

## A READER'S GUIDE for the ISBE Every Student Succeeds Act (ESSA) State Plan Draft #1

**Amended September 23, 2016** to reflect the change to the  
ISBE ESSA State Plan Draft #1 on September 16, 2016.  
Amendment applies to Section 3.1 on pages 13-15 of this document.

"As educators, families, community leaders, and activists, we must seize the opportunities within ESSA. We must engage in dialogue, continue to build trusting relationships with one another, and activate all public, private, and philanthropic resources available in order to interrupt those practices that have left far too many of Illinois' most vulnerable behind and without real access to opportunity."

*—Superintendent Tony Smith, August 2016*

Thursday, September 1, 2016

Dear Illinois Education Stakeholder,



Welcome to a new school year and an exciting new time for education in our nation and in Illinois. The Illinois State Board of Education (ISBE), as required under the new Every Student Succeeds Act (ESSA), is developing its State Plan Draft #1 in collaboration with stakeholder communities across Illinois.

## ESSA

We've worked with the Superintendent's office and our Illinois partners to package the following set of materials that contain information to help guide your efforts as you:

- ▶ Reflect on the issue-specific prompts raised by ISBE throughout the Every Student Succeeds Act (ESSA) State Plan Draft #1, made public on August 25, 2016. Find the Draft Plan [on the ISBE ESSA website](#).
- ▶ Prepare to join the conversation at one of ISBE's upcoming Listening Tour stops. Find a location near you [on the ISBE ESSA website](#).



**READER'S' GUIDE for STATE PLAN DRAFT #1:** This resource is intended to support Illinois stakeholders to better understand ISBE's State Plan Draft #1 and participate in the State Plan Draft #1 development process by:

- ▶ Summarizing requirements under ESSA along with the relevant sections of the State Plan Draft #1
- ▶ Identifying "Further Considerations" stakeholders may want to keep in mind when reviewing and providing feedback on ISBE's State Plan Draft #1
- ▶ Suggesting resources for additional context and research  
**SEE PAGE 5** for an overview of Reader's Guide



**ENGAGEMENT TO DATE:** The current [ISBE ESSA State Plan Draft #1](#) includes ISBE's initial thoughts, as informed by consultation with partners and stakeholders. To further its engagement with stakeholders, to date, ISBE has held well over 50 meetings with individual and small groups, made several [ESSA-specific presentations](#) publically available, hosted Listening Tour events in April and May in six locations around Illinois, and participated in a stakeholder-organized webinar in June on [ESSA and Equity](#).

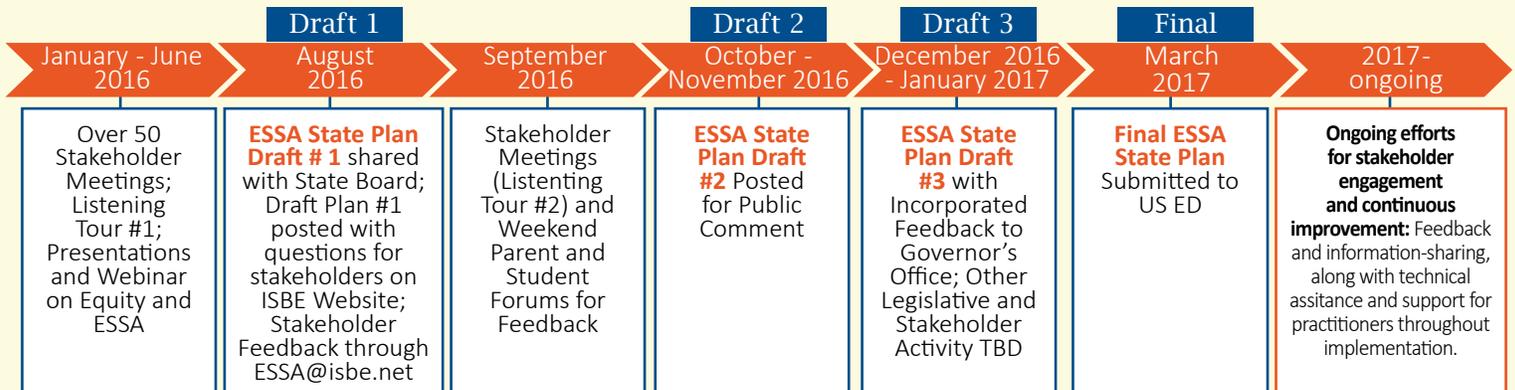
State Plans are due to the United States Department of Education in either March 2017 or in July 2017, and these kinds of stakeholder engagement efforts are required under ESSA as part of the State Plan development process.

While ISBE has elected to submit its plan in time for the earlier, March 2017 deadline, there is still ample time to continue the full and meaningful dialogue to advance equity under ESSA that has already begun.



**UPCOMING ENGAGEMENT OPPORTUNITIES:** Throughout the Fall, ISBE will offer a series of opportunities for collaborative discussion of - and inquiry into - the development of ISBE's State Plan. We encourage all stakeholders to actively engage in the State Plan development process, and ensure equity is prioritized throughout Illinois' education policy landscape.

### ISBE TIMELINE OF ESSA ENGAGEMENT EFFORTS - FALL 2016-2017



**NEXT UP:** September 6-September 28; **Listening Tour Round 2:** Find a location near you **on the ISBE ESSA website**. We believe robust and meaningful stakeholder engagement throughout the iterative draft development process will strengthen and enrich the State Plan and help build on ISBE's current efforts to advance equity.

To these ends, we are excited to partner with ISBE In these efforts and will continue to track engagement opportunities and catalogue resource materials on the **Illinois State Engagement Page** on the **Partners for website**.

We are thankful for the combined efforts of Superintendent Smith and his staff, and the many partners and stakeholder organizations in Illinois who are working together to ensure schools in Illinois are offering all students an excellent education.

***A special thank you to our Illinois state partners for providing their feedback and enriching these support materials:***

- The Center for Tax and Budget Accountability
- The Illinois Education Association
- The Illinois Federation of Teachers
- The Latino Policy Forum
- The Illinois Association of School Administrators
- Advance Illinois
- Consortium for Educational Change

—The Partners *for* Team and Network

# A READER'S GUIDE for the ISBE ESSA State Plan Draft #1

This *Reader's Guide* is designed to support Illinois stakeholders as they provide feedback on the *ISBE ESSA State Plan Draft #1*, made public on August 25, 2016.

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**What's in this Resource?** Mapping against the sections of the ISBE ESSA State Plan Draft #1, this Readers' Guide offers analysis and frameworks for each Section including:

**ESSA** WHAT DOES ESSA SAY?

 WHAT'S IN THE IL ESSA STATE PLAN DRAFT #1?

 QUESTIONS FOR FURTHER CONSIDERATION.

 ADDITIONAL TOOLS AND RESEARCH.

We welcome your feedback at [illinois@partnersforeachandeverychild.org](mailto:illinois@partnersforeachandeverychild.org) as we continue to update and revise the materials in this Reader's Guide.

# Section 1: Consultation and Coordination

## ESSA

### WHAT DOES ESSA SAY?

Beyond the substantive decision points in ESSA, the law presents an obligation for states and districts to consult with an array of stakeholders in designing education processes under the law. Some of these areas for consultation include: standards, assessment, accountability, supports, data reporting, educator quality, and state and local plans overall. The law encourages states and districts to **establish structures for ongoing engagement** with stakeholders to ensure that state and local decisions are deeply and authentically informed by the many constituencies that will be impacted. Examples of stakeholders that should be included in the engagement process are: civil rights organizations, family and community groups, teachers and educator groups, early learning advocates and providers, organized labor and education personnel, school board members, researchers and advocacy organizations, faith-based organizations, government agencies, elected officials, student groups, teacher educators and others from higher education, health and social services, youth development organizations, and the business community.

For more information on ESSA's stakeholder engagement provisions see [Appendix B](#).



### WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

#### *Section 1: Consultation and Coordination [pages 5-6]*

##### 1.1 Timely and Meaningful Consultation

ISBE's vision for development of the Illinois State Plan includes engaging with stakeholders on substantial aspects of the law and, through a collaborative process, learning from their expertise.

Since the passage of ESSA in December 2015, ISBE has presented on and participated in more than 50 meetings, conferences, and listening tours. Early in 2016, ISBE staff completed and shared with the field a bill summary and multiple presentations. These are posted at [www.isbe.net/essa](http://www.isbe.net/essa). ISBE held a series of "listening tour" meetings throughout 2016 to ensure that the Illinois state plan included ample opportunity for stakeholders to share their expertise. District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tours.

ISBE is continuing to refine their process of plan development. The Plan states that they will post drafts of the state plan on [www.isbe.net/essa](http://www.isbe.net/essa). This information will be communicated through the Superintendent's Weekly Message and social media.

##### 1.2 Plan Coordination

Legislation (PA 97-0558) was signed into law in 2011 directly addressing the duplications and redundancies within other government agencies and that can be a model for ISBE to consider as it contemplates the most appropriate ways to braid funding. Illinois has been utilizing horizontal collaboration across state agencies (facilitated within the Illinois Children's Cabinet structure) as well as cross divisional work within ISBE to identify duplicative approaches and/or barriers to implementation of effective and efficient programming for Illinois' children and families. ESSA provides the ideal opportunity for ISBE to coordinate the funding and administration between different federal programs.



Provide Feedback or Ask a Question

Engage at  
[isbe.net/essa](http://isbe.net/essa) !

- ▶ Attend a Listening Session
- ▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)



## QUESTIONS FOR FURTHER CONSIDERATION

### Section 1: Consultation and Coordination

From ISBE ESSA State Plan #1 (page 6):

*ISBE requests ideas from individuals or groups regarding how funding streams can be combined in order to support each and every child as she or he progresses through school.*

ISBE  
Action  
Item

Questions to consider as you go through the ISBE ESSA State Plan Draft #1:

- Are you aware of examples (i.e., in other states, districts, etc. reliant on federal funds) where entities have successfully coordinated funding and administration between/among different federal programs? How was this done?



## ADDITIONAL TOOLS AND RESEARCH

### Section 1: Consultation and Coordination

*Illinois State Board of Education*

[Illinois State Board of Education 6103\\_06/16 Findings From the Illinois State Board of Education Listening Tours for Local Perspectives on the Every Student Succeeds Act](#) | June, 2016

*Partners for Each and Every Child*

[A Handbook for Meaningful Stakeholder Engagement: A Tool to Support State Education Agencies in Planning and Implementation of ESSA](#) | June, 2016

*Widmeyer Communications*

[Incorporating Authentic Parent and Family Engagement in State Plans under ESSA](#) | June 15, 2016

*Council of Chief State School Officers (CCSSO)*

[Let's Get This Conversation Started : Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans](#) | June, 2016

*PIE Network*

[Advocating on ESSA: Promising Practices for State Planning and Implementation](#) | June 24, 2016

*EducationCounsel*

[Timeline for Implementation of ESSA](#) | June 3, 2016

*National Black Child Development Institute*

[Parent Power Bootcamp ESSA Toolkit](#) | May, 2016

*Coalition for Community Schools*

[Stakeholder Engagement in the Every Student Succeeds Act \(ESSA\): "People Support What They Help Create"](#) | February, 2016

*Leadership Conference on Civil and Human Rights*

[Parent and Family Engagement Provisions in the ESSA](#) | January 19, 2016

*Center on Great Teachers and Leaders at American Institutes for Research*

[Incorporating Stakeholder Feedback](#) | December, 2014

# Section 2: Challenging State Academic Standards and Academic Assessments

The logo for the Every Student Succeeds Act (ESSA), consisting of the letters 'ESSA' in a bold, white, sans-serif font inside a white rounded square.

## WHAT DOES ESSA SAY?

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### Standards

States must demonstrate that their challenging academic standards are aligned with entry-level course requirements in the state’s public system of higher education and the state’s career and technical education standards.

Note: The US Secretary of Education cannot mandate, direct, control, coerce, or exercise any direction or supervision over standards adopted or implemented by the state.

### Assessments

States must\*:

- assess at least 95% of all students and include participation rates in the state accountability system;
- assess students annually in grades 3-8, and at least once in high school, in math and ELA, with science assessments required at least once in each grade span (3-5; 6-9; 10-12);
- not assess more than 1 percent of students using an **alternate assessment** for students with the most significant cognitive disabilities;
- make “every effort” to develop assessments in languages other than English that are present to a “significant extent” in its participating student population;
- use assessments that involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding, which may include measures of student academic growth and may be partially delivered in the form of portfolios, projects, or extended performance tasks; and

States may:

- comply with civil rights laws to provide appropriate accommodations when necessary;
- allow districts to use a locally-selected, nationally recognized high school assessment in place of the required statewide high school assessment;
- allow a nationally recognized entrance exam to substitute for the accountability assessment under the local choice option;
- apply to implement an **innovative assessment and accountability pilot**, which may include the use of competency- or performance-based assessments that may be used in place of the annual statewide assessments (flexibility will only be afforded to up to seven states, and a consortium not to exceed four states);

- use federal assessment funds to conduct audits of state and district assessment systems; and
- set a target limit on the aggregate amount of time that students spend taking assessments for each grade.

\*ESSA maintains the federal requirement that 95% of students in a school participate in federally-required state assessments, but allows states to describe how that will factor into their accountability systems. The bill preserves the ability of states or locals to create their own laws governing parental decisions to opt their child out of participating in academic assessments. School districts are required to notify parents annually of the ability to receive any testing participation policy of the state or district.



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### Section 2: Standards and Assessments [pages 7-13]

#### 2.1 Challenging State Academic Standards

Note from ISBE's plan: these items are submitted through peer review.

#### 2.2 Academic Assessments

##### Assessment overview:

ISBE administers the following high quality student academic assessments:

- The Partnership for Assessment of Readiness for College and Careers (PARCC) exams in ELA and mathematics in grades 3-8.
- Beginning with the 2016-17 school year, the SAT, including a writing component, will be taken by all public high school juniors.
- The Illinois Science Assessment, first administered in spring of 2016 for students in grades 5 and 8 and in high school corresponding to the content of Biology I.

ISBE is currently using the SAT with essay for *state accountability* in ELA and math.

##### Alternative Assessments:

In Illinois, the Dynamic Learning Maps-Alternate Assessment (DLM-AA) is the alternate assessment for students with the most significant cognitive disabilities. The DLM-AA system is aligned to the Illinois Learning Standards (ILS) using the Essential Elements, and uses items and tasks that are embedded in day-to-day instruction. These students will demonstrate knowledge of the ILS by completing an assessment that considers the unique needs of the student as identified by a special education staff member who works closely with the student.

**Provide Feedback or Ask a Question**

Engage at [isbe.net/essa](http://isbe.net/essa)!

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- ▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)



## QUESTIONS FOR FURTHER CONSIDERATION

### Section 2: Standards and Assessments

Question requesting response from ISBE ESSA State Plan #1 (page 10).



*ISBE is currently using the SAT with essay for state accountability in ELA and math. ISBE requests feedback from stakeholders regarding the approach to using the SAT with essay for state accountability in ELA and math [page 10].*

#### Questions to consider as you go through the ISBE ESSA State Plan Draft #1:

- How should Illinois ensure meaningful and regular improvement on educational standards over time? How should Illinois support schools and districts as these standards continue to be more effectively implemented over time?
- How will Illinois support the administration and implementation of new science assessments (aligned to the Illinois Learning Standards for Science, incorporating the Next Generation Science Standards, adopted in 2014)?
- How can Illinois improve its assessment policies to ensure that students are not overtested? Should the state set a target limit on the aggregate amount of time that students spend taking assessments for each grade? If so, what should that amount of time be?
- How should Illinois support school teachers, administrators and staff to improve instructional strategies? What type of feedback does Illinois need from school building employees regarding their needs?
- Illinois may or may not decide to apply for the Innovative Assessment/Accountability pilot. If so, what does or should Illinois consider in terms of assessment type, implementation strategy, and equity focus? How will Illinois support parents to learn about the system at the beginning of each year of implementation, and engage and support teachers in developing and scoring assessments that are part of the innovative assessments system?



## ADDITIONAL TOOLS AND RESEARCH

### Section 2: Standards and Assessments

**Fordham Institute**

[Testing flexibility under ESSA: A primer on the pros and cons](#) | July 25, 2016

**Alliance for Excellent Education**

[ESSA One-Page Fact Sheet: Assessments](#) | January 2016

VIDEO: [Federal Flash: A Deep Dive on Assessment Provisions Within ESSA](#) | December 10, 2015

**CCSSO**

[Critical Area Outline on Assessment](#) | March 29, 2016

[Standards and Assessment Considerations in ESSA](#) | December 14, 2015

**AFT**

[ESSA One-Page Fact Sheet: Assessments](#) | 2016

# ESSA

## WHAT DOES ESSA SAY?

### English Learners and Accountability

Accountability for English Learners (ELs) is shifted from Title III to Title I, which increases funding opportunities and visibility for ELs. States must:

- include **English language proficiency** as an indicator in their accountability systems;
- ensure the appropriate **accommodations** for ELs to participate in assessments and have the opportunity to reap the same benefits as non-ELs;
- annually assess and report English language proficiency, and students who have not attained English proficiency within 5 years of identification as an EL; and
- clarify a standardized process for classifying ELs and re-designating students as English language proficient; and disaggregate ELs with a disability from ELs in general.

States have two options regarding timing for assessing ELs:

- Include test scores after they have been in the country 1 year (consistent with NCLB); OR
- Refrain from counting EL test scores in a school's rating in their first year, but require ELs to take both math and English Language Arts (ELA) assessments and publicly report the results.

In order to receive Title III funding to support EL programs, state and district plans must explicitly include parent, family, and community stakeholder engagement as part of their EL strategy, and develop implementation plans with all state stakeholders.



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### Section 2: Standards and Assessments (ELs) [pages 8-10; 12-13]

#### 2.1 Challenging State Standards

Note from ISBE's plan: these items are submitted through peer review.

#### 2.2 Academic Assessments

##### English Learners:

Illinois has adopted EL-specific standards, policies, and supports. Illinois has a policy for educating students with limited English proficiency that requires the instruction of core content in the native language or, where the native language is of lower incidence, at least support in the native language, together with instruction in English as a second language. This is to ensure that ELs are able to access the high-level content of the new state standards and remain at grade level while also developing English academic language proficiency.

With respect to standards, Illinois has been a World-Class Instructional Design and Assessment (WIDA) consortium member since 2004. Illinois has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. ELP Standards were developed using the ILS and incorporate the current college- and career-ready goals. Illinois officially adopted ELP Standards in 2004 and codified the 2007 version of the standards into the Illinois State Bilingual Rules and Regulations.



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[isbe.net/essa](http://isbe.net/essa)!

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### EL proficiency assessment:

ACCESS for ELs is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. All public school districts are required to assess annually all identified ELs in grades K-12 using the ACCESS for EL assessment until the students test as English language proficient.

### Accommodations for ELs:

The state continues to investigate and advocate for additional supports to further enable access in a way that demonstrates what students are able to do related to the standards and in a manner that is not confounded by acquisition of a second language.

### Assessment languages:

Math on the PARCC assessment is adapted into Spanish. ISBE does not offer any other native language assessments at the current time.



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 2: Standards and Assessments (ELs)*

Question requesting response from ISBE ESSA State Plan Draft #1 (pages 10 and 18):

*ISBE requests ideas from individuals or groups regarding the overall composite proficiency level on ACCESS for ELs.*



#### Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Should Illinois introduce a new category of former ELs to track the progress of students over time, beyond four years?
- Illinois has set a goal for third grade students to read at grade level. Should Illinois adopt Spanish literacy assessments to complement the Spanish mathematics assessments available with PARCC?
- Should Illinois continue to assess ELs for English proficiency K-12?
- How will Illinois address the technology divide that results in some districts lacking the proper infrastructure for online assessment, affecting both ACCESS 2.0 and PARCC?
- Should Illinois change the N-size for subgroups to 20 to match the Illinois School Code statute on Bilingual Education?
- Should Illinois raise the transition criteria for transitioning from services and EL status to align with the skills needed to meet state standards?
- ESSA requires reporting on English proficiency for grades 3-12. Should Illinois continue to assess students K-2?
- How much weight should English proficiency have in the accountability system?
- What should the timeline for inclusion of ELs in the accountability system be?



## ADDITIONAL TOOLS AND RESEARCH

### Section 2: Standards and Assessments (ELs)

**National Association of State Boards of Education**

[Policy Update: ESSA and English Language Learners](#) | August, 2016

**Latino Policy Forum**

[Foundations of Academic Success for Latinos and English Learners](#) | August, 2016

[ELs in Illinois: Investing in Growth, Assets and Opportunity](#) | September, 2015

[Shaping Our Future: Building a Collective Latino K-12 Education Agenda](#) | June, 2012

**Education Trust**

[Students Can't Wait; English Learners in ESSA](#) | July, 2016

**Council for Chief State School Officers**

[Critical Area Outline on English Learners](#) | March 29, 2016

[English Learners Considerations in ESSA](#) | December 14, 2015

[VIDEO: Major Provisions of ESSA related to the Education of English Learners](#) | March 2016

[Webinar PowerPoint](#) | March 3, 2016

**National Council of La Raza (NCLR)**

Article & Webinar: [What the Every Student Succeeds Act means for the Latino Community](#) |

February 10, 2016

**American Federation of Teachers**

[ELL Fact Sheet](#) | 2016

## Section 3: Accountability, Support, and Improvement for Schools

# ESSA

### WHAT DOES ESSA SAY?

#### Indicators and N-Size

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator. The required accountability indicators are:

##### For elementary, middle and high schools:

- Achievement in ELA and math as measured by proficiency on statewide assessments\*
- English language proficiency rates\*
- At least 1 additional indicator (see next page for more) of school quality or student success that allows for meaningful differentiation among school performance, can be disaggregated, and is valid, reliable, statewide, comparable (e.g., rates of school discipline, chronic absenteeism)

##### For elementary and middle schools:

- A measure of student growth or other academic indicator that allows for meaningful differentiation in school performance\*

##### For high schools:

- 4-year graduation rate (in addition, states may use an extended-year graduation rate)\*

\* These indicators must carry "substantial" **weight** in the final accountability system. In the aggregate, these indicators must carry "much greater" weight than the indicator(s) of school quality or student success.

### Additional indicator(s):

For all schools, states must include at least 1 additional indicator of school quality or success that allows for meaningful differentiation among student groups (e.g., school discipline, chronic absenteeism).

Each additional indicator the State selects must meet the following criteria:

- Is valid, reliable, and comparable across all LEAs in the State;
- Is calculated the same for all schools across the State, except that the measure or measures selected within the indicator of Academic Progress or any indicator of School Quality or Student Success may vary by grade span;
- Can be disaggregated for each subgroup of students;
- Includes a different measure than the State uses for any other indicator;
- Is supported by research finding that performance or progress on such measure is likely to increase student academic achievement or, for measures used within indicators at the high school level, graduation rates; and
- Aids in the meaningful differentiation among schools under proposed §200.18 by demonstrating varied results across all schools.

NOTE: States may include **more than one** additional indicator of school quality or success so long as each indicator is measured for all students and subgroups.

### N-Size:

States must also set the minimum number of students from a subgroup needed for reporting and accountability purposes (N-size). The N-size must be the same for all subgroups and for all indicators.

Charter schools must be included in the state's accountability system with respect to authorization standards, annual reporting, and equitable distribution of teachers. For more information on ESSA's requirements for Charter Schools, please see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### *Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]*

#### 3.1 Accountability System - **AMENDED TO REFLECT SEPTEMBER 16 CHANGES**

#### Accountability Indicators:

As of August 25, 2016, ISBE has hosted three accountability work sessions, with a diverse group of stakeholders, to gather feedback and insight into the development of an accountability system that is both equitable and educative for schools, districts, and stakeholders. The meetings resulted in a collection of student success and school quality indicators requiring further investigation. **In addition to these student success and school quality indicators, on September 16, 2016, ISBE adopted a College and**



Career Readiness (CCR) framework. This framework could become its own CCR indicator and/or portions of the framework could be absorbed into the broader multiple indicator system of accountability.

Note that ISBE also wants to consider indicators that should be reported vs. what is included in the accountability system and wants to consider items that are within the schools' nexus of control.

Suggested indicators fell into the following categories:

- Academic indicators
- School Climate indicators
- Engagement indicators
- Post-Secondary Readiness indicators
- Access to Advanced Coursework indicators
- Non-academic indicators

After further consideration, members of the Accountability Workgroup repeatedly identified the following school quality indicators:

- 8th/9th grade on track (K-12 indicator)
- Chronic absenteeism and/or attendance (k-12 indicator)
- HS curricular measure AP/IB/dual/CTE (9-12 indicator)
- PreK-2 indicator (2 groups) (may not be ready 2017-18)

The CCR framework established student readiness based on the following academic and standardized testing benchmarks:

- **GPA 2.8 out of 4.0**
- **Readiness college entrance score on the SAT**

AND two or more of the following academic benchmarks or industry credential:

- **Industry Credential**
- **Dual Credit Career Pathway Course**
- **Advanced Placement Exam (3+)**
- **Advanced Placement Course (A, B or C)**
- **Dual Credit College English and/or Math (A, B or C)**
- **College Developmental/Remedial English and/or Math (A, B or C)**
- **Algebra II (A, B or C)**
- **International Baccalaureate Exam (4+)**

AND two or more from the following behavioral and experiential benchmarks:

- **90% Attendance**
- **25 hours of Community Service (or military service)**
- **Workplace Learning Experience**
- **Two or more organized Co-Curricular Activities (including language and fine arts)**

#### **Accountability weights:**

Illinois is considering using four indicators for the elementary/middle level and five indicators at the high school level. The academic indicators specified in ESSA must be given significantly more weight than the school quality/student success indicator. Participants in the Accountability Workgroup expressed concern

about schools that may not have one or more of the indicators; for example, an EL subgroup subject to the EL proficiency indicator. The group concluded that more research is needed on the English language proficiency indicators.



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 3: Accountability, Support, and Improvement for Schools*



Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 17-18):

- A. ISBE requests ideas from individuals or groups regarding both additional school quality indicators and other ideas as they relate to additional school quality indicators.*
- B. ISBE requests feedback on the structure and substance of the CCR framework and indicators.*
- C. ISBE requests feedback on the two examples of weighting provided in the State Plan.*

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

**AMENDED TO REFLECT SEPTEMBER 16 CHANGES:** Questions about the College and Career Readiness (CCR) framework

- What should the adoption by ISBE of a CCR framework mean for the broader accountability system?
- What should the relationship of the CCR framework to the accountability indicators currently listed in the ISBE State Plan Draft #1 be?
- Should a certain subset of indicators be included as one indicator of CCR for Illinois students and, if so, which indicators should this be?
- What weight should each indicator hold in the accountability system? Which indicators are most important to ensure that schools and districts are held accountable for student performance, and which are most important to gain a better picture of school quality and student success? Are these weighted appropriately in the Draft Plan?
- What are some good examples or models of educational accountability systems with these kinds of weighted indicators?
- How is Illinois (ISBE) ensuring ongoing attention to the fidelity and usefulness of the indicators chosen? How will these measures inform continuous improvement efforts?
- Keeping in mind how subgroup performance data may support effective interventions and supports for struggling schools, what “N-size” will enable accurate and responsive data on the academic performance of student subgroups?
- Should Illinois consider an N size of 20 to better align with ILSC Article 14C on Bilingual Education?

- How are schools and districts expected to measure and report on English language proficiency?
- What other “additional indicator(s)” have been included? Are there other indicators that should be included? How reliably do these indicators measure school quality?
- What weights have been given to each additional indicator? How might these support effective interventions in struggling schools? In what ways do these additional indicators contribute to a more accurate picture of school performance?
- What kinds of indicators might be well suited for public reporting, but are not as well suited for inclusion in the accountability system?



## ADDITIONAL TOOLS AND RESEARCH

### *Section 3: Accountability, Support, and Improvement for Schools*

See page 19 of this document for Tools and Resources



## WHAT DOES ESSA SAY?

### Goals for Student Achievement & High School Graduation Rates

ESSA requires states to use a multiple-indicator accountability system that includes the performance of all students and each student subgroup for each indicator.

States **must** use this system to set long-term goals with measurements of interim progress for student achievement in English Language Arts (ELA) and math (as measured by proficiency), as well as at least two other distinct indicators of student performance, measured for all students and subgroups of students at each school.

States **may** set goals for extended-year high school graduation rates, but those goals must be higher than the 4-year graduation rate goal.

The goals and interim progress measures must take into account room for improvement to make significant progress in closing proficiency and graduation rate gaps.

When addressing the issue of student achievement and proficiency rates, and closing related gaps, states should consider the importance of prioritizing high quality early learning and early elementary experiences across the state, including by embedding these elements into the state’s accountability system.

Additionally, dropout prevention and recovery initiatives help to support graduation rate closing among the state’s highest need students.

For more information about ESSA’s Early Childhood Education requirements and resources available to support High Risk Students, please see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



**WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?**  
**Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]**

**3.1 Accountability System**

**Goal Setting:**

Stakeholders discussed that the goal of an accountability system should be for continuous improvement of schools and systems that, most importantly, leads to improved equity and outcomes for students. The group considered the importance of ambitious long-term goals, and that there should be a framework in terms of achievable interim goals. Pervasive throughout the conversation was the notion that all goals – and the system as a whole – need to be balanced with the right resources.

**ISBE requests feedback on the following [page 19]:**

- relationship between long-term goals that are ambitious and achievable and long-term goals that are aspirational
- relationship between interim goals that are ambitious and achievable and interim goals that are relevant

**Aggregating Measures:**

Proposed regulations require performance levels and a summative rating that are consistent with attainment of the long-term goals and measurement of interim progress. Illinois needs to develop an approach to meaningfully differentiate schools in order to provide parents and the public a sense of school quality.

**Timeline:**

There was no clear agreement or consensus from stakeholders regarding the timeline for achieving interim and long term goals.

**Other - Accountability System:**

There were many issues that came up in the course of the three accountability meetings that did not easily fall into one of the aforementioned categories but are nonetheless critical to the development of an equitable accountability system.



**Provide Feedback or Ask a Question**

Engage at [isbe.net/essa](http://isbe.net/essa) ! ▶ Attend a Listening Session  
 ▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)



**QUESTIONS FOR FURTHER CONSIDERATION**

**Section 3: Accountability, Support and Improvement for Schools**

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 19-21):



**A. ISBE requests feedback on the following:**

- relationship between long-term goals that are ambitious and achievable and long-term goals that are aspirational
- relationship between interim goals that are ambitious and achievable and interim goals that are relevant



**B. ISBE requests feedback on performance levels. More specifically considerations on:**

- Number of levels
- Terminology that can be used in expressing the performance levels
- Suggestions that could assist parents and other interested parties in understanding performance levels and what they could mean for a school.

**C. ISBE requests feedback on the timelines for interim and long-term goals. What is the appropriate timeframe for interim and long-term goals, and why?**

**D. ISBE requests feedback on the following questions relevant to the development of an equitable accountability system:**

- How might a system avoid the “bubble syndrome,” which focuses on students who are most likely to meet standards instead of those who need additional supports to meet standards or who are at the higher end of the spectrum?
- What is necessary in order to create a system wherein students are able to be identified as part of multiple subgroups?
- What is necessary in order to develop a system that addresses disparities in funding and resources (state, local, federal)?
- What needs to occur in order to ensure that schools are able to provide an accurate story to the public?
- How should Illinois define growth?
- What are other ways to define achievement?

**Questions to consider as you go through ISBE ESSA State Plan Draft #1:**

- Are the goals included in the Draft Plan those we want to set for all Illinois students? For student subgroups?
- What are examples of goals that are “aspirational” and goals that are “ambitious and achievable”? How should “aspirational” and “ambitious and achievable” standards inform the development of interim and long-term goals?
- What are appropriate timeframes for interim and long-term goals, and why?
- What considerations is the state making to incentivize schools to admit, keep, and support students with challenges (e.g., students who drop out or take care of children) that prevent them from graduating in the standard four years?



## **ADDITIONAL TOOLS AND RESEARCH**

### ***Section 3: Accountability, Support, and Improvement for Schools***

See page 19 of this document for Tools and Resources

## WHAT DOES ESSA SAY?

### Report Cards and Data Reporting

Annual state and district report cards are required under ESSA. The following are a subset of the information required for state and district report cards:

- Long-term goals, measures of interim progress for all students and student subgroups, for all accountability indicators;
- Minimum number of students for subgroups (N-size);
- A system for meaningfully differentiating among schools based on student performance (including all of the indicators), the specific weights applied to each indicator, the criteria used to determine how schools are identified for - and exited from - Comprehensive and Targeted Support & Improvement status, and a list of the schools so identified;
- Performance of all students and student subgroups on annual assessments (ELA, mathematics, and science) disaggregated by: economic disadvantage; each major racial and ethnic group; gender; disability; English learner (EL) and migrant status; homeless; foster care; and military connection;
- High school graduation rates, including the 4-year adjusted cohort graduation rate and the extended-year rate;
- Educator equity: The professional qualifications of teachers overall and in high-poverty schools compared to low-poverty schools including the percentage of inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject;
- Measures of school quality, climate, and safety, which may include data reported as part of the U.S. Department of Education’s Civil Rights Data Collection; and
- Early childhood data: percent of students enrolled in preschool programs.

States will need to ensure that report cards are presented in an understandable and uniform format that is developed in consultation with parent and family stakeholders, and in a language parents and families can understand.



### WHAT’S IN THE ISBE ESSA STATE PLAN DRAFT #1?

#### *Section 3: Accountability, Support, and Improvement for Schools [pages 13-21]*

##### 3.1 Accountability System

##### Statewide Goals to Complement Accountability Framework:

Statewide efforts to collect data on schools, such as the 5 Essentials Survey, and other data elements may be reported out using ISBE’s long-term goal to complement the accountability framework and help districts and schools to tell their story. Since we may not have this data every year and we may not want to overcomplicate our accountability system, using this data to supplement the story will allow us more flexibility in sharing the information outside of the formal accountability structure.

**Provide Feedback or Ask a Question**

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- ▶ Attend a Listening Session
- ▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 3: Accountability, Support and Improvement for Schools*

Question requesting response from ISBE ESSA State Plan Draft #1 (page 21):



*ISBE requests feedback on what other other data should be included in the reporting system, but not in the accountability system?*

Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Illinois will need to disaggregate data by the subgroups of students required under ESSA, including children who: are economically disadvantaged, are English learners, have disabilities, are homeless or in foster care, are military connected, and students by gender, each major racial and ethnic group, and migrant status. How has Illinois designed the system so that that data systems will be in place to ensure that all of these student subgroups are accurately accounted for? Are there additional subgroups that are or should be included in Illinois' accountability system?
- What measures of school quality, climate, and safety have been included in statewide reporting? Early childhood data? Are there additional measures of school quality, climate and safety that should be included in Illinois' accountability system?
- Illinois report cards also need to include information on educator equity. How does Illinois plan to report on the rates of inexperienced teachers and administrators, and ineffective and out-of-field teachers? How does IL plan to disaggregate this by subgroup? How has this data on teacher quality been designed to support professional development, school accountability, and student success?
- Should the Illinois School Report Card provide more longitudinal data on the subgroups for the public at large?
- The ILDS plans to enhance data collection and analysis to support teachers, administrators, agency staff, parents, and policymakers in making informed, efficient, and effective data-driven decisions that are aligned with the Board's mission and goals. What data is most useful to you (as a parent, teacher, administrator, community member) to make decisions about strengths and areas of growth for your school?



## ADDITIONAL TOOLS AND RESEARCH

### *Section 3: Accountability, Support, and Improvement for Schools*

*Illinois State Board of Education*

[ISBE letter to US ED re: State Plans and Accountability](#) | August 1, 2016

*The Alliance for Excellent Education*

[Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability](#) | June 8, 2016

[Side-by-side chart comparing accountability provisions in NCLB, NCLB waivers, and ESSA](#) | January, 2016

[ESSA One-Page Fact Sheet: Accountability](#) | January, 2016

[ESSA One-Page Fact Sheet: Personalized Learning](#) | April 21, 2016

[Data Dashboards: Accounting for What Matters](#) | January 29, 2015

[VIDEO: Federal Flash: A Deep Dive on Accountability Provisions Within ESSA](#) | December 10, 2015

*Education Week Webinar*

[ESSA and K-12 Policy: State and District Perspectives](#) | June 15, 2016

**Council of Chief State School Officers (CCSSO)**

[Critical Area Outline on Accountability](#) | March 29, 2016

[Summary of Accountability Considerations in ESSA](#) | December 14, 2015

[Memo on State Report Card Requirements](#) | January 26, 2016

**Leadership Conference on Civil and Human Rights**

[Accountability Provisions in the ESSA](#) | April 20, 2016

**Learning Policy Institute**

[Pathways to New Accountability Through ESSA](#) | April 20, 2016

[Redesigning School Accountability and Support: Progress in Pioneering States](#) | April 5, 2016

**The American Federation of Teachers (AFT)**

[Accountability Fact Sheet](#) | 2016

[AFT Position on ESSA](#) | 2016

**The National Education Association (NEA)**

[Opportunity Dashboard Indicator](#) | 2016

**Education Trust**

[Students Can't Wait; Indicators: What to Include in School Ratings](#) | July, 2016

[Students Can't Wait; New School Accountability Systems in the States: Both Opportunities and Peril](#) | July, 2016

[What's in ESSA? – Accountability](#) | January 13, 2016

**Center for American Progress**

[ESSA Resources Page](#) | 2016

[Report: Implementing the Every Student Succeeds Act](#) | January, 2016

**US ED**

[Transitioning to ESSA - Frequently Asked Questions](#) | February 26, 2016

**Education Reform Now**

[ESSA Implementation: Interactive Graphic, by State](#) | 2016

**ESSA**

## WHAT DOES ESSA SAY?

### Identification of Struggling Schools

States must establish a system of meaningfully differentiating among the performance of all public schools, and at a minimum must provide supports or interventions for schools identified as:

- **Comprehensive Support and Improvement Schools** — At least once every three years, states must identify the **lowest-performing 5%** of Title I schools and high schools with graduation rates at or below 67%;
- **Targeted Support and Improvement Schools** - any school with any student subgroup that is **“consistently under-performing”** based on all indicators in the state accountability system.
- **Additional Targeted Support Schools** - any school with a subgroup performing at the level of the lowest-performing 5% of all Title I schools, based on the state accountability system.

#### Identification: Comprehensive Support and Improvement Schools

At least once every three years, states must identify the lowest-performing 5% of Title I schools, and high schools with graduation rates at or below 67%, for comprehensive, locally-determined, **evidence-based intervention**. These schools have up to four years to meet state-set criteria that would allow them to exit Comprehensive Support and Improvement status. If the schools do not meet these criteria, they must implement more rigorous state-determined interventions.

## Identification: Targeted Support & Improvement Schools:

Annually, states must identify any school with any student subgroup that is “consistently underperforming” based on all indicators in the state accountability system. Those schools must receive targeted, locally-determined, evidence-based intervention. If implementation of targeted interventions is unsuccessful in improving student outcomes based on the indicators in the state accountability system, additional action may be taken after a number of years to be determined by the district.

*NOTE: Targeted Support & Improvement schools (see below) that are consistently underperforming over a period of time, and that fail to achieve state determined “exit criteria,” must be reclassified by the state as Comprehensive Support & Improvement schools.*

## Identification and Intervention: Additional Targeted Support & Improvement Schools:

States must also identify schools where the performance of any subgroup of students is at or below the level used to identify Title I schools for the bottom 5% in the state for Additional Targeted Support &

ESSA has provided more flexibility to spend funds to support underperforming students and schools in rural areas. For more information about resources available to support Rural Schools, please see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### *Section 3: Accountability, Support, and Improvement for Schools [pages 21-26]*

#### 3.2 Identification of Schools

Illinois proposes to develop and implement a statewide multi-tiered system of support (MTSS). The MTSS will provide comprehensive and differentiated supports and services to eligible schools. ISBE will utilize its MTSS for training, coaching, and technical assistance in order to build districts' capacity to deliver MTSS within all of its schools. In doing so, districts will be able to address the holistic needs of students through evidence-based practices that have been demonstrated to improve outcomes for all students.

Pending approval of the proposed regulations, the following is a breakdown of identification and notification by category of school:

#### Comprehensive Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and
- every three years thereafter

#### Targeted Support and Improvement Schools

- first identified and notified in 2017-18, using data from 2015-16 and 2016-17, and every three years thereafter

#### Additional Targeted Support Schools

- identified in the second round of identification, in 2020-21.

#### Exit criteria:

It is ISBE's belief that its definition of increased student outcomes should be aligned to the totality of the state's accountability system, not a single assessment or measure.



**Provide Feedback or Ask a Question**

Engage at  
[isbe.net/essa](http://isbe.net/essa)!

- ▶ Attend a Listening Session
- ▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 3: Accountability, Support and Improvement for Schools*



Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 22-24):

#### **A. ISBE requests comments to the following questions:**

- Should Illinois identify the lowest-performing 5 percent of schools first, and then identify high schools with a four-year graduation rate of less than 67 percent? Or should the state identify high schools first, then calculate a lowest-performing 5 percent from the remaining pool? Alternate methods will either increase or decrease the number of schools identified.
- How many years (up to four inclusive of a possible planning year) should schools with a student group whose performance is on par or lower than the performance of the “all students” group in the lowest-performing 5 percent of schools have to implement a school improvement plan before it is identified as requiring comprehensive supports and services, and why?

#### **B. ISBE requests responses to the following questions:**

- With respect to the definition of improved student outcomes, should improvements in achievement be required, or is increased growth sufficient? If so, why? If not, why not?
- Should there be minimal required amounts of growth (beyond the requirement to no longer meet the criteria for identification)? If so, what amount of growth would be sufficient? If not, why not?
- Is growth in the “all students” group sufficient, or must there be growth for underperforming student groups as well? If “all students” is sufficient, why? If growth for underperforming groups is necessary, why so?
- How should these exit criteria support or hinder progress toward the state long-term goals and measures of interim progress?
- What, if any, additional exit criteria should Illinois use? If so, what criteria and why?

#### **Questions to consider as you go through ISBE ESSA State Plan Draft #1:**

- The Statewide System of Support (SSOS, see page 8) may be a starting place for developing LEA plans for school improvement. How might this system be improved to ensure the plans include evidence-based interventions, a school-level needs assessment, and the identification of resource inequities? Should there be additional systems in place?
- How do districts and schools in Illinois plan to meaningfully engage stakeholders throughout the support and intervention process? How will districts and schools make information about the effectiveness of these efforts easily accessible to stakeholders?
- What are the “exit criteria” proposed for each improvement category? How and when will schools be reclassified? In what ways does the reclassification process allow for thorough, holistic, public review of school performance, and/or the consideration of additional exit criteria? How will the reclassification of schools impact the state’s progress towards long-term goals and affect measures of interim progress?
- Does Illinois identify Comprehensive Support & Improvement schools at higher rates than are required within the law (e.g. bottom 10% of Title I schools; graduation rates below 75%)? What are the pros and cons of Illinois’ current identification system? How does it impact how districts and states ensure equitable outcomes for student subgroups?



## ADDITIONAL TOOLS AND RESEARCH

### *Section 3: Accountability, Support and Improvement for Schools*

See page 26 of this document for Tools and Resources

# ESSA

## WHAT DOES ESSA SAY?

### Interventions in Struggling Schools

#### **Intervention: Comprehensive Support and Improvement Schools**

Districts have the responsibility of developing improvement plans for these schools. They must be developed in consultation with local stakeholders, and must:

- be informed by all of the accountability indicators;
- be evidence-based;
- be based on a school-level needs assessment;
- be approved by the school, district, and state;
- be monitored and periodically reviewed by the state; and
- articulate strategies to remedy all identified resource inequities.

Comprehensive Support and Improvement schools have 4 years to meet state-set criteria that allow them to exit the Comprehensive intervention status. If they do not meet these criteria, they must implement more rigorous **state-determined interventions**, which may include school-level operations.

#### **Intervention: Targeted Support & Improvement Schools**

Schools have the responsibility of developing improvement plans. They must be developed in consultation with local stakeholders, and must:

- be informed by accountability indicators;
- be evidence-based;
- be approved and monitored by the district; and
- result in additional action for underperformance over a period of time determined by the district.

#### **Intervention: Additional Targeted Support & Improvement Schools**

These schools, in addition to meeting the requirements described above, must identify resource inequities - including, but not limited to, resources such as school textbooks and condition of buildings and facilities - and address how those inequities will be addressed through the implementation of its improvement plan. Such schools will be identified for Comprehensive Support & Improvement if they do not meet state-set **exit criteria** by a state-set time period.

ESSA includes grant funding that increases resources for student enrichment and supports. For more information about Meeting the Needs of Students In High-Poverty Communities, please see see [Additional Equity-Focused Decision Points in ESSA](#) at the end of this document.



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### Section 3: Accountability, Support, and Improvement for Schools [pages 21-26]

#### 3.3 State Support and Improvement for Low Performing Schools

##### Allocation of School Improvement Resources

It is expected that ISBE will reserve \$48,665,646 for school improvement activities in 2017-18. This is the sum of the amount the state reserved for school improvement for fiscal year 2016, plus the amount received for FY 2016 under School Improvement Grants 1003(g), and after which it will reserve no less than 7 percent. Following a planning year, ISBE will make subgrants of varying amounts to schools that submit acceptable comprehensive or targeted improvement plans on a formula basis for a period of not more than three years.

When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate a number of elements that allowed ISBE to prioritize LEAs that “demonstrate the greatest need for such funds” and “demonstrate the strongest commitment to using funds.” Based on this feedback, ISBE proposes to incorporate a measure of the quality of the plan as a part of the formula.

In addition, through the braiding of IDEA Parts B and D funds, ISBE will create a multitiered system of support that would arrange for the direct provision of technical assistance, professional development, and support to schools and LEAs whose plans do not meet minimal quality. These schools will receive far more intensive support, monitoring, and feedback from the support liaisons; other state partners, including districts; and agencies when they develop their revised comprehensive and targeted improvement plans. ISBE will make base-equitable awards of one year for the purpose of planning. After which, ISBE will make awards of three years in duration on a formula basis for the purpose of implementation of comprehensive and targeted improvement plans.

##### Evidence-based Interventions:

ISBE proposes that schools requiring comprehensive or targeted supports and services will begin a planning year after they have been identified. In a planning year, Illinois will use 95 percent of these funds to:

- Create a multi-tiered system of support. This system will: (A) Provide technical assistance, professional development, and support to LEAs and schools in the development of their comprehensive and targeted improvement plans;
- (B) Conduct needs assessments, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong comprehensive and targeted improvement plans;
- Curate, annotate, and update a list of evidence-based strategies as defined in statute from the previous work done to support school improvement.

##### More Rigorous Interventions:

While some ESSA programs allow the use of all four levels of evidence - 1. Strong 2. Moderate 3. Promising 4. Research-based rationale - Section 1003 of the law requires that schools identified as comprehensive and targeted use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising). Given the possible dearth of interventions that meet one of these evidence levels, how states and districts will be able to meet the evidence-based requirement is a concern.



### Periodic Resource Allocation Review:

1. ISBE proposes that every three years, starting in the year following the identification of schools for comprehensive services (e.g., at the end of a planning year), Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. The review will follow the processes used by Illinois to establish its State Systemic Improvement Plan process and develop its Equity Plan. The review will present data comparing allocations between LEAs and between schools and consider any inequities identified in school support and improvement plans. Following this review, the state will engage stakeholders to determine the most appropriate strategies and take other actions, to the extent practical, to address any resource inequities identified during its review.



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 3: Accountability, Support and Improvement for Schools*

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 29-33):



**A. ISBE requests stakeholder response to the following questions [page 29]:**

- How should the state define “greatest need”?
- Which should be prioritized, districts with the highest concentrations of identified schools or highest numbers? Why?
- What are practical ways for the state to include practitioners and stakeholders in the creation of a state formula and/or instruments that evaluate the quality of an improvement plan?
- How should the state define and measure “readiness” and “strongest commitment” to implement change?

**B. ISBE requests stakeholder response or additional ideas regarding the ISBE proposal for evidence-based strategies.**

**C. ISBE requests stakeholder response to the following question: What are the challenges of which ISBE should be aware in regard to the identification and implementation of “evidence-based practices”?**

**D. ISBE requests stakeholder comments on the proposed periodic resource allocation review.**

### Questions to consider as you go through ISBE ESSA State Plan Draft #1

- ESSA only requires districts to submit improvement plans for their Comprehensive schools, without specific implications for district-level changes. What, if any, district-level accountability and/or interventions should Illinois require?
- How can schools and districts ensure that all school stakeholders are included in the development of improvement plans for schools?
- Illinois will have to reclassify schools identified for Targeted and Additional Targeted Support & Improvement based on all of the annual accountability indicators. How will Illinois define “consistently underperforming”?

- What considerations should inform the identification and implementation of “evidence based practices?”
- What, if any, changes should be made to ISBE’s proposed methodology for identifying additional targeted schools?
- For how long should a student group be underperforming before it meets the definition of “consistently underperforming”?
- The proposed regulations suggest identifying schools with these student groups every two years. What are the practical implications of a two-year timeline? Do research and/or best practices suggest an appropriate timeline for improvement of performance of underperforming student groups?



## ADDITIONAL TOOLS AND RESEARCH

### *Section 3: Accountability, Support, and Improvement for Schools*

*The New Teacher Project*

[Accountability Under ESSA: How States Can Design Systems That Advance Equity and Opportunity](#) | July 27, 2016

*CCSSO*

[Critical Area Outline on School Improvement Supports](#) | March 29, 2016

[Summary of School Intervention Considerations](#) | March 29, 2016

[Summary of “Evidence Based” under ESSA](#) | March 11, 2016

*Learning Policy Institute*

[Evidence-Based Interventions: A Guide for States](#) | March 2016

*Center for American Progress*

[Strategies to Improve Low-Performing Schools Under the Every Student Succeeds Act How 3 Districts Found Success Using Evidence-Based Practices](#) | March 2016

## Section 4: Supporting Excellent Educators

ESSA

### WHAT DOES ESSA SAY?

#### ESSA provisions under Title II

ESSA provisions under Title II impact the funding formula of grants to states, as well as state uses of funds, subgrants to Local Education Agencies (LEAs), and LEA uses of funds.

ESSA expands and updates the list of LEA activities that can be funded with Title II dollars, to support professional development/learning and leadership opportunities, including educator career pathways that invest in recruitment, induction, mentoring, and leadership opportunities, as developed in consultation with stakeholders. Title II allowable class-size reduction and professional learning strategies must be “evidence based.”

In developing and implementing these strategies, LEAs can subgrant or partner with for-profits, non-profits, institutes of higher education, or tribal organization.

Title II-B activities and grants includes Teacher and School Leader Incentive Program; Literacy Education for All, Result for the Nation; American History and Civic Education, Supporting Effective Educator Development subgrants; School Leader Recruitment and Support subgrants; Technical Assistance and National Evaluation subgrants; STEM Master Teacher Corps subgrants.

**\*\*It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress's Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**



## **WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?** ***Section 4: Supporting Excellent Educators [pages 33-41]***

### **4.1 Systems of Educator Development, Retention, and Advancement**

ISBE's plan includes existing efforts around preparation and placement of new educators (teacher certification and licensing) based on state and national content standards; and clarifying professional development definitions to support, track, and evaluate local PD efforts. The plan includes limited new structural shifts or investments aside from an annual professional development audit, to begin Fall 2016.



## **QUESTIONS FOR FURTHER CONSIDERATION**

### ***Section 4: Supporting Excellent Educators***

#### **Questions to consider as you go through ISBE ESSA State Plan Draft #1**

- How should Illinois plan to allocate Title II funding specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, including by taking into account the shortage in the bilingual teacher workforce EC-12?
- How should the state ensure that each district includes its teachers and staff in providing high quality professional learning?
- How should Illinois ensure that state and local districts work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high quality teachers and school leaders?
- How should students with disabilities and English learners included in state efforts to increase student access to well-prepared and effective teachers? What additional or different supports are needed and how will they be funded and staffed?
- In what ways will Illinois use school, teacher, and student data to assess the working conditions within each school, identify areas of improvement, and implement responsive improvement strategies? How will improvement strategies be funded and assessed?
- How might Illinois ensure the fidelity and efficacy of LEA Title II applications? How can ISBE collect information on best practices and strategies without placing an undue burden on districts?



## **ADDITIONAL TOOLS AND RESEARCH** ***Section 4: Supporting Excellent Educators***

See page 31 of this document for Tools and Resources

## WHAT DOES ESSA SAY?

### Teacher and Leader Evaluation Systems

States are not required to have teacher and leader evaluation systems. States may use federal professional development funds and Teacher and School Leader Incentive Fund competitive grants to implement teacher and leader evaluation systems based on student achievement, growth, and multiple measures of performance, and to inform professional development. Following is an overview of the resources to support educators under ESSA Title II:

#### A. In General

- ESSA shifts the Title II, Part A formula to have a more significant weight on poverty (from 65% to 80% of the formula by 2020)
- Districts applying for funds must describe how funding for schools identified for comprehensive and targeted improvement and support will be prioritized
- ESSA removes caps on direct administrative costs for Title II, Part A

#### B. Teacher and Principal Evaluation and Support

- Allowable use of funds are included for “teacher, principal, and other school leaders evaluation and support systems that are based in part on evidence of student academic achievement.”
- If funds used, must include multiple measures of educator performance with “timely and useful feedback” provided to teachers, principals and other school leaders.
- States may also develop or assist districts in developing career advancement opportunities, differential pay, or other incentives to recruit/retain teachers, principals, and other school leaders in low income schools/ districts, and teachers in high-need subjects.

#### C. Other Allowable Uses

ESSA generally includes other allowable uses of Title II funds including:

- Funds to support induction, mentoring, professional learning, preparation programs, and alternative certification routes
- Improving equitable access to effective teachers
- Efforts to support principals, teachers, early childhood educators, and program administrators to develop solutions for school transitions and school readiness

#### D. Principal Quality

- ESSA provides an optional 3 percent set-aside for activities supporting principals and other school leaders. States may reserve these funds even if reservation would reduce funding to any school district.

#### E. National Activities

- ESSA authorizes a \$469 million fund (up to \$489 by 2020) for National Activities through which USED will administer several programs:
  - The Teacher and School Leader Incentive Fund - states/districts to support human capital systems [49% of the fund; 47% in 2020]
  - The Literacy Education for All, Results for the Nation (LEARN) program - support comprehensive literacy instruction in early childhood education through grade 12 [34% of the fund; 36.8% in 2020]
  - The American History and Civics Education Program - institutions of higher education, nonprofits, consortia to support quality instruction in these areas [1.4% of the fund]
  - Programs of National Significance: Supporting Effective Educator Development (SEED); The School Leader Recruitment and Support program; Technical Assistance and National Evaluation (center on literacy for students with disabilities and STEM Master Teacher Corps) [15.4% of the fund; 14.8% in 2020]

**\*\*It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress's Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**



## WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

### Section 4: Supporting Excellent Educators [pages 34-39]

#### 4.2 Support for Educators

ISBE's Title II resource allocation plans to support state-level strategies include developing, delivering, and communicating professional learning opportunities and strategies that build content knowledge in Illinois Learning Standards, gifted students, English Learners, and students with disabilities. Resources such as units and lessons for mathematics, English language arts, science, social studies and fine arts will be created and shared with all educators. Content experts will provide support for these resources through professional development opportunities. There will be an effort to increase general communication to stakeholders regarding ISBE initiatives, grant opportunities, professional development opportunities, etc. The ISBE plan also includes targeted professional learning supports for districts identified for **comprehensive services**.

ISBE will improve the educator and leader skills to address specific learning needs of identified students. Such supports will be implemented through systematic professional learning, training, technical assistance, and coaching allows for consistency of services to LEAs through Multi-Tiered System of Support (MTSS), improved data systems (e.g. Illinois Data First, Ed360), and online professional learning tools (e.g. Illinois Virtual School, Online Impact).



## QUESTIONS FOR FURTHER CONSIDERATION

### Section 4: Supporting Excellent Educators

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 36-39):

**A. ISBE requests additional feedback with regards to resource allocation priorities, e.g. National Board professional development, professional learning around English Learners, emotional/behavioral/physical health.**

**B. ISBE requests additional suggestions for ways it may improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs.**



Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Does Illinois plan to use federal professional development funds and/or Teacher and School Leader Incentive Fund grant funds (Title II) to support the ongoing implementation of its system, and to continue to inform professional development? Is there a need to review the current teacher evaluation system? How is the current system working?
- How does (or should) Illinois ensure that schools are both supported in and held accountable to ensuring that students have access to high quality teachers and leaders?
- What is currently working well with the PERA law? What needs to be improved and/or changed?



## ADDITIONAL TOOLS AND RESEARCH

### Section 4: Supporting Excellent Educators

See page 31 of this document for Tools and Resources

# ESSA

## WHAT DOES ESSA SAY?

### Educator Equity

States no longer need to define and track High-Quality Teachers (HQTs), but states must develop, report and share plans describing how they will identify and address educator equity disparities that result in poor and minority students being taught by inexperienced teachers, principals and other school leaders, teachers with emergency credentials, and teachers who are teaching out of subject at higher rates than other students.

States *must* collect and publicly report data on these disparities and describe the metrics used to determine the disparities. States must also report on, where available, the annual retention rates of effective and ineffective teachers, principals, and other school leaders.

States *may* use federal professional development funds to increase access to effective teachers for students from low-income families and students of color.

Districts must describe how they will identify and address educator equity, and must have mechanisms to notify parents regarding the professional qualifications of their child's teacher.

Title II funding allocations, specifically meant to support recruiting, preparing, and developing high-quality teachers and principals, require state and local districts to work with stakeholders to assess, develop, and refine strategies to meet the state's goals around high-quality teachers and school leaders.



### WHAT'S IN THE ISBE ESSA STATE PLAN DRAFT #1?

#### *Section 4: Supporting Excellent Educators [pages 39-41]*

ISBE's Educator equity discussion proposes and asks for feedback on a new definitions for "ineffective teacher" (a term that replaces previous federally required definition of "unqualified teacher") and "inexperienced teacher." ISBE's current equity plan does not include a definition of "Ineffective teacher." There are no additional amendments proposed to either the root cause analysis, proposed strategies, or implementation timelines from ISBE's plan that was submitted in 2015.



### QUESTIONS FOR FURTHER CONSIDERATION

#### *Section 4: Supporting Excellent Educators*

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 39-40):

**A. ISBE's current equity plan does not include a definition of "Ineffective teacher." ISBE proposes the following, but *requests the assistance of stakeholders in developing a definition:***

- A teacher who has received an "unsatisfactory" rating in his/her most recent performance evaluation rating or a teacher who has received a "needs improvement" on an evaluation and in a subsequent evaluation has received an "unsatisfactory" or "needs improvement."

**B. ISBE also requests stakeholder input in refining the current definition of "inexperienced teacher," which is currently defined as "an individual with 'less than one year' of experience." Proposed changes might consider:**

- A teacher with less than one/two/three/four years of teaching experience.



## Questions to consider as you go through ISBE ESSA State Plan Draft #1:

- Data from 2011-12 shows that school districts with high percentages of minority and low-income students have higher percentages of first-year and uncertified teachers. The Illinois competitive grant program, while small, aligns with ESSA's emphasis on continuous improvement and support, particularly for high-poverty and high-minority schools. What should Illinois do to support a more equitable distribution of teachers to all students
- How can lessons learned from the Educator Equity Program Development grant and best practices help to inform LEA Title II grant applications?



## ADDITIONAL TOOLS AND RESEARCH

### Section 4: Supporting Excellent Educators

#### Alliance

[Every Student Succeeds Act Primer: Teacher Preparation](#) | June, 2016

[ESSA One-Page Fact Sheet: Teachers and School Leaders](#) | January, 2015

[VIDEO: Federal Flash: Teacher and School Leader Provisions Within ESSA](#) | December 10, 2015

#### American Institutes for Research (AIR)

[Teacher Shortage: What Policymakers Should Know and Do](#) | June 30, 2016

#### CCSSO

[Critical Area Outline on Teacher and Leader Quality](#) | April 3, 2015

[Teacher Preparation Considerations in ESSA](#) | December 14, 2015

[Teacher Evaluation and Equity Considerations in ESSA](#) | December 14, 2015

[Principles for Teacher Support and Evaluation Systems](#) | March 1, 2016

#### AFT

[Title II Fact Sheet](#) | 2016

[Report: Moving Beyond Compliance: Lessons Learned from Teacher Development and Evaluation](#) | September 30, 2015

#### NEA

[ESSA and Teacher Evaluation](#) | 2016

[ESSA Practice Guide Resources](#) | 2015-2016

## Section 5: Supporting All Students



### WHAT DOES ESSA SAY?

#### Supporting All Students-Funding and Resource Allocation

##### In General

ESSA continues to push states to maintain their investment in education, especially for the highest need students, schools, and districts.\* In the interest of improving educational opportunities and reducing unnecessary fiscal and accounting requirements, ESSA includes a series of funding authorizations and also reporting requirements on fiscal efficiency. The funding authorizations are detailed below, and increase modestly beginning in fiscal year 2017 and continue through fiscal year 2020. As for fiscal efficiency, ESSA requires State Educational Agencies to include information in their state plans about how they will modify or eliminate state fiscal and accounting barriers to enable schools to more easily consolidate funds from federal, state and local sources.

States must comply with the following provisions of ESSA in order to receive federal funds under the Elementary and Secondary Schools ACT (ESEA):

**A. Maintenance of Effort**

States cannot reduce their investment in education by more than 10 percent from year to year. A district may receive a grace period of one year if it has otherwise maintained fiscal effort in the preceding five years.

**B. Supplement not Supplant**

Districts must demonstrate that schools received all the state and local funds they would have gotten if there were no federal dollars on the table. However, under Title I states and districts are only required to show compliance every two years instead of annually. In addition, states and school districts will not have to show that individual costs related to Title I activities are supplemental.

**C. Comparability**

Districts must demonstrate that schools that receive Title I funds received at least as much state and local funding as schools that do not receive Title I dollars.

**Title I**

**A. School Improvement Activities**

- Required - State Set-Aside for School Improvement: School Improvement Grants (SIG) are removed from ESSA and replaced with a required 7% state-level set-aside of Title I funds for school improvement and support OR an amount equal to what the state received for school improvement funding in 2015-16 (whichever is greater).
- At least 95% of funds must pass through districts by formula or competition. “Districts” may include educational services agencies, consortia of districts, or statewide school districts.
- Awards are for up to four years (can include a planning year). States must prioritize school districts that: serve high numbers of elementary and secondary schools identified for Comprehensive or Targeted Support ; demonstrate the greatest need as determined by the state; demonstrate the strongest commitment to using funds to improve student achievement and outcomes in the lowest performing schools.

**B. Direct Student Services**

- Optional - Reservation for Direct Student Services: States have the option to reserve an additional 3 percent of their overall Title I funds for grants to districts serving the highest percentages of comprehensive or targeted support and improvement schools.
- Funds must be used for direct student services that may include: credit recovery, AP/IB or dual credit courses, career and technical education courses, personalized learning, tutoring, and transportation for transfer to higher performing schools.
- Services can be awarded through providers or directly from the district.

**C. School-Wide Waivers**

- Under ESSA, schools that have more than 40 percent of students coming from low-income families may operate a school-wide (vs. targeted) Title I program. Schools that have less than 40 percent of students coming from low income families may be granted a waiver by the state to allow the operation of a school-wide program. The state will consider the relationship of the program to improving academic achievement.

**Title IV**

**A. New Block Grant: Student Support and Enrichment Grants**

- ESSA consolidates a number of programs into a new block grant. Funding is distributed by formula to each state. Not less than 95% is then distributed to school districts with the remainder available for state activities and administrative costs.

*Requirements for school districts under Student Support and Enrichment Grants:*

- Spend not less than 20% of funds on activities to support “well rounded” educational opportunities for students (i.e., college and career guidance counseling, music and arts programs, STEM programs, accelerated learning programs, etc.)
- Spend not less than 20% on activities to support safe and healthy students; and
- Use a portion of the funds to support the effective use of technology

**B. Continued Authorizations\*\***

- 21st Century Community Learning Centers (CCLC) program
- Promise Neighborhoods
- Full Service Community Schools
- Education Innovation and Research grants

**\*\*It is important to note that although ESSA allows for higher funding levels than some current K-12 program funding levels, Congress’s Fiscal Year 2017 funding bill could contain some significant reductions from current program funding levels, for example for Title II formula grants to states and districts. In several other program areas, FY 2017 funding levels could be nearly the same as FY 2016 funding levels, even if ESSA allows for higher funding levels in theory (for example, Title I grants to states and districts, and 21st Century Community Learning Centers).**

\*The term “districts” as used in this document refers to traditional public school districts and charters  
\*\*For program detail see [Meeting the Needs of Students in High Poverty Communities](#) at the end of this document



**WHAT’S IN THE ISBE ESSA STATE PLAN DRAFT #1?**  
**Section 5: Supporting All Students [pages 41-80]**

**5.1 Well-Rounded and Supportive Education for Students**

**Preschool - Grade 12\***

Illinois has adopted the Birth to 5 Program Standards, found at [www.isbe.net/earlychi/pdf/0-5-program-stds.pdf](http://www.isbe.net/earlychi/pdf/0-5-program-stds.pdf), to further support transition from birth into early childhood education. Illinois provides grants to support programs and services for families and children birth to age 5. Recipients of grants must be committed to establishing programs, providing services, and demonstrating accountability in compliance with all aspects of the requirements as stated in the Illinois School Code and the Administrative Rules for the Early Childhood Block Grant (23 Illinois Administrative Code 235), Subchapter f, Part 235. The standards and quality indicators in this document are the basis for the development, implementation, and evaluation of high-quality birth to 5 programs.

Illinois has also adopted the Illinois Early Learning and Development Standards (IELDS) found at [www.isbe.net/earlychi/pdf/early\\_learning\\_standards.pdf](http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf). These are broad standards that provide teachers with developmentally appropriate expectations for children’s development in the preschool years that are organized to parallel content in the Illinois State Goals for Learning. (See 23 Illinois Administrative Code 1 Appendix D found at [www.isbe.net/rules/archive/pdfs/23ark.pdf](http://www.isbe.net/rules/archive/pdfs/23ark.pdf)) The IELDS, based on the broad Illinois State Goals and Standards, include Preschool Benchmarks and Performance Descriptors. These standards directly align with the K-12 Illinois Learning Standards in order to promote a smooth transition from early childhood education into elementary education. Early learners must develop basic skills, understandings, and attitudes toward learning before they can be successful in the K-12 curriculum.



**Provide Feedback or Ask a Question**

Engage at [jsbe.net/essa](http://jsbe.net/essa) !

▶ Attend a Listening Session

▶ Send an Email to [ESSA@ISBE.net](mailto:ESSA@ISBE.net)

Secondary students are offered a variety of academic, career, and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the school districts in Illinois. Illinois helps to support these pathways by providing funding and other program improvement-related resources to local districts through federal Carl D. Perkins Act of 2006 and state Career and Technical Education Improvement funds for approvable programs as defined by the state's program standards.

The process of identification and continuous monitoring are the foundational pieces of a successful system of early interventions. It is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made. Illinois also enacted Public Act 99-0456, which addresses district and school policies that contribute to inequitable discipline practices and that contribute to students dropping out or being pushed out. The Act prohibits automatic suspensions and expulsions without considering context, as well as fines, fees, or cumulative discipline points systems that would escalate minor behavior into suspensions or expulsions.

**School conditions for student learning:**

ISBE will support local districts receiving assistance to improve school conditions for student learning by providing professional learning opportunities to work directly with these districts on the implementation of specific evidence-based practices for improved academic, social, emotional, behavioral, and physical student outcomes. In addition, ISBE works in collaboration with learning supports and content specialists from Foundational Services to develop resources specifically meant to build the capacity of classroom educators. Some examples of grade level-specific tools and resources developed can be found at <http://www.ilclassroomsinaction.org/>.

**Academic achievement and digital literacy:**

ISBE is undertaking three strands of technology work related to the goals of improving the academic achievement of students, as well as their digital literacy:

- The first strand of work involves increasing access to broadband and devices to mitigate the digital divide that is present across the state.
- The second strand of work focuses around the provision of support to districts in their technology implementation.
- The third strand of work is related to those services and resources available to directly support student learning.

**Parent, family, and community engagement:**

ISBE continues to build internal capacity and a number of supports for LEAs and communities around parent, family, and community engagement. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. ISBE will also continue to update and develop family engagement professional development workshops and multi-tiered supports that are available statewide to schools and districts through Foundational Services.

**\* Please see Early Childhood Education section in the Additional Equity-Focused Decision Points in ESSA section of this document for more information on ESSA requirements and resources.**

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000. Ninety percent of those set-aside funds must be distributed to the schools, with a priority for high-need schools. Principal consultants will verify compliance with specific statutes regarding allowable use of funds during their review of the grant. This information will be shared through a webinar.

#### **Identification of ELs and children with disabilities:**

Illinois wants to ensure that, within the standard process for the identification of ELs in our state, there is enough flexibility to identify children with disabilities, who may or may not need additional services other than linguistic services. Every evaluation will include assessments both in English and in the native language of the student to determine if language is or is not the cause of the learning difficulty. Every Individualized Education Program (IEP) team will include a bilingual/dual language specialist able to speak both to the disability and the language questions.

#### **Other state-identified strategies:**

ISBE is expected to receive more than \$1 billion in Title I, Part A; Title II; and Title IV, Part A funds to distribute to its 852 districts. To facilitate this process, the Title Grants Administration Division within ISBE is in the process of updating its consolidated application to house Title I Part A; Title II; and Title IV, Part A programs. This will allow districts to use one portal to provide programmatic and fiscal information related to these grants in order to ensure that the academic and non-academic needs of all students, including each unique subgroup, are considered.

#### **Title IV, Part A and Part B and other federal funds**

ISBE shall use funds under this part to provide technical assistance and capacity building to districts to meet the goals of this program. ISBE will work to support districts in providing programs and activities that (1) offer well-rounded educational experiences to all students; (2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and (3) increase access to personalized, rigorous learning experiences supported by technology.

#### **Title IV, Part B, 21st Century Community Learning Centers (CCLC)**

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the sub grant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities. These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board. Five percent of the funds will be used for state activities. The remaining 93 percent of funds will be awarded to eligible applicants through competitive subgrants using a peer review process. A financial and programmatic risk assessment will need to be completed in order to receive the funds.

### **5.2 Program-Specific Requirements**

#### **Title 1, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**

ISBE will use 20 percent poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. Further considerations will include the educational need for schoolwide status. The educational need may include the size of the school, the benefit the schoolwide status will provide, and other factors that the school wishes the state to consider.

## Title I, Part C: Education of Migratory Children

Illinois will establish key personnel responsible for the identification and recruitment of MEP-eligible students, such as state identification and recruitment coordinator, state recruiter, and local recruiters. Illinois has developed a comprehensive identification and recruitment manual that describes the responsibilities of each of them and ensures high-quality practices in the state.

## Title III, Part A: Language Instruction for English Learners and Immigrant Students

The school district administers a Home Language Survey (HLS) for all students new to the district for the purpose of identifying students of non-English background. An appropriate Prescribed Screening Procedure is administered within 30 days of student's enrollment the district to those students that identify a language other than English in the HLS. Students who score below the state-defined minimum for English language proficiency on the prescribed assessment are eligible for services and are placed into a Transitional Bilingual Education or Transitional Program of Instruction program to receive language support services.

## Title V, Part B, Subpart 2: Rural and Low-Income School Program\*

ISBE will fund Rural and Low-Income School grants to LEAs to improve education outcomes based on new accountability metrics. ISBE will provide technical assistance to eligible LEAs through email, statewide bulletins, telephone support, and other available means to assist grantees.

## McKinney-Vento Education for Homeless Children and Youth Program

ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth (EHCY) program requirements and share McKinney-Vento guidance provided by ED Illinois is a regionally designed state that has established procedures to ensure that homeless children and youths are afforded the same opportunities to be successful learners as all children and youths. The landscape for providing those opportunities is coordinated by Illinois' State Coordinator for the Education of Homeless Children and Youth (State Coordinator). The State Coordinator oversees an Office of the Coordinator, and Lead Area Liaisons.

All school personnel will gain a better understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by LALs and LEA homeless education liaisons. LALs and LEA homeless education liaisons will work collaboratively to identify homeless youths not currently attending school. The liaisons will work to ensure that these youths are connected to available services in the community and will help them to enroll in available before- and after-school programs, as appropriate.

\* Please see Rural Students section of the [Additional Equity-Focused Decision Points in ESSA](#) part of this document for more information on ESSA requirements and resources.



## QUESTIONS FOR FURTHER CONSIDERATION

### *Section 5: Supporting All Students*

Questions requesting response from ISBE ESSA State Plan Draft #1 (pages 55-58):

*A. ISBE requests information on constraints districts have experienced preventing them from using and/or braiding federal funds to carry out innovative ways to support students.*

ISBE  
Action  
Item

**B. ISBE requests additional suggestions for ways it may consider the use of Title IV, Part A funds to**

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

**C. ISBE requests additional suggestions for other factors it may wish to consider in regard to the waiving of the 40 percent poverty threshold.**

**Questions to consider as you go through ISBE ESSA State Plan Draft #1:**

- What kinds of fiscal and accounting barriers have prevented districts in Illinois from using federal funds to support innovative student support programs?
- How can Title II be leveraged to increase teacher capacity to serve high need groups like English learners (ELs) and others?
- Considering the reality that the state funding formula must be addressed to ensure equity, how can Illinois ensure equitable distribution of resources?



## ADDITIONAL TOOLS AND RESEARCH

### *Section 5: Supporting All Students*

#### General

Education Counsel

[Summary Analysis of the Every Student Succeeds Act](#) | December 10, 2015

The Education Trust

[What's in the Every Student Succeeds Act?-Funding](#) | May 10, 2016

Education Week July

[Where We Stand as New Draft ESSA Funding Rules Approach](#) | July 18, 2016

#### Title I

National Education Association

[Pilot Program for Weighted Student-funding Formulas](#) | 2016

Thomas B. Fordham Institute

[Follow the money: ESSA's weighted student funding pilots](#) | May 10, 2016

#### Title II

AFT

[Title II Fact Sheet](#) | 2016

NBPTS

[Using Title II under ESSA to Support Accomplished Teaching in States](#) | 2016

ASCD

[ESSA Title II and Support for Educators, FAQ](#) | 2016

CCSSO

[Summary of Significant Spending and Fiscal Rules in ESSA](#) | 2016

#### Title IV

NASP

[ESSA Title IV Funding Opportunities](#) | 2016

# Additional Equity-Focused Decision Points in ESSA

## ESSA Requirements on Early Childhood Education

ESSA's provisions aim to promote:

- early learning coordination within communities;
- greater alignment with the early elementary grades; and
- early childhood education focused on capacity building for teachers, leaders, and other staff serving young children.

The new legislation includes a birth to 12th grade literacy initiative, and also includes early childhood metrics and accountability for Native American and Alaskan Native students, dual language learners, and children experiencing homelessness.

A new authorization has been created under ESSA for a Preschool Development Grant (PDG) program: Authorized at \$250M for FYs 2017-20. The PDG is jointly administered by the Department of Health and Human Services (HHS) and US ED. Funds can be used to develop, update, or implement a plan to increase collaboration or coordination among existing early childhood programs and participation of children from low-income families in high-quality early childhood programs. The Secretaries of HHS and US ED are restricted from prescribing early learning development guidelines, standards, specific assessments, and specific measures or indicators of quality early learning and care.

In addition to the stakeholder engagement required in the development and implementation of PDGs, school districts will need to determine whether they plan to use Title I funds for early childhood education more broadly. If so, their plans must describe the district strategy to support participating students' transition to local elementary schools. These decisions should be made with engagement of stakeholders, especially local early childhood and childcare experts.

Many of the titles in the new ESSA explicitly authorize the use of funds on early learning and provide examples of how that money might be spent. A critical piece of work for states is to provide guidance for each title on how that should best be done.

### Moving forward:

- IL will need to determine if they will use Title I funds for early childhood education. If so, their plans must further develop and describe the district's existing and/or new strategy to support participating students' transition to local elementary schools. In addition, currently only 40% of Latino children statewide attend early childhood education programs. Equitable access to these programs must be considered. These decision should be made with engagement of IL stakeholders, especially local early childhood and childcare experts.

## Resources and Tools: Early Childhood Education

Ounce of Prevention Fund

[Essential Supports for Improving Early Education](#) | August 11, 2016

US Department of Education

FACT SHEET: [Expanding Access to High-Quality Early Learning](#) | August 1, 2016

Center for American Progress

[Early Learning in the US - State by State Analysis](#) | July 19, 2016

Learning Policy Institute

[The Road to High-Quality Early Learning: Lessons from the States](#) | June 30, 2016

US ED and US Health and Human Services

[Joint Policy Statement on Supporting the Development of Children who are Dual Language Learners in Early Childhood Programs](#) | June 2, 2016

Council of Chief State School Officers

[Equity Starts Early: How Chiefs Will Build High-Quality Early Education](#) | March, 2016

First Five Years Fund

[Resources and Information on Early Childhood and ESSA](#) | January 18, 2016

California Early Learning Advocates

[ESSA State Plan Letter to Board of Education](#) | May 6, 2016

American Federation of Teachers

[Early Childhood Fact Sheet](#) | 2016

## ESSA Requirements for Rural Schools

Spending flexibility provisions within ESSA allow eligible rural districts to maximize rural grant programs such as the Small Rural School Achievement Program (SRSA) and Rural and Low Income School (RLIS), both of which are expanded to best meet the needs of underperforming students and schools. These funds can be used to support teacher recruitment and retention, teacher professional development, increasing access to educational technology, family engagement, EL support, as well as partnerships that increase access to student enrichment, during and after the school day.

### Moving forward:

- IL should determine if SRSA and RLIS funding will be utilized, whether they will use these funds for increasing access to student enrichment, and/or to assist with the shortage of bilingual ECE teachers in the state, all opportunities for IL stakeholder engagement.

## Resources and Tools: Rural Schools

Battelle for Kids

[Implementing ESSA in Rural Schools Demands Collaboration](#) | March 4, 2016

Alliance for Excellent Education

[Every Student Succeeds Act Primer: Rural Schools](#) | June 9, 2016

Education Northwest

[Transforming Rural Schools Under the Every Student Succeeds Act: Learning from the Past](#) | May 18, 2016

Rural Schools and Community Trust

[U.S. Department of Education Reminds Small, Rural School Achievement \(SRSA\) Grantees of Eligibility Requirements](#) | July 7, 2016

US Department of ED

[How to Serve Rural Schools: Listen](#) | July 29, 2016

## ESSA Requirements for Charter Schools

All public schools are included in the state's accountability system, including charter schools. States must:

- establish [charter school authorization standards](#), which may include approving, monitoring and re-approving or revoking the authority of an [authorized public chartering agency](#) based on charter school performance in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations;
- ensure charter school annual reports include academic measures that are part of the state accountability system (4 academic, 1 additional indicator), as well as adjusted 4-year and extended cohort graduation rates, disaggregated by subgroups, including plans for intervention and supports; and
- provide assurance of equitable distribution of effective educators.

Charter applications must be developed in consultation with stakeholders.

### Moving forward:

- IL will have to ensure annual reporting on indicators used for charter schools under the revised state accountability system, and ensure equitable distribution of teachers.

### Resources and Tools: Charter Schools

National Education Policy Center

[Research-based Options for Education Policymaking: Regulating Charter Schools](#) | August, 2016

American Federation of Teachers

[Charter School Fact Sheet](#) | 2016

National Education Association

[Charter School Backgrounder](#) | 2016

## ESSA Requirements for Meeting the Needs of Students in High-Poverty Communities

Funds include competitive grants for supportive programs, such as *Full-Service Community Schools*, *Promise Neighborhoods* and *21st Century Community Learning Centers (CCLCs)*, in recognition that high-poverty communities often have limited access to high quality educational enrichment programs and support services, such as after-school, summer learning, or social service supports.. These grants are intended to expand equitable access to comprehensive student enrichment and supports, including integrated community partnerships and professional development for educators to work effectively with families and communities.

### Moving forward:

- IL's community school accomplishments have generally focused on the urban and suburban areas of Chicago. The lessons learned from these efforts could guide and support state-wide policy and funding efforts to expand strong and sustainable partnerships, particularly in more rural, less resourced areas of the state.

## Resources and Tools: Meeting the Needs of Students in High Poverty Communities

Futures Without Violence

[ESSA Funding Opportunities: To Ensure All Students Are Safe, Healthy, and Ready to Succeed](#) | June 2016

Coalition for Community Schools

[Local Community Schools Resources and Stories](#) | 2016

Southern Education Foundation

[Community Schools: Transforming Struggling Schools into Thriving Schools](#) | 2016

Association for Supervision and Curriculum Development

[ESSA Title IV and School Health](#) | 2016

Forum for Youth Investment

[Out-of-School Time Policy Commentary #17 - The Common Core Standards: What do they Mean for Out-of-School Time?](#) | 2012

## ESSA Requirements for High-Risk Students

NCLB had previously established the High School Graduation Initiative (HSGI) – the only program dedicated to dropout prevention and recovery. Under ESSA, the HSGI is eliminated but a new funding program, the Student Support and Academic Enrichment Grant, authorizes formula grants to states for three purposes: (1) provide students a well-rounded education; (2) improve school conditions; and (3) improve the use of technology to support digital literacy.

This grant also allows states to:

- set-aside 3% of Title I funds for direct student services, provided by districts or partnerships, that may include accelerated credit recovery, rigorous coursework including early college high schools, dual enrollment, AP/IB; and/or
- create an alternative school intervention and support process for “alternative” high schools in the bottom 5% of schools or in “dropout factories,” if the schools serve large portions of at-risk students and students who have dropped out.

### Moving forward:

- IL now has the opportunity to take advantage of the Student Support and Academic Enrichment Grant program, and would need to determine which student supports to implement with this new funding. These decisions should be made in consultation with local IL stakeholders.

## Resources and Tools: High-Risk Students

National Association of State Boards of Education

[ESSA and At-Risk Student Populations: A NASBE Policy Update Series](#) | August, 2016

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## APPENDIX A: ESSA Key Terms

- **Weight** – In the context of an accountability system, the extent to which each accountability measure factors into an overall accountability determination or a set of accountability determinations for a school. ESSA requires certain measures of academic success to have more weight than other measures within the accountability system.
- **Multiple measures system** – An accountability system that includes several measures, including, for example, student achievement, academic progress, school quality, student success, or other measures/indicators beyond a single accountability metric such as student achievement on statewide academic assessments.
- **English language proficiency** - refers to the attainment of English language development according to grade level standards usually in areas of Listening, Speaking, Reading, and Writing. Students that are assessed as English Language Proficient are considered to be fluent and capable of academic English at their grade level.
- **Accommodations (for English Learners)** - Modifications or strategies that can be used to help EL students access instructional or assessment materials. These might include more time to complete assignments, using visual aids or materials to support verbal instruction, etc.
- **Interventions (in low-performing schools)** – Activities, strategies, or programs, or sets of programs/activities/strategies that are aimed at significantly improving student outcomes and other relevant outcomes and operations in low-performing schools.
- **Evidence-based intervention** – An intervention that is supported by a research or evidence base. In the context of an intervention in a low-performing school for the purposes of school improvement under Title I, ESSA states that such an intervention is one that:
  - “(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
    - “(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
    - “(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - “(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias;”In most other contexts across ESSA, an evidence-based intervention could be one that meets the above criteria OR:
  - “(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  - “(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- **Lowest performing 5%** - The lowest performing 5% of all Title I schools in the state, as identified by the state’s established accountability system, are identified for comprehensive support and improvement. (Schools with the consistently lowest-performing subgroups and graduation rates below 67% are also identified for comprehensive support and improvement).

- **Consistently underperforming** – Under ESSA statute, states must identify schools with one or more “consistently underperforming” groups of students (“subgroups”); and the state is given the flexibility to define this term. The proposed (but not yet finalized) regulations for ESSA state plans clarify that states must define “consistently underperforming” and must describe their methodology for identifying these subgroups of students. The proposed regulation provides several proposed criteria for methods of identifying “consistently underperforming” subgroups of students and their schools. However, these regulations and criteria are yet not finalized as of August 2016.
- **Resource inequities** – Under ESSA, both comprehensive and targeted support and improvement plans for low-performing schools must address resource inequities, which refers to deficits in the allocation of resources (primarily budgetary, but may include other considerations such as equitable distribution of teachers, depending on the final regulations). Resource inequities can occur both between schools and within schools, where a specific subgroup may have less access to resources than other students.
- **Exit criteria** – In ESSA, under a state’s accountability system, in order for a school identified for comprehensive support and improvement or for additional targeted support to exit that status, it must meet certain improvement criteria or “exit criteria” that are defined by the state (or district, for targeted support and improvement). If a school does not meet the exit criteria within a state-determined number of years (not to exceed four years for schools identified for comprehensive support), then it will be identified for additional, potentially more intensive, improvement actions.
- **Alternate assessment** – A state assessment of academic achievement for students with the most significant cognitive disabilities, aligned with the challenging state academic standards and alternate academic achievement standards for these specific students. The state must ensure that the total number of students assessed using the alternate assessment in each subject does not exceed 1% of the total students assessed in the subject, or it must seek a waiver from the U.S. Department of Education for approval to assess more students.
- **Innovative assessment and accountability pilot** - ESSA provides new flexibility for states or consortia of states to pilot innovative approaches to assessments in a way that gives states time and space to try out and learn from implementing new testing approaches in some of their districts - eventually scaling the innovative assessment system statewide. States may propose a variety of new models, including: performance tasks and assessments; competency-based assessments; or multiple assessments that add up to an overall determination of grade-level achievement aligned to state standards.
- **Community Schools** - The community school strategy makes explicit that in order to significantly improve the academic and developmental outcomes of children, schools must work with community partners – e.g. families, community and faith-based organizations, local government, institutes of higher learning, public agencies, law enforcement, United Ways and others – to recognize and leverage the assets of communities and families, and to ensure that all students have access to high quality student support and enrichment programs.

## APPENDIX B: ESSA Stakeholder Engagement Requirements

### Title I, Section 1111 – State Plans

- **Development:** Requirement that to receive grant funds plan must be developed by SEA with timely and meaningful consultation with the Governor, members of the State legislature and the State board of education, LEAs, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents (Sec. 1111(a)(1)(A)).
- **Public Comment:** Requirement that each state shall make the State plan publicly available for comment for no less than 30 days. Must be available electronically in an easily accessible format. Must happen before submission of the plan to the Secretary. Assurances must be provided in the plan that this has taken place.
- **Determining ‘N’ size:** States must demonstrate how it determined N size, including how it collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining the minimum number (Sec. 1111(c)(3)(A)(ii)).
- **Comprehensive Support and Improvement Plans:** For each Comprehensive school identified by the state, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders) locally develop and implement a Comprehensive plan for the school to improve student outcomes (Sec. 1111(d)(1)(B)).
- **Targeted Support and Improvement Plans:** For each Targeted school identified by the district, and in partnership with stakeholders (i.e., parents, teachers, principals, school leaders), shall develop and implement school-level Targeted plans (Sec. 1111(d)(2)(B)).
- **Assurances – Parent/Family Engagement:** Each SEA plan shall include assurances that the SEA will support the collection and dissemination to LEAs and schools of effective parent and family engagement strategies, including those in the parent and family engagement policy under section 1116 (Sec. 1111(g) (2)(F)).
- **State Report Card:** Must be presented in an understandable and uniform format that is developed in consultation with parents, and to the extent practicable, in a language parents can understand (Sec. 1111(h)(1)(B)(ii)).

### Title I, Section 1112 – LEA Plans

- **LEA subgrants:** May only be received by the LEA if it has on file with the SEA an SEA-approved plan that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and charter school leaders, administrators, other appropriate school personnel, and with parents of children in Title I schools (Sec. 1112(a)(1)(A)).

- **LEA plans:** In its plan, each LEA shall describe the strategy it will use to implement effective parent and family engagement under section 1116 ... and how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of Title I services (Sec. 1112 (b)(9)).

### **Title I, Section 1202 – State Option to Conduct Assessment System Audit**

- **Application:** Applications for state assessment audit grants must include information on the stakeholder feedback the State will seek in designing the audit (Sec. 1202(d)(1)(B)).
- **State assessment system audit:** Each State assessment system audit shall include feedback on the system from stakeholders including, for example - how teachers, principals, other school leaders, and administrators use assessment data to improve and differentiate instruction; the timing of release of assessment data; the extent to which assessment data is presented in an accessible and understandable format for all stakeholders (Sec. 1202(e)(3)(C)).

### **Title I, Section 1204 – Innovative Assessment and Accountability Demonstration Authority**

- **Application:** Applications for innovative assessments must demonstrate that the innovative assessment system will be developed in collaboration with stakeholders representing the interests of children with disabilities, English learners, and other vulnerable children; teachers, principals, and other school leaders; LEAs; parents; and civil rights organizations in the State (Sec. 1204(e)(2)(A)(v)). The application shall also include a description of how the SEA will inform parents about the system at the beginning of each year of implementation (Sec. 1204(e)(2)(B)(v)), and engage and support teachers in developing and scoring assessments that are part of the innovative assessment system (Sec. 1204(e)(2)(B)(v)).

### **Title I, Section 1501 – Flexibility for Equitable Per-Pupil Funding**

- **Assurances:** LEAs interested in applying for the weighted student funding flexibility pilot shall include in the application an assurance that the LEA developed and will implement the pilot in collaboration with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders (Sec. 1501(d)(1)(G)).

### **Title II, Section 2101 – Formula Grants to States**

- **Application:** Each SEA shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instruction support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise, and seek advice regarding how to best improve the State's activities to meet the purpose of this title (Sec. 2101(d)(3)(A)).

## Title II, Section 2102 – Subgrants to LEAs

- **Application:** In developing the application LEAs shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise and seek advice regarding how to best improve the State’s activities to meet the purpose of this title (Sec. 2102(b)(3)).

## Title III, Section 3102 – English Language Acquisition, Language Enhancement, and Academic Achievement

- **Assurances:** SEA and specifically qualified agency plans must provide an assurance that the plan has been developed in consultation with LEAs, teachers, administrators of programs implemented under this subpart, parents of English learners, and other relevant stakeholders.

## Title III, Section 3115 – Subgrants to Eligible Entities

- **Local Plans:** Local grants must describe how the eligible entity will promote parent, family, and community engagement in the education of English learners and contain assurances that the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing the plan.

## Title III, Section 3131 – National Professional Development Project

- **Grant use:** Grants awarded under this section may be used to support strategies that strengthen and increase parent, family and community member engagement in the education of English learners (Sec. 3131(3)).

## Title IV, Section 4106 – LEA Applications

**Applications:** an LEA, or consortium of LEAs, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community based organizations, local government representatives (including law enforcement, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations, charter school teachers, principals, and other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. The LEA or consortium shall engage in continued consultation with the entities described above (Sec. 4106(c)(1)).

## Title IV, Section 4203 – State Application

- **Applications:** SEAs shall submit an assurance that the application was developed in consultation and coordination with appropriate State officials, including the Chief State school officer, and other State agencies administering before and after school programs and activities, heads of the State health and mental health agencies or their designees, statewide after-school networks and representatives of teachers, LEAs, and community based organizations and a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application if applicable (Sec. 4203(a)(13)).

## Title IV, Section 4624 – Promise Neighborhoods

- **Application:** Eligible entities desiring a grant under this part must include in their application an analysis of the needs assets of the neighborhood identified including a description of the process through which the needs analysis was produced including a description of how parents, families, and community members were engaged (Sec. 4624(a)(4)(B)), and an explanation of the process the eligible entity will use to establish and maintain family and community engagement including how a representative of the members of such neighborhood will be involved in the planning and implementation of the activities of each award granted (Sec. 4624(a)(9)(A)).

## Title IV, Section 4625 – Full Service Community Schools

- **Grant awards:** in awarding grants under this subpart, the Secretary shall prioritize eligible entities that are consortiums comprised of a broad representation of stakeholders or consortiums demonstrating a history of effectiveness (Sec. 4625(b)(2)).

## Title VI, Section 6111 – Programs for Indian, Native Hawaiian, and Alaska Native Students

- **Grant Applications:** the local educational agency will ensure that the program for which assistance is sought will be operated and evaluated in consultation with, and with the involvement of, parents and family members of the children, and representatives of the area, to be served (Sec. 6114(f)(3)(8)). The Secretary may approve an application submitted by an eligible applicant under this subsection if the application, including any documentation submitted with the application demonstrates that the eligible applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant that will be affected by the activities to be conducted under the grant (Sec. 6132(c)(3)(A)) and provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant (Sec. 6132(c)(3)(B))