 27 embed technology into their curriculum to support student learning. Google named Lincoln ESD 27 a Reference District, one of a handful of districts in Illinois selected as an exemplar of how to integrate Google technology into instruction.



Sandy Voss, ISBE'S 2018 School Nutrition Champion, celebrates the "Illinois Great Apple Crunch" with third graders at Winnebago Elementary in Marquardt School District 15. Sandy distributes produce to elementary schools annually on this day-long celebration of fresh, local apples.

ISBE'S KEY AREAS OF FOCUS

ISBE's five key areas of focus are the strategies the agency is employing to make progress toward its goals.

- Money: Establish an adequate and equitable education finance system
- Quality: Common definition of, and fair access to, quality education
- Autonomy: Maximize district autonomy to provide quality education to all families
- Competency: Encourage competency-based learning
- Community: Districts and schools as centers of healthy communities

MONEY

New state and federal policies are intersecting to transform opportunities for fiscal equity at the state and local levels.

Governor Bruce Rauner signed into law Public Act 100-0465, the Evidence-Based Funding (EBF) for Student

Success Act, on August 31, 2017, after years of intense work by lawmakers and advocates. This law radically changed the primary state funding system for school districts, sending more resources to Illinois' most under-resourced students.

In the first year of the formula, the state distributed \$395 million in new money to communities that have been starved of opportunity and capital for decades. ISBE met our planned timeline to fully and accurately voucher fiscal year 2018 payments, thanks to the extraordinary partnership of districts and lawmakers. The formula requires an additional \$7.2 billion investment to close the remaining gaps between the funding school districts are receiving and the funding the statute says they deserve as a baseline for quality.

We now have common language to empower an honest conversation about inequity and fairness. School districts in Illinois range from having less than half to nearly three times the statutory definition of full financial capacity to meet expectations. We can learn from those districts that are outperforming their financial capacity and use those lessons to support those that are not.

Districts can use their Evidence-Based Funding to support progress toward the State Board’s goals. EBF defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include guidance counselors, kindergarten, technology, and instructional coaches. Districts do not have to budget according to the cost factors in the EBF formula. However, they can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools’ capacity to support learning.

A provision in the Every Student Succeeds Act (ESSA) is also empowering a dialogue about fiscal equity within each of our districts. ESSA requires all school districts to report per-pupil expenditure data at the district level and at the school level, disaggregated by source of funds (federal and state/local), beginning with FY 2019 data. This new site-based expenditure reporting provides a powerful opportunity for districts and local communities to examine resource allocation and the relationship between financial investments and student outcomes.

QUALITY

ISBE believes equity is the best strategy for improving the quality of education provided to every Illinois student. Equity means holding high expectations for all children and providing all children the individual supports they need to thrive – including extra financial resources and layered learning supports in school.

The Illinois ESSA Plan establishes IL-EMPOWER as the state’s differentiated system of support to build schools’ capacity to meet each student’s individual needs so they can reach our shared expectations. IL-EMPOWER will expand statewide to serve all eligible schools and districts at the beginning of the 2018-19 school year. To prepare for the statewide launch, ISBE has been learning from 31 districts participating in a yearlong IL-EMPOWER pilot about how to refine the process and supports.

Multiple accountability indicators in the Illinois ESSA Plan measure our progress toward fair access to quality education for all students. Each school will receive a summative designation to ensure parents,

families, and communities have clear information about their schools’ quality. The lowest-performing schools will receive comprehensive and differentiated supports through IL-EMPOWER to build their capacity to improve student outcomes.

ISBE launched the state’s first ever Public Inquiry in December 2017 to examine potentially systemic issues in the special education procedures and policies in Chicago Public Schools after advocates, parents, and teachers brought concerns to ISBE. The new Public Inquiry process facilitated fair and transparent fact-finding.

The Public Inquiry team, led by ISBE’s Office of the General Counsel, found systemic problems that may have delayed or denied the provision of special education services to students and violated the federal Individuals with Disabilities Education Act. ISBE leaders developed a corrective action plan in concert with CPS and the advocates who brought the initial complaint. The corrective actions include a monitor appointed by ISBE to oversee implementation of the plan over the next three years.

AUTONOMY

Every student, school, and district has a unique context and individual strengths and opportunities. Greater autonomy allows school districts to meet the needs of their local communities while working toward the same common goals. ISBE empowers school districts, schools, and educators with tools and supports to make data-informed decisions, implement evidence-based practices, and plan with equity and the whole child in mind.

Illinois is committed to maximizing digital learning opportunities for all students. Future Ready Illinois helps educators learn about and implement personalized learning strategies in order to achieve equity and excellence for each and every student in Illinois. Illinois joined the national Future Ready Schools initiative in October 2016, and 236 Illinois districts have taken the Future Ready pledge. Districts that have taken the pledge have the opportunity to participate in professional learning events, utilize the free interactive planning dashboard, and access resources throughout the year.



First Tech Challenge Robotics students at Horizon Science Academy McKinley Park present their robots and engineering portfolios.

The Learning Technology Centers (LTCs) of Illinois are instrumental in supporting districts with technology integration and initiatives, including Future Ready Schools. LTCs are facilitating a one-year capacity-building program designed to meet the professional learning needs of principals as they transition to digital and personalized learning.

ISBE requested \$6.3 million in its FY 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with ISBE, other state agencies, and EducationSuperHighway.

ISBE also supports district autonomy by sharing best practices through peer-to-peer networks. Research shows that adult learners are more likely to retain information when it is presented in narrative story format. To build upon that, the IL-EMPOWER differenti-

ated system of support established by the Illinois ESSA Plan includes three storyteller positions. The storytellers will travel to each district in the state to identify and tell stories of strong teaching and learning practice to be used as a peer-to-peer learning tool statewide.

COMPETENCY

Quality schools today recognize and nurture the individual strengths each student brings to the classroom. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults.

Our schools and communities are more connected than ever. Learning happens in classrooms -- but also in workplaces, at internships, on farms, and in labs. ISBE's Competency-Based High School Graduation Requirements Pilot Program, launched in December 2016, promotes innovations in teaching and learning to make high school more relevant to today's students and to better prepare them for college and career.

Competency-based education decouples learning from the constraints of "seat time." Students work toward mastery of "competencies" -- discrete skills and knowledge sets -- and progress to new or more

advanced content once they demonstrate mastery. Competency-based education involves more personalized instruction, allowing students to learn at their own pace.

The 10 districts in the first cohort of the pilot convened in September 2017 to study national best practices, build relationships, find points of connection, and begin moving their pilots from vision to action. ISBE announced the six initial districts in the second cohort of the pilot (five new districts and five additional schools from Chicago Public Schools, a participant in the first cohort) in March 2018. Each participating pilot district has a unique strategy for implementing competency-based teaching and learning.

A competency-based approach to education can also help adult learners. ISBE, in partnership with Illinois State University, launched the first of two micro-credentialing pilots designed for teachers in January of 2018. Micro-credentialing provides a system of recognition for educators' demonstrated skills, competencies, or enhanced understanding of a concept or topic. Educators have the freedom to grow through a variety of formats — traditional coursework, job experience, collaboration, workshops and conferences, research, and independent learning. After participants gain the knowledge and skills necessary to show competency in a skill area, they submit evidence or artifacts for scoring by evaluators. A successful submission earns a learner a badge, which they can add to their portfolio. The second micro-credentialing pilot will begin in the summer of 2018.

COMMUNITY

Schools and communities must work in partnership to help students develop into contributing adults. We must recognize and nurture each student as a “whole child” – an individual with interconnected needs nested in an ecology of overlapping environments – to effectively challenge persistent gaps in opportunity and outcomes.

Creating the conditions for children's healthy development begins in infancy. ISBE is engaged in several partnerships to support children in their early years. Illinois became the 31st state to join the Pyramid Model Consortium in late 2017 with the goal of promoting the social-emotional development of Illinois' young children.

ISBE strives to keep all students engaged in school, including students struggling with discipline or attendance, students in the state's care, and students experiencing homelessness. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.

One of ISBE's legislative initiatives, House Bill 3784, would remove the provision from the School Code that allows school districts to drop from their rosters students who fail to meet minimum academic standards. This would support students at risk of dropping out with access to the opportunities and resources they need to stay in school and graduate from high school ready for college and career.

ISBE provides technical assistance to the Department of Juvenile Justice and school districts to help youth in the state's care transition successfully back into their communities, either back to school or to employment. ISBE is also participating in the Illinois Task Force on Developing Opportunities for Youth and Young Adults Who Are Jobless and Out of School to re-engage, educate, and train out-of-school youth, including those without a diploma and those who have low attendance.

ALL KINDERGARTNERS ARE ASSESSED FOR READINESS.

ISBE believes that children's early years present a critical opportunity to support development for lifelong learning success. A strong experience in kindergarten equips a child for future learning and growing. Understanding the developmental readiness of all students entering kindergarten is key to ensuring all children receive equitable support in their early years, in kindergarten, and beyond.

The Kindergarten Individual Development Survey (KIDS) is an observational tool that teachers use to better understand the strengths, challenges, and dispositions of children entering kindergarten. ISBE launched KIDS statewide in fall 2017 after a successful multi-year pilot. KIDS requires all kindergarten



East St. Louis Senior High School Class of 2018 valedictorian earned both a high school diploma and an associate's degree upon graduation, as a result of East St. Louis District 189's Running Start partnership Southwestern Illinois College.

teachers to observe students on 14 measures across four learning domains during the first few weeks of school. KIDS builds on what children already know and can do and focuses on the skills and competencies that are important for a child long term.

KIDS helps teachers individualize their teaching for different students and gives families concrete areas in which they can support children's cognitive and social-emotional development at home. In the first year of statewide KIDS administration, 98 percent of eligible districts participated, serving 125,800 students in 2,070 schools.

ISBE has committed to providing resources to support the ongoing implementation of KIDS. KIDS coaches are available for five years to provide training to schools and districts.

High-quality early childhood programs establish a strong foundation for the path toward college and career readiness. ISBE administers state and federal grants to expand access to high-quality early learning opportunities. The Early Childhood Block Grant program provides funding to serve children from birth to age 5 through the Prevention Initiative and Preschool for All programs.

ISBE supports students throughout the critical transitions from the early years to kindergarten and from kindergarten to the later grades, where learning may look very different. ISBE staff meet monthly with the Kindergarten Transition Advisory Council to discuss different areas of kindergarten transition.

NINETY PERCENT OR MORE THIRD-GRADE STUDENTS ARE READING AT OR ABOVE GRADE LEVEL.

Researchers often refer to third grade as the pivotal moment when a student shifts from "learning to read" to "reading to learn." The content students encounter in science, mathematics, and social studies after third grade requires more reading and active synthesis of academic vocabulary. Ensuring every child can read at or above grade level by the end of third grade protects their ability to access greater learning opportunities as they mature through school and life.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality, as well as attainment of grade-level standards in English language arts as a key academic performance indicator for all schools.

ISBE measures students' proficiency and growth in English language arts through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. Our state assessments provide a common measure for educators and families to understand students' attainment of and growth toward the rigorous Illinois Learning Standards.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. Illinois will continue to use the high-quality PARCC items as the base of the 3-8 test; however, ISBE is releasing a competitive Request for Proposals to make Illinois' assessments even more useful to educators, students, and families.

Third-grade literacy depends not only on the strength of English language arts instruction but also on

students' developmental experiencing leading up to third grade. Illinois' new accountability system also includes a preschool to second grade (P-2) measure, which looks at critical indicators of strong support and learning in the early years. The BUILD Initiative and the Governor's Cabinet on Children and Youth Early Childhood Workforce Development Project seek to ensure all children have early care services delivered by a qualified, valued, diverse, and supported workforce.

Federal 21st Century Community Learning Center grants fund extended learning opportunities for students and families with the goal of improving students' academic achievement. Students build literacy skills through plays, science lessons, and personalized learning opportunities.

NINETY PERCENT OR MORE FIFTH-GRADE STUDENTS MEET OR EXCEED EXPECTATIONS IN MATHEMATICS.

Many high-wage and high-demand careers require a solid foundation in math. Today's students are working toward deep conceptual understanding and developing critical reasoning, perseverance, and problem-solving skills that transfer to other subjects. Ensuring students are on track with math concepts as they enter middle school is key to preparing students for success in their chosen path after high school.

The 3-8 indicator in Illinois' accountability system consists of two components: students' grades or commensurate standards-based grading in math in fifth grade and a Middle School Success indicator. Middle School Success considers students' grades in core courses in the sixth through eighth grades and whether students have experienced a suspension or expulsion. Together, these metrics will consider the relationship between participation in educational programming and students' math grades (or commensurate standards-based grading).

The Illinois Learning Standards in math and science both support student-driven learning. The standards promote the mastery of transferrable practices – such as engaging in argument from evidence and using appropriate tools strategically – as well as student-led investigations of key concepts.

ISBE administers the federally funded Math and Science Partnership (MSP) grant to improve educators' instructional practice in science, technology, engineering, and mathematics (STEM). The MSP grant cultivates partnerships between high-need school districts and the STEM departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields.

The \$15 million Healthy Community Investment grants help districts improve academic outcomes for students by providing enrichment activities outside of school hours and strengthening support services for students facing the greatest challenges. Districts use these funds in the ways that will best improve student outcomes locally. Many districts opt to deepen students' understanding of STEM.

NINETY PERCENT OR MORE OF NINTH-GRADERS ARE ON TRACK TO GRADUATE WITH THEIR COHORT.

A student who finishes ninth grade "on track" is almost four times more likely to graduate from high school than the student who is not. In the 2016-17 school year, 87.1 percent of ninth-graders finished the year on track, an increase of 5 percentage points over last year and a high for the last four years. This is a promising trend toward reaching our statewide goal.

The accountability system ISBE developed under ESSA includes a ninth-grade on-track indicator. ISBE is in the planning stages of developing an early warning system to identify students at risk of missing key educational milestones across the grade span, including finishing ninth grade on track.

ISBE launched Ed360 statewide in February 2018. The data dashboard empowers educators and educational leaders with free and secure access to their data in near-real time. Ed360 helps educators, principals, counselors, superintendents, and other staff make data-informed instructional decisions and connect to relevant professional development resources. More than 400 school districts had opted into Ed360 within three months after the launch.

NINETY PERCENT OR MORE STUDENTS GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER.

A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

The college and career readiness indicator in Illinois' accountability system recognizes that a single test score cannot truly show readiness for college and career. Students can earn a College and Career Ready or Distinguished Scholar commendation through academic and career-preparation accomplishments and experiences inside and outside of school.

Illinois was selected to be the first state in the country to focus on closing the gaps in access to advanced coursework by race and income that persist in the majority of schools across the country. Fifty-two schools in 25 districts have partnered with Equal Opportunity Schools (EOS), a national nonprofit, as a part of the Lead Higher Initiative. Partner schools are working with EOS to collect and analyze data around Advance Placement (AP), International Baccalaureate (IB), and college/career readiness in their high school buildings.

In addition to joining the Lead Higher Initiative, ISBE covered a portion of the AP exam fee for all students who qualified as low-income in 2017. The AP exam fee reduction and EOS partnership resulted in an 11 percent increase in the number of low-income students taking AP exams over 2016 levels – well above the 7 percent national increase and three times greater than the 3.6 percent average increase in states that did not provide funding. EOS partner schools have enrolled an additional 4,389 students of color and low-income students in AP/IB courses as of March 2018.

Authentic workplace learning experiences in high school help students discover career areas of interest and persist toward earning a degree or credential. Many career and technical education programs work with local institutions of higher learning to offer students opportunities to earn college credits and industry-recognized credentials while in high school. School districts have established an average of seven new agricultural education programs per year in each of the last five years.

ISBE's 2017-18 Student Advisory Council identified postsecondary preparation as a significant source of stress for students. Council members launched a new Student Voices microsite at www.isbe.net/studentvoices to create space for students statewide to ask and answer questions about preparing for their futures. The site links to resources from the state on subjects such as paying for college and mental health.

ALL STUDENTS ARE SUPPORTED BY HIGHLY PREPARED AND EFFECTIVE TEACHERS AND SCHOOL LEADERS.

The stakes are high to ensure every student has an excellent teacher in every classroom. As of October 2017, more than 2,000 teaching positions went unfilled across Illinois.

ISBE's research, data, and advocacy on the state's teacher shortage has led to a number of coordinated efforts to address teacher workforce issues.

ISBE embarked on a significant effort to strengthen data collection, sharing, and reporting between ISBE and institutions of higher education (IHEs) in order to advance the work of educator preparation programs statewide. The Partnership for Educator Preparation Steering Committee provided input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The system aims to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide. After a successful pilot in fall 2016, all 59 IHEs offering teacher preparation programs in Illinois are participating and collecting data for all of their teacher preparation programs.

Illinois announced "Teach Illinois – Strong Teachers, Strong Classrooms" in September 2017. Teach Illinois is a year of study on teacher workforce issues to address the teacher development pipeline, diversity, licensure, preparation, recruitment, retention, and support. ISBE will present a comprehensive report with recommendations for legislative and agency action by September 2018.

ISBE continues to work with lawmakers to streamline teacher licensure and remove barriers to qualified individuals obtaining an appropriate license to teach, including by expanding reciprocity for teachers licensed in other states.

Illinois joined the Council of Chief State School Officers' Diverse and Learner-Ready Initiative, committing with nine other states to diversify the future teacher workforce and ensure all teachers are prepared to use students' racial and cultural identity as an asset in their learning.

The Illinois ESSA Plan commits ISBE to using federal Title II dollars to enhance professional learning and resources for educators regarding social and emotional learning, cultural competence, conflict management, trauma and behavioral health issues, restorative practices, and anti-racist and anti-bias approaches.

In order to support effective district leadership as well as effective teaching, ISBE implemented a Superintendents-Only Support (SOS) Line, a phone line developed for district superintendents to have direct access to ISBE senior staff as needed throughout the workday. ISBE is piloting the SOS Line and anticipates opening it to all Illinois superintendents in August 2018.

EVERY SCHOOL OFFERS A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS.

A safe, caring, inclusive, and responsive school climate creates the conditions for all students to engage with new ideas, take advantage of learning opportunities, and grow to reach their full potential.

The 5Essentials Survey provides a comprehensive picture of a school's climate by measuring five components: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. The accountability system ISBE developed under ESSA includes students' participation in the climate survey as an indicator of school quality.

Physical health and safety are essential to students' ability to grow and learn. ISBE is proud to administer several nutritious food programs funded by the U.S. Department of Agriculture, including the National School Lunch and Breakfast Programs, the Fresh Fruit

and Vegetable Program, and the Summer Food Service Program. These programs bring critical resources to families and communities across the state.

The Substance Abuse and Mental Health Services Administration's Advancing Wellness and Resilience in Education Project works toward building a strong behavioral health care system for children and families. The \$1.9 million grant supports state- and community-level transformation and training to improve mental health literacy and capacity among adults who interact with school-aged children. A Centers for Disease Control and Prevention grant for HIV, STD, and unintended pregnancy prevention supports districts in decreasing sexual risk behaviors among adolescents.

All students deserve to feel and be safe and included in our schools. The shooting at Marjory Stoneman Douglas High School in Parkland, Florida, sparked a national movement among students. ISBE issued a guidance leading up to the student-led national day of action on March 24, 2018, encouraging schools to use the event as a teachable moment on civic engagement and respectful discourse.



State Board Member Ruth Cross speaks with members of ISBE's Student Advisory Council for the 2017-18 school year. Student Advisory Council members provide student perspectives on the state's education issues and have a front-row seat as the State Board formulates policy.

Section One:

Key Areas of Focus

Money:

Establish an adequate and equitable education finance system.

New state and federal policies are intersecting to transform opportunities for fiscal equity at the state and local levels.

Governor Bruce Rauner signed into law Public Act 100-0465, the Evidence-Based Funding (EBF) for Student Success Act, on August 31, 2017. This law radically changed the primary state funding system for school districts, sending more resources to Illinois' most under-resourced students.

ISBE is proud to have supported the historic work of the General Assembly and the Governor's School Funding Reform Commission in enacting a fairer school funding system. ISBE Board Chairman James Meeks deserves special recognition for his years of relentless leadership and advocacy that set the

foundation for this new agreement. ISBE's staff worked through more than 60 proposed models to produce the numbers that made approving a more equitable funding formula possible.

As we began to implement the new formula, ISBE and our stakeholders identified areas where the technical language did not match the intent of the law. ISBE shepherded the passage of two trailer bills to resolve the discrepancies. ISBE also led a collaborative process with school districts to verify detailed enrollment counts for the past three years, since EBF changed the basis of funding from attendance to enrollment. This change helps to ensure that students struggling with attendance receive the supports they need to re-engage with school. ISBE met our planned timeline to fully and accurately voucher fiscal year



Teachers develop innovative lessons for students participating in Champaign's DREAM House, an intensive program helping African American boys and young men reach college. The Champaign-Ford and Vermilion County Regional Offices of Education launched "Project Kid Tech" with funding from the Math and Science Partnership.



Preparing for Implementation - Site-Based Expenditure Reporting

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Illinois Principals Association

Published on May 1, 2018

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ISBE collaborated with the Illinois Association of School Business Officials and the Illinois Principals Association to release an informative video reviewing the guidance for site-based expenditure reporting.

2018 payments thanks to the extraordinary partnership of districts and lawmakers.

In the first year of the formula, the state distributed \$395 million in new money to communities that had been starved of opportunity and capital for decades. Beyond the additional and more equitably distributed money, EBF also gives us new language to talk about the needs of our students and the situated-ness of our schools within communities.

We now share a common understanding of the resources all of our children deserve. The EBF formula

defines in statute, for the first time ever, an adequate funding target for each school district based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include class sizes, psychologists, counselors, technology, summer school, and extra supports for English Learners and school-dependent students.

We also now have common language for describing how the structural and historical inequity among Illinois' communities affects the financial context of the school districts serving them. The formula determines

each district's financial capacity to meet expectations by comparing its current resources, derived from local property taxes and current state funding, to its funding target. Increases in state appropriations for EBF go to the districts whose current resources put them furthest from full capacity. The formula builds upon itself year-over-year, so no district ever gets less than it did the previous year.

Districts' current financial capacities show staggering inequity. School districts in Illinois range from having less than half to nearly three times the statutory definition of full financial capacity.

Evidence-Based Funding puts us on the path to deliver on the promise of equity for all Illinois' students. The path to full capacity for all districts requires an additional \$7.2 billion investment.

School districts that do not have sufficient resources must make hard choices to balance the demands of fiscal solvency and academic opportunity.

ISBE annually compiles School District Financial Profiles based on data from the prior fiscal year. In 2018, the second-greatest number of districts achieved Financial Recognition, the highest rating for financial health, in the 15-year history of the tool. However, most school districts in Financial Recognition had less than 75 percent of the statutory definition of adequate funding.

Layering the new EBF data over existing financial and academic measures positions ISBE to support schools more holistically. ISBE offers financial management guidance and technical assistance to all school districts and provides increased support to districts in Financial Watch, the lowest rating of financial health.

A provision in the federal Every Student Succeeds Act (ESSA) further deepens ISBE's capacity to support districts by empowering conversations about fiscal equity within an individual district.

ESSA requires all school districts to report per-pupil expenditure data at the district level and at the school level, disaggregated by source of funds (federal and state/local), beginning with FY 2019 data. This new site-based expenditure reporting provides a powerful opportunity for districts and local communities to examine resource allocation and the relationship

between financial investments and student outcomes. ISBE prioritized district voice and national best practices in implementing the provision, acknowledging that new reporting requirements often create new challenges for districts. ISBE convened an advisory group of 25 superintendents, school business officials, and representatives from statewide organizations. The group established guidelines designed to maximize the usefulness of the new data while minimizing the initial burden on districts.

ISBE released the guidance on January 30, 2018, giving districts the opportunity to make any necessary accounting and systems changes prior to the start of the new fiscal year. Advisory group subcommittees on training, data collection, and data visualization are continuing to meet and will make further recommendations.

ISBE received national recognition for our work on site-based expenditure reporting. The Council of Chief State School Officers and the U.S. Department of Education invited ISBE representatives to speak on panels and to share information with other states. The new site-based expenditure data will appear on

PROGRAMS IN ACTION



Brad Cox, superintendent of Erie Community Unit School District 1, is a member of ISBE's site-based expenditure reporting advisory group. Cox submitted his district's prior year expenditures as "test data" to allow the advisory group to see what would be necessary or possible with these new data points. Cox saw that his data confirmed his district's recent action plans highlighting the disproportionately low amount of resources per pupil that the elementary school was receiving as compared to the other buildings. As the superintendent reflected, "Had we not had these discussions of our own accord, this data would have helped illuminate this area of concern."

Erie CUSD 1 has already realized the importance of examining intra-district resource allocation to serve students better. ISBE looks forward to the stories that will come forward from other districts as they collect and review their own site-based data in the coming year and beyond.



Members of the Erie High School Band put their hours of practice and hard work to the test as they perform at the Spring Concert. Brad Cox, superintendent of Erie Community Unit School District 1, is a member of ISBE's site-based expenditure reporting advisory group.

the 2019 Illinois Report Card. ISBE is empowering each district to harness its own story to ignite local conversations about intra-district equity.

ISBE values ensuring every dollar has a maximum impact on student learning. ISBE is continuing to implement the Grant Accountability and Transparency Act (GATA), which improves oversight of grant recipients and limits fraud, waste, and abuse. GATA increases the communication and interaction between ISBE and district grantees through a coordinated and non-redundant process that includes defining the scope of the grant and responsibilities of a grant and periodic performance reporting.

ISBE now has a better understanding of each grantee's fiscal and administrative risk profile and program management capacity. We have begun targeting support to mitigate risks and improve the quality and outcomes of grant programs.

ISBE will implement increased fiscal and administrative monitoring in FY 2019 to help district grantees develop and maintain strong fiscal policies, procedures, and internal controls.

Quality:

Common definition of, and fair access to, quality education.

ISBE believes equity is the best strategy for improving the quality of education provided to every Illinois student. Equity means holding high expectations for all children and providing each child the individual supports she or he needs to thrive – including extra financial resources and layered learning supports in school.

The Illinois Every Student Succeeds Act (ESSA) Plan establishes common, high expectations for all students through challenging state standards, ambitious long-term goals, and benchmarks for interim progress. The U.S. Department of Education approved the Illinois ESSA Plan on August 30, 2017.

The plan establishes IL-EMPOWER as the state’s differentiated system of support to build schools’ capacity to meet each student’s individual needs so they can reach our shared expectations.

IL-EMPOWER will expand statewide to serve all eligible schools and districts at the beginning of the 2018-19 school year. To prepare for the statewide launch, ISBE has been learning from the 31 districts participating in a yearlong IL-EMPOWER pilot about



Students in Elmwood Community Unit School District 322 learn how to use the Lego Mindstorms E3 kit and navigate them through an obstacle course. Title I, Part A dollars are helping the district create opportunities for students to demonstrate knowledge in meaningful, practical, and hands-on ways.

PROGRAMS IN ACTION



Round Lake Area Schools Community Unit School District 116 is participating in the IL-EMPOWER pilot. The district engaged in an in-depth study of its programs, schedule, and budget to redesign itself with the goal of improving the instructional experience for learners. The district focused on providing the support its teachers needed to collaborate and provide exceptional differentiated support to their learners. The IL-EMPOWER needs assessment revealed specific staffing needs at Round Lake Middle School, including counselors and intervention teachers to provide targeted skill development to the students in the greatest need.

“We are done buying new things,” said Dr. Donn Mendoza, the district’s assistant superintendent for teaching and learning. “It’s about investing in our teaching staff. It’s about what we can build to make teachers better.”

how to refine the process and supports. A research partnership with Midwest Regional Educational Laboratory will provide additional insight into potential modifications.

IL-EMPOWER approaches school support holistically, replacing the single-provider model in recognition that each school and each student exists in a unique context. Children learn and develop in the home, the community, and the school. Schools themselves are living ecosystems. The IL-EMPOWER process promotes collaboration and peer-to-peer learning, informed by data, as vehicles for educator-led and state-supported school improvement.

Schools receiving services through IL-EMPOWER complete a comprehensive needs assessment using multiple data sources to analyze practices through an equity lens. Schools’ individual strengths and challenges guide which priority areas they will address in collaboration with external Professional Learning Partner(s). ISBE provides a quality-vetted,

pre-approved, and cost-controlled network of Professional Learning Partners to offer specialized services in three categories: Governance and Management, Curriculum and Instruction, and Climate and Culture. School support managers with deep expertise in educational leadership deliver direct support to IL-EMPOWER participants. Storytellers capture and share effective practices for schools and districts to learn from what's working for their peers.

Multiple accountability indicators in the Illinois ESSA Plan measure our progress toward fair access to quality education for all students. The new accountability system considers multiple measures, such as students' growth and proficiency, schools' climate and culture, chronic absenteeism, and college and career readiness, to obtain a holistic view of school quality. Each school will receive a summative designation to ensure parents, families, and communities have clear information about their schools' quality. The lowest-performing schools will receive comprehensive and differentiated supports through IL-EMPOWER to build their capacity to improve student outcomes.

High-quality assessments form the backbone of the accountability system. Our state assessments provide a common measure of all students' attainment of and growth toward mastery of the rigorous Illinois Learning Standards. ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. The active and ongoing partnership of educators and practitioners has made Illinois a national leader in assessments. Our commitment to excellence and equity, as well as deep partnership with educators and education leaders in the field, drive our assessment design.

Illinois will continue to use the high-quality PARCC items as the base of the test. PARCC is presently the only large-scale assessment to "fully meet" all federal accountability requirements, setting the standard for item quality, removing bias in testing, and meeting universal design. The PARCC items include complex writing tasks that require strategic reasoning and extended investigation to solve problems.

ISBE is releasing a competitive Request for Proposals to make Illinois' assessments even more useful to educators, students, and families. We are looking for

PROGRAMS IN ACTION



- Central Community Unit School District 301 used its Title I, Part A funds to help students learn science through virtual and augmented reality. The district installed hardware and software solutions to support instructional best practices for engaging with zSpace's three-dimensional applications.
- Title I, Part A dollars are helping Elmwood Community Unit School District 322 create Maker Space Classroom areas. The Maker Space equipment will provide diverse opportunities for students to demonstrate knowledge in meaningful, practical, hands-on ways.
- Joliet Township High School District 204 used its Title I, Part A funds to secure Advanced Placement math and English Springboard opportunities for students, as well as durable science equipment for its new biomedical program. Students in the program use equipment they would find in a real medical workplace, such as heart rate monitors, to engage deeply in learning about human physiology, basic biology, medicine, and research.
- Title IV, Part A funds supported Dimmick Consolidated School District's Safe and Healthy Lifestyles program. Heart Zone technology allows the district to monitor students' fitness levels. Students use their own data to set goals and monitor progress. The data also assists the physical education teacher in differentiating instruction.
- Okaw Valley Community Unit School District 302 provided leadership courses designed to strengthen students' personal and group leadership skills with funding from Title IV, Part A. The courses cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

PROGRAMS IN ACTION



- Rural Education Achievement Program funds allowed Pana Community Unit School District 8 to provide students with Bloxels Build Your Own Video Game sets. The sets unlock students' creativity and promote understanding of design logic and computer science, while incorporating students' knowledge of history, science, and math.
- Sparta Community Unit School District 140 organized field trips for students with funding from the Rural Education Achievement Program. The field trips included outings to local farms, where students gained insight about careers in agriculture, and pumpkin patches, where students saw science come to life.

proposals that would allow us to return results more quickly, utilize items developed by Illinois educators, report results on a common scale across all assessments, and transition to a computer adaptive assessment that gets more or less advanced depending on the student's performance as they progress through, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what is in front of them tomorrow.

Illinois' assessments help make equity possible by providing data on where schools and groups of students need additional supports to meet common, rigorous state standards. Supplemental federal grants administered by ISBE also play a critical role in equity.

Title I, Part A funds bolster schools' efforts to help all students meet challenging state standards. Title IV, Part A supports family and community engagement. The Rural Education Achievement Program provides additional funding for school districts in rural areas. These critical federal dollars help under-resourced schools and districts provide students with a well-rounded education, access to technology, and expanded career preparation opportunities. ISBE monitors all grantees to ensure compliance with federal regulations and grant terms. However, ISBE believes school districts need more than monitoring



Two students work in a STEM classroom in Round Lake Area Schools Community Unit School District 116, which participated in the IL-EMPOWER pilot. Round Lake redesigned itself with the goal of improving the instructional experience for learners.

for compliance to improve student outcomes and close persistent gaps in opportunity and achievement. ISBE is working across the agency to shift mindsets and practice to focus on holistic and differentiated service and support.

The work of ISBE's Division of Special Education Services exemplifies this shift. The division initiated a Results-Driven Accountability (RDA) Cohort with 14 school districts and 27 schools in Chicago Public Schools. These districts and schools had not exited the Focused Monitoring process due to unmet results targets even though they had addressed findings of noncompliance. They were given the flexibility of choosing to continue with Focused Monitoring or participate in the RDA cohort. The majority chose to participate in the RDA cohort and engage on a deeper level with ISBE staff.

The cohort is a collaborative process between ISBE and district leadership teams to analyze data to pinpoint problem areas for correction in order to improve results for all students, including students with disabilities. The process occurs over the course of one year and requires the attendance of a district leadership team at three seminars, where they engage with an interactive platform for participation and collaboration. The districts receive personalized technical assistance from ISBE coaches throughout the process. Districts learn how to define problems and utilize data to identify root causes, develop an improvement plan to achieve and sustain outcomes, and evaluate the quality of implementation and results.

PROGRAMS IN ACTION



El Paso-Gridley Community Unit School District 11 participated in ISBE's special education Results-Driven Accountability Cohort. A thorough analysis of the district's data, including the results of a survey distributed to parents, students, and staff, identified that the behaviors of students with social-emotional needs were impacting student learning across the district. Professional development was provided to staff on behavior management strategies and mental health resources. Parents were engaged as partners and provided resources to enhance parenting skills. As a result, students received additional supports designed to increase their social-emotional competency and academic achievement.

Illinois also took part in the Early Childhood Technical Assistance Center's national Inclusion Cohort from June 2016 to December 2017 to identify strengths and challenges to providing services to children with disabilities in early childhood settings. ISBE included the Cohort's recommendations regarding inclusion requirements in our Preschool for All Request for Proposals. The cohort also provided support for the Illinois Inclusion Summit and the Early Choices' Building Your Inclusion Toolbox Community of Practice.

As a result of ISBE's efforts as a part of the Inclusion Cohort, the percentage of students receiving special education services in a mainstream early childhood program increased to 40 percent – a 2.02 percent increase from the previous year. The percentage of students receiving special education services in a separate setting increased to 26.76 percent – a 1.45 percent improvement.

The RDA and Inclusion Cohorts are examples of ISBE's continued commitment to innovating and improving our services and supports to districts to create the conditions for all children to thrive.

ISBE launched the state's first ever Public Inquiry in December 2017 to examine potentially systemic issues in the special education procedures and policies in Chicago Public Schools. The new Public Inquiry process facilitated fair and transparent fact-finding after special education advocates, parents, and teachers brought concerns to ISBE in November 2017.

ISBE's Office of the General Counsel led the Inquiry Team, which included a representative from the advocates and a special education law expert. The team collected approximately 8,600 pages of evidentiary documents, hosted six public comment sessions across Chicago in February and March, and received input through a dedicated hotline. ISBE made translation services available in Spanish, Mandarin, and Cantonese. After the Inquiry Team combed through the evidence, the team hosted a three-day public hearing to question witnesses.

ISBE posted all the documentation pertaining to the Public Inquiry online to promote full transparency. ISBE's general counsel presented the Inquiry Team's final report to the State Board on April 19, 2018. The report contained 43 findings of fact. The Inquiry Team found systemic problems that may have delayed or denied the provision of special education services to students. Policies, procedures, and systems also hindered the ability of educators and families to advocate for the services students needed.

ISBE leaders developed a corrective action plan in concert with CPS and the advocates that brought the initial complaint to begin resolving the issues noted in the report prior to the following school year.



ISBE hosted a three-day public hearing as part of the state's first ever Public Inquiry, examining special education services in Chicago Public Schools.

Autonomy:

Maximize district autonomy to provide quality education to all families.

Every student, school, and district has a unique context and individual strengths and opportunities. ISBE believes in setting common, high expectations for all students in all schools and building the capacity of educators and educational leaders locally to improve student outcomes. Illinois is home to an incredibly diverse population. Greater autonomy allows school districts to meet the needs of their local communities while working toward the same common goals. ISBE empowers school districts, schools, and educators with tools and supports to make data-informed decisions, implement evidence-based practices, and plan with equity and the whole child in mind.

ISBE launched a new data dashboard in February 2018. The platform delivers the data that districts submit during the year back to them in one place and in near-real time. Ed360 is free, optional, and secure and utilizes single sign-on technology with G Suite for Education email addresses. More than 400 school districts opted into Ed360 within three months of the launch. Ed360 links educators to instructional supports, such as Kahn Academy, directly from the platform.

Ed360 helps educators, principals, counselors, superintendents, and other school staff make data-informed instructional decisions and connect to relevant professional development resources, including gaining access to the Illinois Open Educational Resources library. Illinois joined the national #GoOpen Initiative in 2016, committing to expanding the use of high-quality, openly licensed educational resources in schools. ISBE built a repository of open content, from individual lessons to comprehensive curricula.

Ed360 also links to professional development resources through Ed Leaders Network (ELN). Providing on-demand, digital opportunities for professional learning allows educators to expand their capacity anytime, anywhere they can connect online. ISBE is also creating ELN professional development modules using Ed360 to facilitate data-informed decision-making.



Students from Oak Lawn Community High School, one of 32 Apple Distinguished Schools in Illinois, showcase their work at the Apple Global Summit in Chicago. Apple Distinguished Schools are centers of leadership and educational excellence that demonstrate Apple's vision for learning with technology. Apple Distinguished School leaders use iPad and Mac products to inspire student creativity, collaboration, and critical thinking and cultivate environments in which students are excited and curious about learning.

ISBE developed Ed360 through deep engagement with educators. We are continuing to build out new features in response to feedback from the field. We are building capacity to use the Ed360 platform to recommend targeted instructional resources and professional development based on assessment data.

Ed360 also offers a formative assessment solution called Plickers. Plickers lets teachers collect real-time data without student devices. Students hold up printed Plickers cards, which, when the geometric design faces different directions, indicate different answers to a question. Teachers scan the room with their smartphones, and the Plickers application recognizes students' answers and transmits results to Ed360.

Illinois is committed to maximizing digital learning opportunities for all students. Future Ready Illinois helps educators learn about and implement personalized learning strategies in order to achieve equity and excellence for each and every student in Illinois. Illinois joined the national Future Ready

LEARNING TECHNOLOGY CENTER of ILLINOIS



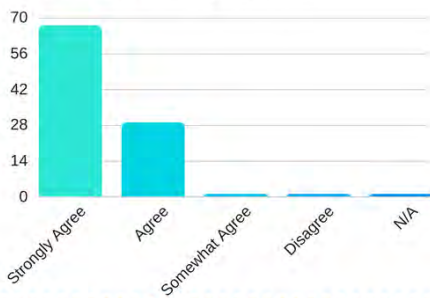
144

Total Attendees

"IT WAS ONE OF THE MOST BENEFICIAL AND PRACTICAL WORKSHOPS I HAVE EVER ATTENDED"

Evaluation Data Summary

For all ISBE Evaluation Questions



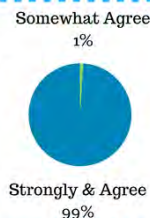
Districts Represented

117

10

Breakout Sessions

Was this a high quality professional development event?



"This was one of the best and most engaging conferences I have attended in years"

Schools initiative in October 2016. A total of 236 Illinois districts have taken the Future Ready pledge, affirming their commitment to work with students, educators, families, and members of their community to build a culture and practice of personalized, digital learning. Districts that have taken the pledge have the opportunity to participate in professional learning events, utilize the free interactive planning dashboard, and access resources throughout the year.

The Learning Technology Centers (LTCs) of Illinois are instrumental in supporting districts with technology integration and initiatives, including Future Ready Schools. LTCs are facilitating a one-year capacity-building program designed to meet the professional learning needs of principals as they transition to digital and personalized learning.

LTCs hosted approximately 74 professional learning and networking events in fiscal year 2018. More than 160 administrators and educators attended the two-day K12 Data & Security Symposium in April 2018. LTCs followed the symposium with 13 Digital Threat Assessment workshops focused on student safety. LTCs also formed a Data Security Working Group to identify areas of need and develop resources regarding effective data governance, management, and security. The working group will meet virtually once a month beginning June 2018.

LTCs also assist districts in grant application processes, such as the federal E-rate program, which offers discounts ranging from 20 to 90 percent of the costs of internet installation and provides federal funds to match up to 10 percent of districts' total fiber optic construction costs – if Illinois provides matching state funds.

ISBE requested \$6.3 million in its FY 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization [EducationSuperHighway](#). The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with ISBE, other state agencies, and EducationSuperHighway.

ISBE also supports district autonomy by sharing best practices through peer-to-peer networks. The IL-EMPOWER differentiated system of capacity building established by the Illinois Every Student Succeeds Act Plan includes support for three storytellers. ISBE believes every school and district has a positive story to tell and has room to grow. The storytellers will identify and share a positive story from each of Illinois' 852 school districts to support peer-to-peer professional learning.

ISBE's Charter Schools Program also includes a peer-to-peer learning component. ISBE collaborated with the Illinois Principals Association to produce four videos for the Ed Leaders Network highlighting the work of Illinois charter schools that are building inclusive cultures of success and becoming anchors in their communities. The videos are part of a federal grant program that is designed to expand the number of high-quality and educationally diverse charter schools in Illinois and to evaluate the effects of charter schools on student academic achievement, staff, and parents. Illinois' charter school law empowers innovative school leaders and educators to consider new approaches in the effort to close opportunity and achievement gaps.



Students present their classroom technology projects at TECH 2018 at the Illinois State Capitol in Springfield. TECH 2018 provides a space for students and teachers from across the state to demonstrate the important role of technology in their classrooms. The student showcase event highlights the need for increased funding to support equitable access to technology.

Competency:

Encourage competency-based learning.

Quality schools today recognize and nurture the individual strengths each student brings to the classroom. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults.

Our schools and communities are more connected than ever. Learning happens in classrooms -- but also in workplaces, at internships, on farms, and in labs. ISBE launched the Competency-Based High School Graduation Requirements Pilot Program in December 2016. The pilot promotes innovations in teaching and learning to make high school more relevant to today's students and to better prepare them for college and career.

Competency-based education decouples learning from the constraints of "seat time." Students work toward mastery of "competencies" -- discrete skills and knowledge sets -- and progress to new or more advanced content once they demonstrate mastery. Competency-based education involves more personalized instruction, allowing students to learn at their own pace. In the competency-based model, learning is constant, while time and place are variable.

Competency-based learning makes high school more relevant to students' own strengths and interests and to the needs and opportunities of local employers and communities.

The 10 districts in the first cohort of the pilot convened in September 2017 to study national best practices, build relationships, find points of connection, and begin moving their pilots from vision to action.

ISBE announced the six initial districts in the second cohort of the pilot (five new districts and five additional schools from Chicago Public Schools, a participant in the first cohort) in March 2018. The 15 total districts in the pilot each have a unique strategy for implementing competency-based learning and teaching. These pilot districts are creatively using technology, assessments, staffing, schedules, and local partnerships to maximize opportunities for students.

ISBE opened up a second opportunity for districts to join the second cohort of the pilot in May 2018. ISBE hosted a two-day event bringing together all of the pilot districts and welcoming any district in the state to attend and learn more about implementing competency-based practices, either as a part of the pilot or for the opportunity to explore innovative approaches to learning.

A competency-based approach to education can also help adult learners.

ISBE, in partnership with Illinois State University, launched the first of two micro-credentialing pilots designed for teachers in January of 2018. Like competency-based education, micro-credentialing allows educators to individualize their professional learning. Micro-credentialing provides a system of recognition for educators' demonstrated skills, competencies, or enhanced understanding of a concept or topic. Educators have the freedom to grow through a variety of formats -- traditional coursework, job experience, collaboration, workshops and conferences, research, and independent learning.



An FFA student representative gives a tour of Belvidere North High School's greenhouse. Belvidere School District 100 joined the second cohort of ISBE's Competency-Based High School Graduation Requirements Pilot Program in March 2018.

PROGRAMS IN ACTION

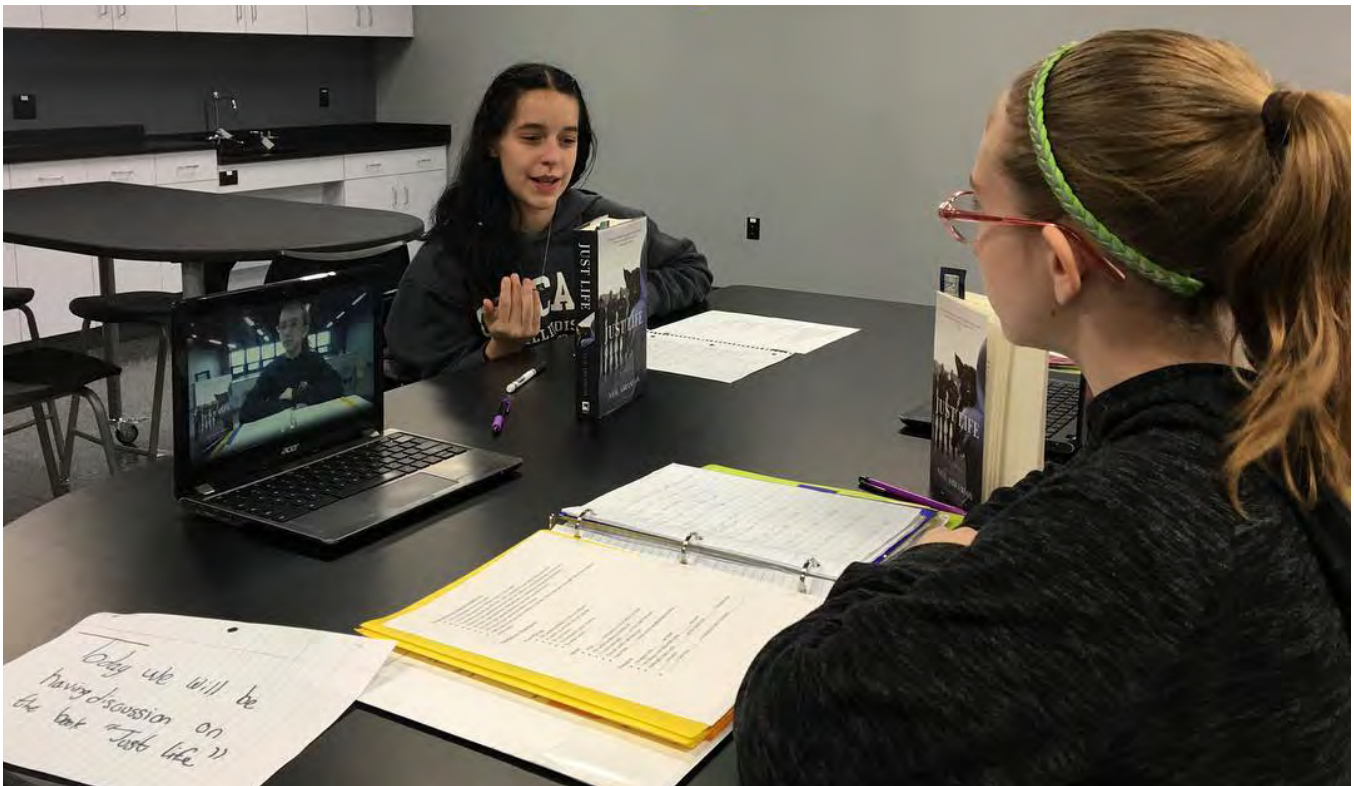


- Proviso Township High Schools District 209's competency-based program is centered on student agency. The program incorporates a growth mindset, grit, personalization, standards-based grading, and formative assessments with feedback. A teacher-coach facilitates student learning.
- Ridgewood Public School District 234 is taking a competency-based approach to math and providing greater access to learning through independent study, credential-earning, dual-credit programs, and internships.
- Williamsfield Community Unit School District 210 is promoting literacy across the curriculum. A Literacy Team of seven teachers from science, history, and English is assessing students' writing through projects, using a rubric and content model framework.

This self-driven and reflective process also raises the standard of professional learning by requiring evidence of mastery and how that skill or concept applies to the educator's teaching practice. After participants gain the knowledge and skills necessary to show competency in a skill area, they submit evidence or artifacts for scoring by evaluators. A successful submission earns a learner a badge, which they can add to their portfolio.

ISBE's micro-credentialing pilot is gathering insight from educators on the value and validity of earning a micro-credential and guiding further development of a micro-credentialing system. Evaluators currently are reviewing the evidence teachers have submitted to earn micro-credential badges. ISBE is working on a system for recognizing the badge on an educator's Professional Educator License. The second micro-credentialing pilot will begin in the summer of 2018.

At this time, Illinois is among 11 states that allow micro-credentials to count for professional development. We are proud to be at the forefront of these changes in technology and helping to shape the future of the education landscape.



In Williamsfield Community Unit School District 210, literacy is the linchpin for success. Williamsfield's competency-based program in the middle grades revolves around project-based learning, literacy competencies that extend across disciplines, and evaluation through writing, presentation, and discussion. Williamsfield is one of 15 districts participating in the state's competency-based education pilot.

Community:

Districts and schools as centers of healthy communities.

Students learn and grow inside and outside the school walls. We must recognize and nurture each student as a “whole child” – an individual with interconnected needs nested in an ecology of overlapping environments – to effectively challenge persistent gaps in opportunity and outcomes. Schools and communities must work in partnership to help students develop into contributing adults.

Creating the conditions for children’s healthy development begins in infancy. ISBE is engaged in several partnerships to support the whole child in his or her early years.

Illinois became the 31st state to join the Pyramid Model Consortium in late 2017 with the goal of promoting the social-emotional development of Illinois’ young children. The Pyramid Model gives teachers and home visitors concrete strategies for promoting healthy social-emotional development of infants and toddlers. The state leadership team, under the guidance of the Governor’s Office of Early Childhood Development (GOECD), is working to advance statewide collaboration and implementation of the Pyramid Model, with guidance and resources from the consortium. ISBE and GOECD received supplemental funding from the U.S. Department of Education to provide additional supports to 28 programs funded through an existing Preschool Development Grant, allowing these programs to become intensive implementation sites for the Pyramid Model.

The Illinois Infant/Early Childhood Mental Health Consultation Project launched in September 2015. The project is built upon research-based findings that social and emotional development is the foundation for success in learning and in life and can be supported by creating early partnerships between families, providers, programs, systems, and mental health professionals.

ISBE worked with the Illinois Children’s Mental Health Partnership and other public and private partners to design a multi-year initiative to strengthen the capacity of early childhood professionals, families, programs, and systems to prevent, identify, treat, and



First grade students in Marquardt School District 15 plant seeds in milk jugs as they learn how food grows. Sandy Voss, ISBE’s 2018 School Nutrition Champion, assists students in this hands-on activity. The School Nutrition Champion award recognizes the leadership and dedication of school nutrition professionals.

reduce the impact of mental health challenges among infants and young children. The initiative launched on September 1, 2015. The 30-month Phase III of the initiative began in October 2017. Phase III will pilot the workforce development plan in three different child-serving systems, across four communities.



Students share their stories at a public hearing on the fiscal year 2019 budget. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success.

State-funded preschool programs with access to Infant/Early Childhood Mental Health Consultation services reported significant decreases in expulsions rates: 5.7 children per 1,000 compared to 10.8 children per 1,000 for programs with no consultation services, according to research by Walter S. Gilliam, Ph.D., and Golan Shahar, Ph.D.

Students need our schools to be places of belonging. Decades of brain science affirm that children need to feel safe and connected to grow into secure adults. ISBE strives to keep all students engaged in school, including students struggling with discipline or attendance, students in the state's care, and students experiencing homelessness. Ensuring our schools are places of inclusion helps to strengthen relationships with families and communities.

Public Act 100-0105, passed in fall 2017, established requirements concerning suspension and expulsion of children enrolled in state-funded preschool programs. The law requires programs to request that parents or guardians appear at a meeting of the board to discuss their child's behavior prior to expulsion taking place, among other provisions. The Preschool Suspension and Expulsion Rules Workgroup includes ISBE's Early

Childhood Division, the Governor's Office of Early Childhood Development, the Illinois Department of Children and Family Services (DCFS), Head Start, and the Ounce of Prevention Fund. The group is working to develop common rules for ISBE and DCFS programs, developing resources and system of support, and implementing a common data collection system.

One of ISBE's legislative initiatives, House Bill 3784, would remove the provision from the School Code that allows school districts to drop from their rosters students who fail to meet minimum academic standards. This would support students at risk of dropping out with access to the opportunities and resources they need to stay in school and graduate from high school ready for college and career.

Illinois understands how important it is to ensure that every student has a pathway to success. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.

PROGRAMS IN ACTION



Catastrophic flooding in February 2018 displaced 131 students in Iroquois County Community Unit School District 9. ISBE and the Iroquois-Kankakee Regional Office of Education 32 worked together to assess the needs of the displaced students. We were able to provide \$200 per student from McKinney-Vento Emergency funds that the district could use for tutoring, school supplies, transportation, afterschool services, and clothing.

ISBE continues to implement the federal McKinney-Vento Homeless Act, which addresses the challenges that homeless children and youth face in enrolling, attending, and succeeding in school. ISBE awards 75 percent of McKinney-Vento funds to regional sub-grantees. Seven lead area liaisons analyze data from school districts and work with districts to ensure they are identifying students experiencing homelessness and providing equitable opportunities to learn and succeed in school.

Illinois must develop opportunities for out-of-work and out-of-school youth to meet the state's goal of 60 percent of all Illinoisans having a high-quality degree or credential by 2025. ISBE provides technical assistance to the Department of Juvenile Justice and school districts to help youth in the state's care transition successfully back into their communities, either back to school or to employment.

ISBE is participating in the Illinois Task Force on Developing Opportunities for Youth and Young Adults Who Are Jobless and Out of School to re-engage, educate, and train out-of-school youth, including those without a diploma and those who have low attendance. ISBE is conducting hearings, comparing Illinois' data to other states' data, and examining programs and funding used by other states, counties, and cities to produce a final report by January 2019. ISBE's work on the Professional Development Subcommittee will ensure LGBT youth and their parents have the opportunity to present at hearings on their specific experiences moving into the workforce.

ISBE recognizes the integral role of families in children's success from cradle to career – and the potential of engaged and active families to bolster

school improvement efforts. Effective family engagement requires cultivating a sense of shared responsibility between students, families, schools, and communities in support of students' learning and healthy development.

Afterschool programs, supported federally through 21st Century Community Learning Center grants and by the state through Healthy Community Investment grants, expand opportunities for parents and families to engage with the school. Many programs supported by these funds also offer educational opportunities for parents and families, such as literacy and computer training. Positioning schools and districts as central resource hubs strengthens communities and thus the social and economic well-being of the state.



Catastrophic flooding displaced students in Iroquois County Community Unit School District 9. McKinney-Vento Emergency funds administered by ISBE helped the district support students and families.

Section Two:

Progress on Board Goals

Goal: Kindergartners are assessed for readiness.

RESULTS TO DATE

Children’s early years present a critical opportunity to support development for lifelong learning success. A strong experience in kindergarten equips a child for future learning and growing. ISBE believes that understanding the developmental readiness of all students entering kindergarten is key to ensuring all children receive equitable support in their early years, in kindergarten, and beyond.

The Kindergarten Individual Development Survey (KIDS) is an observational tool that teachers use to better understand the strengths, challenges, and dispositions of children entering kindergarten. ISBE rolled out KIDS statewide in fall 2017 after a successful multi-year pilot. KIDS requires all kindergarten teachers to observe students on 14 measures across four learning domains during the first few weeks of school. KIDS builds on what children already know and can do and focuses on the skills and competencies that are important for a child long term. Teachers use the KIDS



The Illinois Early Learning Project’s new website launched in fall 2017 with accessible information on early care and education for families, caregivers, and teachers of young children. The Illinois Early Learning Project also provides resources for workshops and training events across Illinois.

PROGRAMS IN ACTION



KIDS data helped to show McLean County Unit District 5 that kindergartners might benefit from a play-based approach to instruction. Student discipline issues and anxiety levels had risen and formative assessment scores had dropped since the district had implemented direct academic instruction at the kindergarten level. In the 2017-18 school year, three elementary schools in the district began piloting intentionally planned, purposeful play to support students’ social-emotional and academic development. One teacher saw the number of students in her classroom who needed individual behavior plans drop from six to two after implementing one hour of free choice play every morning. Teachers use the KIDS tool to observe students’ development while they engage in activities such as free play. Teachers and leaders from the district shared their experiences with other districts at a KIDS networking day on April 12, 2018.

tool to observe and document students’ development during regular activities, such as playing, lining up, and doing classwork.

KIDS helps teachers individualize their teaching for different students and gives families concrete areas in which they can support children’s cognitive and social-emotional development at home. In the first year of statewide KIDS administration, 98 percent of eligible districts participated, serving 125,800 students in 2,070 schools.

The inaugural “Mastering KIDS Summit” in December 2017 drew nearly 300 educators from across Illinois. The summit included sessions on eliminating gaps in school readiness, the power of observation, translating KIDS data into practice, and meeting the needs of dual language learners. Participants connected with KIDS coaches to ask questions and shared feedback about how ISBE can continue providing the training and resources districts need to be successful in implementing KIDS. The Robert R. McCormick Foundation and the Steans Family Foundation provided support to make the summit possible.



State Superintendent Tony Smith, Ph.D., joins students at Greenbrook Elementary School in Keeneyville Elementary School District 20 in a responsive classroom community meeting. The multifaceted education program in the district helps to keep all students in the mainstream education environment so they can connect with peers, receive support in accessing grade-level curriculum, and build life skills.

ISBE has committed to providing resources to support the ongoing implementation of KIDS. KIDS coaches are available for five years to provide training to schools and districts.

ONGOING EFFORTS

Statewide data from KIDS allows ISBE to identify where children do and do not have access to high-quality early learning experiences.

High-quality early childhood programs establish a strong foundation for the path toward college and career readiness. Research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to

\$13 annually per child, based on better education, economic, health, and social outcomes. ISBE administers state and federal grants to expand access to high-quality early learning opportunities.

The State Board's fiscal year 2019 budget request included a \$50 million increase in funding for Early Childhood Education to fulfill the fourth year of a five-year federal grant agreement to increase state funding by that much annually.

The Early Childhood Block Grant (ECBG) program provides funding to serve children from birth to age 5 through the Prevention Initiative (PI) and Preschool for All (PFA) programs. The ECBG also provides support for program quality and improvement through monitoring and training, as well as resources for program/district staff through the Illinois Early Learning Project and the Illinois Early Childhood Asset Map.

During the 2017-18 school year:

- 145 PI programs provided intensive, research-based, and comprehensive child development and family support services to 12,863 children, prenatal to age 3, and their families.
- 452 PFA programs provided 75,378 children, ages 3 to 5, with at least 2.5 hours of high-quality preschool, including comprehensive developmental screening, bachelor's-level early childhood licensed teachers, and standards-aligned and research-based curriculum.

Specific additional efforts focus on enhancing equity for high-need, preschool-aged children.

Illinois won a federal Preschool Expansion Grant (PEG) in 2014. The grant requires matching state dollars. PEG funds support the implementation and sustainability of high-quality preschool programs for 3- to 5-year-old children in high-need communities who are not yet eligible for kindergarten. The high-quality programs funded through PEG offer a full school day of instruction; a teacher with both a Professional Educator License and an Early Childhood Endorsement and a Special Education, Bilingual, and/or English as a Second Language Endorsement, as needed by the student population served; a licensed teacher aide; a class of no more than 20 children; and a curriculum and assessment system aligned with the Illinois Early Learning and Development Standards (IELDS). PEG-funded programs also support families through connections to physical and mental health, dental, and social services; intensive family engagement services; and universal and targeted supports for positive

behavioral and social-emotional development. Twenty-eight PEG programs provided services during the 2017-18 school year to 3,200 children in families at or below 200 percent of the poverty level.

ISBE funded the launch of a new website for the Illinois Early Learning Project (illinoisearlylearning.org) in fall 2017 as a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children. Resources available on the website include tip sheets, blogs, videos, and information about IELDS and the project-based approach to learning.

ISBE remains a key stakeholder on the Illinois Early Learning Council, a public-private partnership created by Public Act 93-380 to strengthen, coordinate, and expand programs and services for children from birth to age 5. As a member of the executive committee, ISBE works to maximize the state's ability to capture current and future federal funds for early learning services and infrastructure.

ISBE supports students throughout the critical transitions from the early years to kindergarten and from kindergarten to the later grades, where learning may look very different. ISBE staff meet monthly with the Kindergarten Transition Advisory Council, which is composed of members from the P-20 Council and Early Learning Council, to discuss different areas of kindergarten transition. The council will produce a report by September 29, 2018, with recommendations for schools, districts, and state policies.



Kindergarten teachers, district KIDS contacts, and partners participated in the inaugural "Mastering KIDS Summit" in Rosemont. During a panel discussion around advancing readiness in Illinois, educators from West Chicago Elementary School District 33 and Rock Falls Elementary School District 13 explained how using KIDS inspired other district-wide improvements: streamlining other assessments and evaluations, transitioning curriculum to developmentally appropriate practice, and promoting play-based learning.

Goal: Ninety percent or more third-grade students are reading at or above grade level.

RESULTS TO DATE

Researchers often refer to third grade as the pivotal moment when a student shifts from “learning to read” to “reading to learn.” The content students encounter in science, mathematics, and social studies after third grade requires more reading and active synthesis of academic vocabulary.

Literacy is critical for students’ overall success in school and in life. A student who does not meet grade-level expectations for reading by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time, according to the American Educational Research Association. Ensuring every child can read at or above grade level by the end of third grade protects their ability to access greater learning opportunities as they mature through school and life.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school’s capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality. Growth toward meeting grade-level standards in English language arts and math accounts for 50 percent of a K-8 school’s total points, demonstrating that what a student learns while in school defines school quality more than what they already knew when they arrived.

The accountability system also includes attainment of grade-level standards in English language arts as a key academic performance indicator for all schools. The percentage of students meeting grade-level standards in English language arts accounts for 10 percent of a school’s total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter.

PROGRAMS IN ACTION



Indian Prairie School District 204 used funding from the federal Math and Science Partnership (MSP) grant to improve students’ literacy through science lessons. The MSP grant cultivates partnerships between high-need school districts and the science, technology, engineering, and math (STEM) departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields. The district’s Project SMILE (Science and Math in Line with Engineering) introduced elementary reading specialists and English Learner teachers to experts from industry partner Ball Horticultural and from Northern Illinois University. Their resulting lessons helped students develop their vocabulary by describing their interactions with live plants. Students also improved their reading comprehension through grade-appropriate science texts. They demonstrated more advanced academic language as they measured, collected, sorted, nurtured, and tasted beans.

ISBE measures students’ proficiency and growth in English language arts through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. The PARCC assessment aligns to the rigorous Illinois Learning Standards and not only asks students what they know, but also to demonstrate their understanding in rich and complex ways. The PARCC assessment asks students to express their understanding in writing in response to and with reference to authentic, real-world texts.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. Illinois will continue to use the high-quality PARCC items as the base of the test; however, ISBE is releasing a competitive Request for Proposals to make Illinois’ assessments even more useful to educators, students, and families. We are looking for proposals to return results more quickly, to utilize items

developed by Illinois educators, and to report results on a common scale across all assessments, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what's in front of them tomorrow.

Thirty-six percent of all third-grade students who took the PARCC assessment in 2017 met or exceeded grade-level standards in English language arts, one percentage point more than in 2016.

Third-grade literacy depends not only on the strength of English language arts instruction but also on students' developmental experiencing leading up to third grade.

Illinois' new accountability system also includes a preschool to second grade (P-2) indicator, weighted at 5 percent of a school's total quality score. The P-2 measure looks at critical indicators of strong support and learning in the early years. The P-2 indicator consists of chronic absenteeism, weighted at 1.5 percent; participation in a dual language program for students in kindergarten through second grade,

weighted at 1.5 percent; and students' grades (or commensurate standards-based grading) in third-grade English language arts. The indicator also will collect data on P-2 students' participation in enrichment and acceleration for research purposes.

Together, these metrics will consider the relationship between participation in educational programming and students' literacy grades (or commensurate standards-based grading).

ISBE developed the P-2 indicator through extensive stakeholder engagement and research. The Technical Advisory Council, composed of national experts in psychometrics, will finalize the formula for calculating each school's quality score before the 2018-19 school year starts.

ONGOING EFFORTS

ISBE is continuing to strengthen the early care workforce to improve students' developmental experiences prior to third grade.

The Governor's Cabinet on Children and Youth Early Childhood Workforce Development Project entails cross-agency partnerships to ensure all Illinois children have early care services delivered by a qualified, valued, and supported workforce. Members of ISBE leadership are serving on the messaging strategy, educator compensation, and licensure subcommittees. These efforts will improve recruitment and support of early care professionals and remove burdens to qualified individuals obtaining the appropriate license.

Illinois is also one of eight state partners of the BUILD Initiative, which works to improve coordination across Illinois' early childhood programs. ISBE supported the addition of racial equity as an area of focus for the state's BUILD team. ISBE received federal funds to develop and provide resources, trainings, and recruitment strategies for increasing racial equity and diversity in the early childhood workforce.

Strong parent engagement helps to establish healthy habits for learning, such as consistent school attendance, early in a child's life. The federal 21st Century Community Learning Center (21st CCLC) grants fund extended learning opportunities for students and families with the goal of improving students' academic achievement. Opportunities



First grade students in Indian Prairie School District 204 improve literacy through science. Students develop their vocabulary by describing their interactions with live plants and improve their reading comprehension through grade-appropriate science texts. Project SMILE (Science and Math In Line with Engineering) is funded by the Math and Science Partnership grant administered by ISBE.



21st Century Community Learning Centers offer enrichment for students to support their academic growth in diverse ways.

These programs also provide opportunities for parents and families. East Aurora School District 131's 21st CCLC hosted a Parent Academy promoting parental involvement through classes on student achievement, parenting, advocacy, personal and individual growth. More than 90 parents attended courses on technology, English Learners, financial wellness (presented by First National Bank), post-secondary education, and "Parenting 101" over the course of six weeks.

include academic enrichment, literacy development for families, and a wide variety of supplemental activities for students, such as art, music, technology, physical fitness, financial literacy, and internship opportunities. Fostering an intentionally welcoming environment in afterschool enrichment programs creates a bridge for parents who may feel uncomfortable in a more academic setting.

Sixty-seven percent of elementary students participating in 21st CCLC programs during the 2015-16 school year improved with respect to getting along well with other students; 64 percent improved in coming to school motivated to learn; and 11.4 percent improved their grades in reading, according to a teacher survey that is part of the 21st CCLC Annual Performance Report.

Data from the Kindergarten Individual Development Survey (KIDS) also helps kindergarten teachers engage parents and families regarding their child's specific developmental strengths and opportunities, so that families can support children at home toward meeting the third-grade literacy goal. The KIDS tool facilitates observation and documentation of students' development across 14 measures, including five of measures language and literacy development.

PROGRAMS IN ACTION



The 13 21st Century Community Learning Centers in East Aurora School District 131 use engaging programming, strong relationships, collaboration with school-day staff, and clear expectations to promote regular student attendance and improved student outcomes. Program staff use a variety of strategies to make families feel welcome, which supports student attendance. For example, staff make a point of being visible when families pick up students at the end of the day, so they can have the critical informal conversations that help build relationships. Program staff call families not only when students miss a day or have a problem, but also when students do well and consistently attend. Staff also coordinate with the teachers at the school to align programming and share information about students' progress. Of the 1,129 students who attended after school in the 2016–17 school year, 932 met the program's goal of regular attendance. Source: Illinois Quality Afterschool Quarterly, in partnership with American Institutes of Research

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to nurture the social and emotional health that is critical to strong student learning. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include guidance counselors and psychologists, as well as librarians and media technicians. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

Goal: Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.

RESULTS TO DATE

Many high-wage and high-demand careers require a solid foundation in math. Gone are the days when rote memorization prepared students for college and career. Today's students are working toward deep conceptual understanding and developing critical reasoning, perseverance, and problem-solving skills that transfer to other subjects. Ensuring students are on track with math concepts as they enter middle school is key to preparing students for success in their chosen path after high school.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school's capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality. Growth toward meeting grade-level standards in English language arts and math accounts for 50 percent of a K-8 school's

total points, demonstrating that what a student learns while in school defines school quality more than what they already knew when they arrived.

The accountability system also includes attainment of grade-level standards in math as a key academic performance indicator for all schools. The percentage of students meeting grade-level standards in math accounts for 10 percent of a school's total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter.

ISBE measures students' proficiency and growth in math through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. Students took the PARCC for the fourth time in the spring of 2018. The PARCC assessment aligns to the rigorous Illinois Learning Standards and not only asks students what they know, but also to demonstrate their understanding in a different way than did the previous state assessment. The PARCC assessment asks students to solve multi-step math problems that require reasoning and address real-world situations.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of



Central Stickney School District 110 uses Healthy Community Investment funds to help students deepen their understanding of STEM through afterschool activities using technology. Students digitally designed digitally and printed their own t-shirts to wear.



The 21st Century Community Learning Centers in East Aurora School District 131 support consistent student attendance in a number of ways, including by engaging students in what activities most interest them.

Readiness. Illinois will continue to use the high-quality PARCC items as the base of the test; however, ISBE is releasing a competitive Request for Proposals to make Illinois’ assessments even more useful to educators, students, and families. We are looking for proposals to return results more quickly, to utilize items developed by Illinois educators, and to report results on a common scale across all assessments, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what’s in front of them tomorrow.

Of all fifth-grade students in the 2016-17 school year, 29.6 percent met or exceeded grade-level expectations – a decrease of 2.1 percentage points from 2015-16.

Illinois’ accountability system also includes a third-through eighth-grade (3-8) indicator, weighted at 5 percent of a school’s total quality score. The 3-8 measure looks at critical indicators that suggests future success in high school. The 3-8 indicator consists of two components: students’ grades or commensurate

standards-based grading in math in fifth grade, weighted at 2 percent, and a Middle School Success indicator, weighted at 3 percent. Middle School Success considers students’ grades in core courses in the sixth through eighth grades and whether students have experienced a suspension or expulsion. The 3-8 indicator also will collect data on 3-8 students’ participation in enrichment and acceleration for research purposes.

Together, these metrics will consider the relationship between participation in educational programming and students’ math grades (or commensurate standards-based grading).

ISBE developed the 3-8 indicator through extensive stakeholder engagement and research. The Technical Advisory Council, composed of national experts in psychometrics, will finalize the formula for calculating each school’s quality score before the 2018-19 school year starts.

ONGOING EFFORTS

Teachers in today’s classrooms act as facilitators rather than lecturers. The Illinois Learning Standards in math and science both support student-driven learning. The standards promote the mastery of transferrable practices – such as engaging in argument from evidence and using appropriate tools strategically – as well as student-led investigations of key concepts. ISBE administers the federally funded Math and Science Partnership (MSP) grant to improve educators’

PROGRAMS IN ACTION



The Champaign-Ford and Vermilion County Regional Offices of Education launched “Project Kid Tech” with funding from the Math and Science Partnership. Teachers participated in a two-week summer training on the Illinois Learning Standards in both math and science. The training used the learning cycle format at the core of the new learning standards, which promote student-driven inquiry. The teachers developed 75 STEM lessons and tried them out with students participating in Champaign’s DREAM House, an intensive program helping African American boys and young men reach college. Both the students and the teachers felt newly energized about science and math.

instructional practice in science, technology, engineering, and mathematics (STEM). The MSP grant cultivates partnerships between high-need school districts and the STEM departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields.

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to build educators' instructional practice in math and science. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include professional development, instructional coaches, and local assessments to measure student growth. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

Schools are also working to improve student achievement in math through technology and programs outside of regular school hours. Technology facilitates students learning at their own pace through blended learning, flipped classrooms, and competency-based education. Individualized learning programs decouple education from "seat time" thus, learning becomes constant while time is variable.

A quality education today absolutely includes the high-speed internet access that makes digital learning possible. We need to cultivate a skilled workforce for Illinois to attract businesses and compete in the global economy.

ISBE requested \$6.3 million in its fiscal year 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in

106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with state agencies and EducationSuperHighway. The initiative has helped 756 Illinois school districts, which educate more than 1.2 million students, meet the 100 kbps per student minimum connectivity goal.

The \$15 million Healthy Community Investment grants help districts improve academic outcomes for students by providing enrichment activities outside of school hours and strengthening support services for students facing the greatest challenges. Districts use these funds in the ways that will best improve student outcomes locally. Many districts opt to deepen students' understanding of STEM.

PROGRAMS IN ACTION



Healthy Community Investment grants support STEM learning by expanding access to technology and blended learning tools:

- Bloomington School District 87 partnered with State Farm Insurance and the Economic Development Council to create opportunities for professional development with high-quality and innovative programming, such as Defined STEM, which promotes project-based learning, and SMARTpath, which uses "escape room" games to promote collaboration and problem-solving.
- Sunnybrook School District 171 is providing self-paced learning opportunities for students in summer school through Study Island, Learning A to Z, and Everyday Math. These online programs help teachers provide differentiated supports to students working on different math concepts.
- Up to 60 students in Central Stickney School District 110 are participating in afterschool enrichment lessons, using technology to complete age-appropriate projects that deepen understanding of STEM.

Goal: Ninety percent or more of ninth-graders are on track to graduate with their cohort.

RESULTS TO DATE

A student who finishes ninth grade “on-track” is almost four times more likely to graduate from high school than the student who is not. The University of Chicago’s Consortium on School Research conducted seminal research to understand the transition to high school and the challenges students face academically, socially, and behaviorally during this time.

The consortium defines finishing “on track” as having earned at least five full-year course credits (10 semester credits) and no more than one semester “F” in a core subject. The research shows that students who do not meet this threshold have difficulties taking the more advanced courses required for graduation and are more likely to drop out of school.

The accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The accountability system includes a ninth-grade on-track indicator, weighted at 6.25 percent of a high school’s total quality score used to determine a summative designation.

The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school’s capacity to meet the needs of the whole child and improve student outcomes.

In the 2016-17 school year, 87.1 percent of ninth-graders finished the year on track, an increase of 5 percentage points over last year and a high for the last four years. This is a promising trend toward reaching our statewide goal.

ONGOING EFFORTS

ISBE is in the planning stages of developing an early warning system to identify students at risk of missing key educational milestones across the grade span, such as finishing ninth grade on track. ISBE collaborated with the Illinois Department of Innovation and Technology on a study that utilized machine learning to determine major indicators showing students are at increased risk of dropping out of school. ISBE is planning to integrate the early warning system into Ed360 and is exploring piloting the system with districts across the state. This project is funded



Students at Lincoln Junior High School in Lincoln Elementary School District 27 build problem solving and critical thinking skills through an engaging activity with “Break-Out Boxes.” Students collaborate to solve a series of challenging puzzles in order to open the locked box.



State Superintendent Tony Smith, Ph.D., presents a senior at Yorkville High School in Yorkville Community Unit School District 115 with a National Merit Scholar certificate for her performance on the PSAT. Yorkville CUSD 115 is working to extend learning opportunities based on students' unique learning styles. The district currently offers online and blended instruction options, as well as rigorous project-based learning through Project Lead the Way.

through the federal State Longitudinal Data System grant.

Ed360 empowers educators and educational leaders with free and secure access to their data in near-real time. The data dashboard helps educators, principals, counselors, superintendents, and other staff make data-informed instructional decisions and connect to relevant professional development resources. Having access to formative and accountability assessment data, students' course histories, and educators' licensure information all in one place and in near-real time makes successful interventions at key moments more possible.

ISBE launched Ed360 statewide in February 2018. More than 400 school districts had opted into Ed360 within three months after the launch. ISBE developed

the platform after surveying school districts about their needs. As a result of the survey, Ed360 uses single sign-on technology with G Suite for Education email addresses. ISBE is adding a Microsoft Office 365 single-sign on and continuing to build out new features of Ed360 in response to educator feedback.

The launch of Ed360 coincided with the launch of the second cohort of Illinois' Competency-Based High School Graduation Requirements Pilot Program. Both innovations seek to empower schools and districts to make learning more personalized and equitable for each and every student.

Competency-based education removes the constraints of "seat time" and instead assesses and advances students based on their demonstrated mastery of skills and knowledge. Competency-based education allows students to learn at their own pace, taking the amount of time they need to master a concept or skill before moving on. This model encourages learning outside the classroom to count – whether internships, work-based experiences, or volunteering.

PROGRAMS IN ACTION



Huntley Community School District 158 is participating in ISBE's competency-based education pilot. The district is creating learner profiles for a group of 125 ninth-graders in the 2018-19 school year. Students will advance throughout the year by demonstrating mastery of competencies and habits of work and learning. These ongoing demonstrations of discrete skills and knowledge will help the district better know where each student is in their learning and what individual supports each student needs to stay on track. The district is reorganizing the ninth-grade schedule to support competency-based learning.

Competency-based education makes learning more relevant to each individual student, keeping them engaged at key moments. Encouraging students to take the time they need to master foundational competencies sets students up for success as they progress to more advanced subjects and to college and career.

Fifteen school districts are participating in the pilot. Each has a unique strategy for implementing competency-based teaching and learning.

PROGRAMS IN ACTION



Quincy Public Schools' 21st CCLC targets students at risk of needing to repeat their current grade (known as "retention") or not graduating with their peers. The learning center offers a four-week summer academy for seventh- and eighth-grade students, as well as an eight-week academy for high school students. These academies provided targeted academic support for all students and credit recovery for high school students that is integrated with attendance initiatives and family engagement. The program reported that 39 of the 50 seventh-grade students and all 50 of the eighth-grade students who attended were removed from the potential retention list through their growth in the summer school program. The 140 students who attended the high school academy collectively recovered 202 credits.

Some school districts use their 21st Century Community Learning Centers (CCLC) funds to provide students at risk of not graduating with their peers extra time in the summer to get back on track. These grants provide opportunities for students and families in local community centers with the goal of improving students' academic achievement. Districts can use funds to design and implement programs relevant to their students' needs, offering a wide

range of enrichment activities while supporting academic success.

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to provide extended learning opportunities, such as summer school, for students who need extra time. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include technology, summer school, core intervention teachers, and extra supports for English Learners and school-dependent students. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

Investing in students' success in the critical ninth grade establishes a strong foundation for students to mature into thriving adults who contribute to safe, healthy, and economically secure communities.



Joliet Township High School District 204 uses Title I, Part A funds to expand college and career opportunities for students, including purchasing durable science equipment for its new biomedical program. Students in the program use equipment they would find in a real medical workplace, such as heart rate monitors, to engage deeply in learning about human physiology, basic biology, medicine, and research.

Goal: Ninety percent or more students graduate from high school ready for college and career.

RESULTS TO DATE

A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success. The social and economic future of the state depends on investing in our students' readiness for college and career.

The accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school's capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes graduation rates and attainment of grade-level standards in math and

English language arts as key indicators of high schools' academic performance. The percentage of students meeting grade-level standards in English language arts accounts for 10 percent of a school's total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter. Graduation accounts for 50 percent of a high school's total points.

Illinois educators and educational leaders have expressed a strong desire for Illinois to expand our assessment capacity to recognize high school students' academic growth in our accountability system. A common measurement of growth across classrooms, schools, and districts would allow for the identification of trends that might otherwise be missed. These trends can strengthen the replication of effective practices and the targeting of additional supports to the students in the greatest need.



Students in the Junior ROTC program in Dupu Community Unit School District 196 meet with State Superintendent Tony Smith, Ph.D. Dupu's ROTC program is one of several Career and Technical Education programs the district offers.



Members of the Harrisburg FFA Chapter and the Illinois State FFA Officers met with Jason Helfer and Emily Fox to discuss teacher recruitment and retention and agricultural education. Many Illinois students are involved in the National FFA Organization and have benefited from the leadership opportunities FFA has opened for them. Agriculture teachers have shared how they are not just educating future farmers, but future engineers, problem solvers, and leaders.

ISBE released a Request for Proposals for aligned high school accountability assessments taken in the ninth and 10th grades, culminating in an aligned college entrance exam taken in the 11th grade, in order to provide a common measurement of academic growth for high school students. ISBE is following state procurement policies in selecting a vendor. Students will begin taking the aligned assessments in the 2018-19 school year.

ISBE currently measures students' proficiency in English language arts and math through the SAT, taken by all students in the 11th grade. Students took the SAT as the state's accountability assessment for the first time in the spring of 2017. The test also serves as free college entrance exam for all students, representing ISBE's commitment to expanding access to college.

Results from the spring 2017 administration of the SAT showed 39 percent of students meeting or exceeding grade-level expectations. Illinois must do better to meet the state's cross-agency goal of at least 60 percent of all Illinoisans having a high-quality degree or credential by 2025.

Illinois' accountability system also includes a college and career readiness indicator, weighted at 6.25 percent. This indicator acknowledges that a single test score cannot truly show readiness for college and career. Students can earn a College and Career Ready

or Distinguished Scholar commendation through academic and career-preparation accomplishments and experiences inside and outside of school.

The College and Career Ready and Distinguished Scholar pathways capture more of what matters for success in college and career. The College and Career Ready pathway includes a grade point average of at least 2.8 out of 4.0, at least 95 percent attendance in junior and senior years of high school, and either a College and Career Pathway Endorsement under the Postsecondary Workforce Readiness Act or a combination of at least one academic indicator in both math and English language arts, such as a 3 or higher on an Advanced Placement (AP) exam; the identification of a career area of interest by the end of sophomore year; and three career ready indicators, such as 25 hours of community service, consecutive summer employment, or earning college credit through a dual credit course.

The Distinguished Scholar pathway includes a grade point average of at least 3.75 out of 4.0, at least 95 percent attendance in junior and senior years of high school, an ACT score of at least 30 or an SAT score of at least 1400, at least one academic indicator in both math and English language arts, and three career ready indicators.

The Competency-Based High School Graduation Requirements Pilot Program, also established by the Postsecondary Workforce Readiness Act, supports students in attaining the requirements of these college and career readiness pathways. Competency-based education removes the constraints of “seat time” and encourages learning outside the classroom to count – whether internships, work-based experiences, or volunteering. Students learn at their own pace and advance by demonstrating mastery of discrete skills and knowledge, so educators and families have a deeper understanding of where students are and what supports they need. Fifteen school districts are participating in the pilot so far.

ISBE hosted a two-day summit in June 2018 for districts in the pilot to connect each other and with national experts and for any district in the state to learn more about implementing competency-based practices.

ONGOING EFFORTS

All students deserve access to a wide range of rigorous options to explore to help them choose a next step after high school. ISBE strives to provide all students relevant and personalized learning opportunities that engage their strengths and interests.

To support this common goal, Illinois applied for and was selected to be the first state in the country to focus on closing the gaps in access to advanced coursework by race and income that persist in the majority of schools across the country. Fifty-two schools in 25 districts have partnered with Equal Opportunity Schools (EOS), a national nonprofit, as a part of the Lead Higher Initiative.

Partner schools are working with EOS to collect and analyze data around AP, International Baccalaureate (IB), and college/career readiness in their high school buildings. EOS is supporting schools in using this information to strategically enroll, promote, and support students who have previously not been engaged in the rigorous programming already available in their schools. In addition to joining the Lead Higher Initiative, ISBE covered a portion of the AP exam fee for all students who qualified as low-income in 2017.

Illinois’ efforts to improve students’ access to AP are paying off. The AP exam fee reduction and EOS

partnership resulted in an 11 percent increase in the number of low-income students taking AP exams over 2016 levels – well above the 7 percent national increase and three times greater than the 3.6 percent average increase in states that did not provide funding.

EOS partner schools have enrolled an additional 4,389 students of color and low-income students in AP/IB courses as of March 2018. Lead Higher partner schools doubled the number of low-income African American students enrolled in AP/IB courses in the 2016-17 school year.

Lead Higher partner schools are showing that their students of color and low-income students are ready to be successful in these challenging courses, with no significant change in course pass rates between the 2015-16 and 2017-18 school years. Illinois leaders across the state and in partner districts and schools have committed to fully representing their student diversity in their most rigorous courses over the next several years, changing the narrative of what is possible for historically underrepresented students in Illinois and positively impacting the college and career trajectories of thousands of individuals.

Success on AP exams can earn students early college credit, potentially making college more affordable or allowing students to take more advanced or elective courses. The state’s public and private high school students earned a 3 or higher on 141,383 AP exams in May 2017, according to the College Board. Illinois’ AP program delivered a total potential cost savings of

PROGRAMS IN ACTION



The College Board named Chicago Public Schools the national AP District of the Year among all large-sized school districts in the United States and Canada. The College Board selects one AP District of the Year for each category of districts (small-, medium-, and large-sized) based on an analysis of three academic years of AP data. Illinois school districts have won AP District of the Year awards in five of the past eight years – an incredible testament to Illinois’ efforts to maximize college and career opportunities for all students. These districts are leading the nation in expanding access to AP courses while simultaneously improving AP exam performance.

\$192,576,370 for students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$454.03 per credit hour.

The State Seal of Biliteracy and State Commendation Toward Biliteracy also celebrate the capacities of diverse students. The program recognizes students who demonstrate proficiency in one or more languages in addition to English. Students receive the seal or commendation on their official high school transcripts and graduation certificates.

Eighty-three districts registered for participation in the seal and 61 for participation in the commendation in the 2017-18 school year. More than 7,600 students are projected to receive the seal in 34 languages in addition to English. More than 4,300 students are projected to receive the commendation in 18 languages in addition to English.



1,027 Illinois HOSA-Future Health Professionals students from 37 Chapters met in Decatur to compete in 54 different health care-focused events at the 2018 Illinois HOSA State Leadership Conference. HOSA, an international student organization, aims to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.

PROGRAMS IN ACTION



Mendota High School District 280 first awarded the Seal of Biliteracy in 2016. A small rural district, Mendota awarded eight seals and commendations each year in 2016 and 2017. The program has led to an increase in interest from parents, community, school staff, and others in promoting language learning and celebrating linguistic diversity across their district.

Biliteracy gives students a valuable skill in today's global marketplace.

Authentic workplace learning experiences in high school also give students valuable skills, experiences, and confidence to discover career areas of interest and persist toward earning a degree or credential.

Many career and technical education (CTE) programs partner with local institutions of higher learning to offer students opportunities to earn college credits and industry-recognized credentials while in high school. School districts have established an average of seven new agricultural education programs per year in each of the last five years. The Incentive Funding Grant and Facilitating Coordination in Agricultural Education Grant provide critical support for improving the postsecondary programs that train future agricultural education teachers.

CTE programs specifically train students for high-skill, high-wage, and high-demand careers. Students' net earnings in 2017 totaled more than \$11 million from work-based learning projects connected to their agricultural classroom training.

Illinois joined the national Project Lead The Way (PLTW) in the 2004-05 school year with 12 schools. PLTW provides curricula, formative assessments, teacher training and ongoing support, and resources to engage diverse students in careers in science, technology, engineering, and math. Nearly 400 schools provided PLTW programs in 2016-17. The University of Illinois provided more than 16,000 contact hours of professional development. More than 20 percent of freshmen entering the University of Illinois at Chicago in fall 2017 had PLTW experience.

In addition to multiple pathways to success after graduation, students also need practical resources and guidance about preparing – and paying – for their chosen next step. ISBE's 2017-18 Student Advisory Council identified postsecondary preparation as a significant source of stress for students. Council members launched a new Student Voices microsite at www.isbe.net/studentvoices to create space for students statewide to ask and answer questions about preparing for their futures. The site also links to resources from the state on subjects such as paying for college and mental health.

Goal: All students are supported by highly prepared and effective teachers and school leaders.



Visiting teacher from Spain Felix Gancedo Menedez captures students' attention in Woodstock Community Unit School District 200. ISBE's partnership with Spain makes dual-language programs possible across the state.

RESULTS TO DATE

The stakes are high to ensure every student has an excellent teacher in every classroom. Decades of research show us positive relationships with caring adults are critical for students to learn. However, as of October 2017, more than 2,000 teaching positions went unfilled across Illinois.

ISBE's research, data, and advocacy on the state's teacher shortage has led to a number of coordinated efforts to address teacher workforce issues from multiple angles. We are working with lawmakers and stakeholders to create the conditions to recruit, support, and retain diverse and excellent teachers.

ISBE embarked on a significant effort to strengthen data collection, sharing, and reporting between ISBE and institutions of higher education (IHEs) in order to advance the work of educator preparation programs statewide. The Partnership for Educator Preparation (PEP) Steering Committee, consisting of a diverse team of stakeholders representing the state, provided input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The goal of this system is to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide. ISBE received funding for the project from the Joyce Foundation via a grant



ISBE staff and representatives from institutions of higher education met in Bloomington-Normal for a day of collaboration to improve Illinois' educator preparation programs.

distributed by Advance Illinois. The agency teamed up with thought partners from Education First and Teacher Preparation Analytics to bring ideas to fruition. PEP work is ongoing, and numerous projects have emerged under the PEP umbrella.

The state embarked on a pilot to test new indicators of quality for teacher preparation programs in fall 2016. Thirty-six of the state's 59 IHEs — representing 76 percent of teaching candidates in the state -- volunteered to take part in the pilot and test the data collection process. Between November 2016 and May 2017, IHEs reported data for up to three of their teacher preparation programs to ISBE. PEP Steering Committee members, ISBE staff, and pilot participants met throughout the collection period and collaborated to review and discuss data elements, challenges, and possibilities for improving data collection and reporting processes.

The state began statewide implementation in fall 2017 after a successful pilot. All 59 IHEs offering teacher preparation programs in Illinois are participating and

collecting data for all of their teacher preparation programs. Data is currently being reported to ISBE via the new Annual Program Reporting system. ISBE is compiling data submitted by each IHE and coupling it with data collected by the agency to create a dashboard report for each teacher preparation program.

In addition to providing useful data to IHEs for program improvement, the state has also begun creating a report targeted toward district hiring managers. The report will enable districts to view and slice data about their teachers, including their preparation, recruitment, and retention trends, and state shortage areas in order to support partnerships between districts and IHEs.

The New Teacher Project's "[Getting to Better Prep: A State Guide for Teacher Preparation Data Systems](#)" recognized Illinois as a national leader. In a survey administered to mini-pilot participants, 100 percent of respondents indicated they will use their data to improve performance, and 95 percent of respondents believe it will increase teaching candidate success.

ONGOING EFFORTS

Illinois announced “Teach Illinois – Strong Teachers, Strong Classrooms” in September 2017. Teach Illinois is a year of study on teacher workforce issues to address the pipeline, teacher diversity, licensure, preparation, recruitment, retention, and support. Partners include MidWest REL, Revolution Impact, Education First, with funding from the Joyce Foundation. The methodology includes data analysis from multiple sources; a national research review; and focus groups with teachers, school and district leaders, students, school board members, representatives of IHEs, and others. ISBE will present a comprehensive report with recommendations for legislative and agency action by September 2018.

ISBE is continuing to advance promising practices to recruit and support educators while engaging in this comprehensive year of study. ISBE is working with lawmakers to streamline teacher licensure and remove barriers to qualified individuals obtaining an appropriate license to teach, including by expanding reciprocity for teachers licensed in other states.

Illinois joined the Council of Chief State School Officers’ (CCSSO) Diverse and Learner-Ready Initiative, committing with nine other states to diversify the future teacher workforce and ensure all teachers are prepared to use students’ racial and cultural identity as an asset in their learning. CCSSO is supporting participating states in developing a vision for how to collaborate with teacher preparation programs, school districts, and other key stakeholders to achieve greater diversity in the teacher workforce.

PROGRAMS IN ACTION



Mattoon Community Unit School District 2 purchased Teacher Portrait, an online teacher recruitment and application service, with federal Title II funds. Teacher Portrait assists Mattoon administrators in gathering information on teaching candidates applying for positions throughout the district. Fifteen administrators at Mattoon currently utilize this system. So far, the district has received more than 3,400 applicants per year for certified and classified positions throughout the district.

PROGRAMS IN ACTION



Several visiting teachers from Spain make it possible for Woodstock Community Unit School District 200 to provide a dual language program for students from pre-kindergarten through 12th grade. The visiting teachers not only contribute their linguistic skills but also their cultural experiences. The district reports that the exchange program has had a positive impact on the culture of its schools and the community as a whole.

The Illinois Every Student Succeeds Act Plan commits ISBE to using federal Title II dollars to enhance professional learning and resources for educators regarding social and emotional learning, cultural competence, conflict management, trauma and behavioral health issues, restorative practices, and anti-racist and anti-bias approaches.

Title II grants give districts the financial capacity to prepare, train, and recruit high-quality teachers, principals, and other school leaders.

Bilingual education is one of the most prominent shortage areas. The Bilingual Education Visiting Teacher Program, now in its 19th year, helps fulfill the need for Spanish-English bilingual teachers through a cultural exchange with the country of Spain. ISBE sponsors the visiting teachers’ visas, and the teachers teach in Illinois classrooms for one to three years. Currently, 126 teachers from Spain teach in schools across the state. More than 800 teachers have participated in the program in Illinois since it began in 1999.

In order to support effective district leadership as well as effective teaching, ISBE implemented a Superintendents-Only Support (SOS) Line, a phone line developed for district superintendents to have direct access to ISBE senior staff as needed throughout the workday. ISBE is piloting the SOS Line and anticipates opening it to all Illinois superintendents in August 2018.

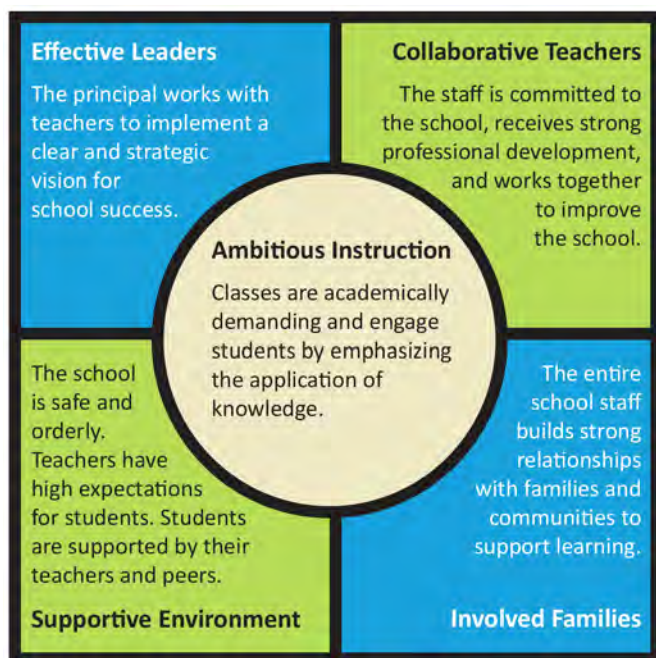
Goal: Every school offers a safe and healthy learning environment for all students.

RESULTS TO DATE

A safe, caring, inclusive, and responsive school climate creates the conditions for all students to engage with new ideas, take advantage of learning opportunities, and grow to reach their full potential. All children need healthy meals, shelter, safety, meaningful relationships, and a sense of purpose. Many of our children across Illinois are dependent on schools to meet these critical needs. We have a shared responsibility to create the conditions for all students to thrive.

The 5Essentials Survey offers a unique opportunity for students, teachers, and family members to help identify strengths and weaknesses in their school's learning environment and gives them a voice in improving it. Schools statewide administered the 5Essentials Survey for the sixth consecutive year in the 2017-18 school year. The survey provides a comprehensive picture of a school's organizational culture through an individualized, actionable report

5Essentials Survey Model



Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.

that measures five components critical for school success: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction.

UChicago IMPACT, ISBE's partner in developing and administering the 5Essentials Survey, launched a new reporting website in March 2018 that allows schools to track data over time, see how they compare to similar schools, and connect to research that supports the indicators.

In the 2017-18 school year, ISBE opened a fourth- and fifth-grade 5Essentials Survey pilot to any district interested in participating. Having fourth- and fifth-grade students participate provides more school-level data to elementary school teachers and leaders. ISBE collaborated with the Ounce of Prevention Fund and the University of Chicago Consortium on School Research to pilot an Early Education Essential Organizational Supports measurement system at more than 100 state- and federally funded early childhood programs serving 3- and 4- year-olds across the state. These data align with the 5Essentials Survey and support family engagement and program improvement.

The new balanced accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The percentage of students that participated in the 5Essentials or approved alternate climate survey will account for 5 percent of a school's total quality score.

The lowest-performing schools will receive additional funding and differentiated, comprehensive supports to build the school's capacity to meet the needs of the whole child and improve student outcomes. A needs and equity assessment will help guide areas of focus in Curriculum and Instruction, Governance and Management, and Climate and Culture.

The Illinois Learning Standards for social-emotional learning continue to guide schools and districts in



ISBE staff and representatives from the U.S. Department of Agriculture visited Washington Elementary School in Dolton-Riverdale School District 148 in celebration of National School Breakfast Week.

developing curricula and programming to help students achieve three specific social-emotional learning goals throughout the continuum of their academic life:

1. Develop self-awareness and self-management skills to achieve school and life success;
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships; and
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

ONGOING EFFORTS

Fostering a safe and healthy climate requires caring for students' physical, social-emotional, and cognitive development.

The McKinney-Vento Homeless Act provides funding to seven geographic areas throughout the state. The funds enable districts to provide assistance, support services, outreach, and advocacy to some of Illinois' most vulnerable residents. Children and youth identified under the McKinney-Vento Homeless Act

enroll and participate fully in school and have equal access to the same free and appropriate public education provided to non-homeless children and youth. Districts statewide have reported a total of 44,195 students experiencing homelessness in fiscal year 2018 thus far.

The Substance Abuse and Mental Health Services Administration's Advancing Wellness and Resilience in Education Project (IL-AWARE) aims to ensure an effective and efficient behavioral health care system for all Illinois children and their families. The \$1.9 million federal IL-AWARE grant supports state- and community-level transformation through the implementation of multi-tiered systems of support. ISBE is currently in year four of this five-year cooperative grant, which it received in 2014. The funds assist three districts – East Aurora School District 131, Decatur School District 61, and Harrisburg Unit District 3 -- in working with community partners to develop and implement comprehensive plans to identify and address students' mental health needs.

The grant also supports Youth Mental Health First Aid (YMHFA) training at both the state and local community levels to improve mental health literacy

PROGRAMS IN ACTION



Decatur School District 61's IL-AWARE program helped a student in the district's alternative program manage her anger. The district learned the questions to ask to get to the root of the student's anger. She participated in an anger management training facilitated by a mental health agency partner. The student reported that, while she still gets angry, the program helped her manage her emotions better. Later in the year, she asked if she could have a refresher on the training, which speaks to the impact of the program and the student's new belief that with the right tools, she can be successful.

and capacity among adults who interact with school-aged children. ISBE is responsible for building capacity and implementing statewide training for educational personnel in YMHA strategies.

Students' physical health supports their capacity to learn. Illinois recognizes that poor physical fitness; violence; lack of proper nutrition; communicable diseases; and alcohol, tobacco, and other drug use

pose substantial challenges to students' cognitive functions and readiness to learn in school. The Illinois Learning Standards for enhanced physical education aim to foster physical and mental receptiveness to learning and to promote healthy decision-making and teamwork skills.

A Center for Disease Control and Prevention Division of Adolescent and School Health (DASH) Grant for HIV, STD, and Unintended Pregnancy Prevention allowed ISBE to collaborate with national organizations to provide technical assistance, professional development, and workshops. The goals of the effort are to decrease sexual risk behaviors among adolescents, increase adolescents' use of highly effective contraception methods, and increase adolescents' access to key sexual health services.

Illinois understands how important it is to ensure that every student has a pathway to success. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.



Sandy Voss, ISBE's 2018 School Nutrition Champion, advises Marquardt Middle Schoolers during the Young Chefs Club salad competition. The winning recipe was included in the Marquardt Middle School menu and served to students this school year. The School Nutrition Champion award recognizes the leadership and dedication of school nutrition professionals.

PROGRAMS IN ACTION



Peoria Public Schools participated in the DASH project for all five years of the grant, serving 3,751 students in total. Community partners trained in sexual health deliver lessons to students in the fifth through ninth grades, using the Family Life and Sexual Health curriculum. The district measures success using both qualitative and quantitative metrics. The district's metrics show 81 percent of participating students indicated a growth in knowledge; 78 percent of students indicated they intended to positively change their decision-making concerning risk behaviors. One sixth-grade student commented that students received information on topics they wanted to know about. Other students commented that they felt more prepared to make decisions about teen pregnancy, their families, and their futures.

Illinois understands how important regular healthy meals are to students' learning and development. ISBE administers several nutritious food programs funded by the U.S. Department of Agriculture (USDA), including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program, Special Milk Program, and Fresh Fruit and Vegetable Program (FFVP).

The FFVP provides funding to elementary schools that participate in the National School Lunch Program for a fresh fruit or vegetable snack for outside of the breakfast and lunch service times. All schools served must have 100 percent of students eligible for free or reduced-price lunch. Demand for this program surpasses the available funds. ISBE provided more than \$5 million to 272 schools in FY 2018.

ISBE works to increase schools' capacity to meet students' nutritional needs through training and other resources. ISBE partnered with the University of Illinois Cooperative Extension and Rise and Shine Illinois to provide workshops for districts on implementation of the Breakfast After the Bell program. Every school in which at least 70 percent of the students were eligible for free or reduced-price lunches in October of the preceding year must provide breakfast to children after the instructional day begins.

USDA Equipment Grants assist schools in purchasing equipment to serve healthier meals, improve food safety, and expand access. The HealthierUS School Challenge: Smarter Lunchrooms program helps schools voluntarily create healthier school environments through promotion of nutrition and physical activity. Six Illinois school districts have received a HealthierUS School Challenge award: Skokie School District 73-5, Berwyn South School District 100, Paris Community Unit School District 4, Paris Union School District 95, River Trails SD 26, and City of Chicago Public School District 299.

ISBE also provides professional learning opportunities for school staff and leaders to learn more about nutrition. ISBE partnered with Lincoln Land Community College, Kendall College, and Kaskaskia College of Culinary Arts to provide 150 Healthy Meals Cooking Classes to more than 900 attendees (front line cooks at school districts and child care centers) over four years focusing on preparation of healthier menus, scratch cooking, knife skills, and baking with whole grain products. ISBE partnered with USDA and the Institute of Child Nutrition to host 12 trainings statewide on the implementation of the new Child and Adult Care Food Program meal patterns that went into effect on October 1, 2017. ISBE hosted the two-day School Nutrition Programs Back to School Conference to provide regulatory training to school nutrition professionals.

Physical safety is a prerequisite for students to be able to engage deeply with their learning. The shooting at Marjory Stoneman Douglas High School in Parkland, Florida, in February sparked a national movement among students. ISBE issued a series of communications leading up to the student-led

PROGRAMS IN ACTION



Bloom Township High School District 206 purchased eight refrigerated display cases with a USDA Equipment Grant. The cases have increased students' interest in and selection of fresh, healthy items, such as whole fruit, small salads, and cold sandwiches. The district also purchased two pass-through refrigerators to keep stored foods at a consistent temperature, which has lengthened the shelf life of the foods and increased their quality.



ISBE’s 2017-18 Student Advisory Council launched isbe.net/studentvoices to create a space for students to talk about their experiences and share information with each other. The microsite includes links to mental health supports and resources pertaining to future planning, finding a job, and paying for college.

national day of action on March 24, 2018. ISBE guidance encouraged schools to use the day of action as a teachable moment on civic engagement and respectful discourse. ISBE stressed students’ constitutional right to free expression and peaceful assembly. We encouraged school and district leaders to create a plan for how the school would both support student voice and protect student safety during walkouts and demonstrations.

ISBE’s 2017-18 Student Advisory Council launched its Student Voices microsite – a space for students to ask and answer questions about preparing for their futures – the same day as the National School Walkout. The students chose to post photos and quotes from their demonstration on the microsite.



Dimmick Community Consolidated School District #175’s physical education instructor Mr. Foster uses the Heart Zones Monitoring System. The arm bands sync up to the instructor’s iPad and display on the large screen, so students and the teacher can track heart rate activity in real time. The data supports differentiated instruction both immediately and long term to improve students’ fitness and understanding of their physical health.



Illinois State Board of Education

2018 Progress Report

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