




**MEMORANDUM**

TO: The Honorable JB Pritzker, Governor  
The Honorable Jim Durkin, House Minority Leader  
The Honorable Don Harmon, Senate President  
The Honorable Dan McConchie, Senate Minority Leader  
The Honorable Emanuel “Chris” Welch, Speaker of the House

FROM: Dr. Carmen I. Ayala   
State Superintendent of Education

DATE: June 30, 2022

SUBJECT: Illinois State Board of Education Strategic Plan

The ISBE Strategic Plan 2022 Annual Status Report pursuant to [105 ILCS 5/2-3.47a](#).

This report is transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Amanda Elliott, Executive Director, Legislative Affairs at (217) 782-6510 or [aelliott@isbe.net](mailto:aelliott@isbe.net).

cc: Secretary of the Senate  
Clerk of the House  
Legislative Research Unit  
State Government Report Center

# ISBE Strategic Plan

2021-2022 Annual Status Report



To All Residents of Illinois:

After almost two years of uncertainty and unparalleled challenges for students, parents, teachers, staff, and administrators across the state, the Illinois State Board of Education continues to look to our Strategic Plan for clarity and confidence in helping us navigate toward our agency's vision as we look past the COVID-19 pandemic.

This annual status report on the work of implementing our Strategic Plan reminds us that solid strategic planning is critical to creating stability and flexibility in trying times. Since 2020, ISBE's Strategic Plan has served as the road map that has driven this agency forward, maneuvered us past detours, and most importantly, supported us in never losing focus on our destination. Bolstered by substantial federal pandemic relief funds, together we made significant progress in approaching our goals of Student Learning, Learning Conditions, and Elevating Educators. Among the many highlights from the past year, ISBE:

- Established seven Social-Emotional Learning Hubs across the state to provide training to districts on implementing appropriate trauma-informed practices, through which 50 percent of districts have accessed services.
- Adopted Spanish Language Arts Standards to strengthen instruction for students learning in Spanish and updated the state standards for social science to include the perspectives and accomplishments of historically marginalized groups.
- Formed the Partnership for Disciplinary Equity to support high-need districts in shifting toward inclusive and trauma-informed behavioral policies and practices.
- Created a community of practice to support effective braiding and blending of funds to maximize the impact of state and federal funds for Illinois students.
- Released grants to support the recruitment and retention of school principals and special education teachers and prepared a grant for bilingual teachers.
- Launched the Equity Journey Continuum to school districts to support them in understanding their data through the lens of equity and taking action to close opportunity, resource, and achievement gaps among students.

We developed our Strategic Plan through extensive stakeholder engagement across the state. Our implementation continues to be guided by the input of our partners in school districts from Paris to Rockford, to Macomb, to East St. Louis. We are so proud of the efforts and accomplishments of the educational leaders across the state – from the district office to the classroom – who participated in our working groups, attended webinars, volunteered for pilot programs, and applied for new grants. Together, we are ensuring that each and every child in Illinois can find success in our schools.

Sincerely,



Dr. Carmen I. Ayala  
Illinois State Superintendent of Education



Darren Reisberg  
Illinois State Board of Education Chair

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# STRATEGY **EG.I**

An equity impact analysis tool will guide all decisions and communications provided to the field. An internal equity impact analysis tool will be developed, implemented, and used by all agency staff.

By end of the 2021-22 school year, all agency staff will utilize the equity impact analysis tool and major documents will be revised to reflect equity impact analysis. **SUBSTANTIALLY COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE had formed an Internal Equity Advisory Work Group and charged the group with researching and creating the Equity Impact Analysis Tool to operationalize equity in the agency.</p>	<p>The Internal Equity Advisory Work Group created the <a href="#">Equity Impact Analysis Toolkit</a>, which is a short list of questions that will be used to guide every decision the agency makes. The questions are aligned with the Strategic Plan and will embed equity in all work accomplished.</p> <p>Laminated copies of the flyer linked above, which include the six questions, were sent to all staff in August 2021 for maximum exposure and ease of reference.</p> <p>Training webinars were created for each of the six questions to aid in utilizing the toolkit. The webinars are available on ISBE Connects, the agency intranet site, for all staff to reference.</p> <p>ISBE conducted an evaluation of the training via an agencywide survey and included the recorded training on ISBE Connects and in the Human Resources on-boarding packet for new employees.</p>	<p>Biweekly capacity-building meetings will be held with ISBE staff to give examples of how to utilize this toolkit and answer any questions.</p> <p>The Equity Steering Committee will create additional professional development opportunities, which include expanding the use of the toolkit, for staff.</p> <p>Dr. Ayala will work with ISBE officers to embed the Equity Impact Analysis Toolkit questions in agencywide documents and procedures.</p>

**Challenges**  
None

**Recommended Modifications**  
None

# STRATEGY **EG.E**

An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey. An Equity Journey Continuum tool will be researched, developed, and incorporated into each district's public Report Card by the 2022 reporting year.

By end of the 2021-22 school year, districts will pilot and provide feedback with the continuum being finalized. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>The ISBE superintendent and the Equity Statement adopted by the Board provided direction that led to the development of an Equity Journey Continuum for school districts.</p>	<p>ISBE conducted a pilot of the Equity Journey Continuum with school districts at the end of the 2021-22 school year and incorporated district feedback into the final Equity Journey Continuum metrics.</p> <p>ISBE made the data preview available to school districts statewide in the Data Review and Verification Tool beginning in February 2022. School districts previewed their step levels along the continuum in each of the three areas, took a deep dive into the data behind each metric, and provided feedback to finalize the Equity Journey Continuum for the 2022 Report Card.</p> <p>ISBE developed and published business rules, a glossary of terms, an FAQ, and fact sheets to support school districts in understanding and utilizing the continuum to close gaps in opportunity, resources, and achievement.</p>	<p>ISBE will publish the Equity Journey Continuum on each school district's 2022 Report Card.</p> <p>ISBE will provide professional development to school districts and additional information to the public.</p> <p>ISBE will refine the Equity Journey Continuum metrics as needed based on school district feedback.</p>

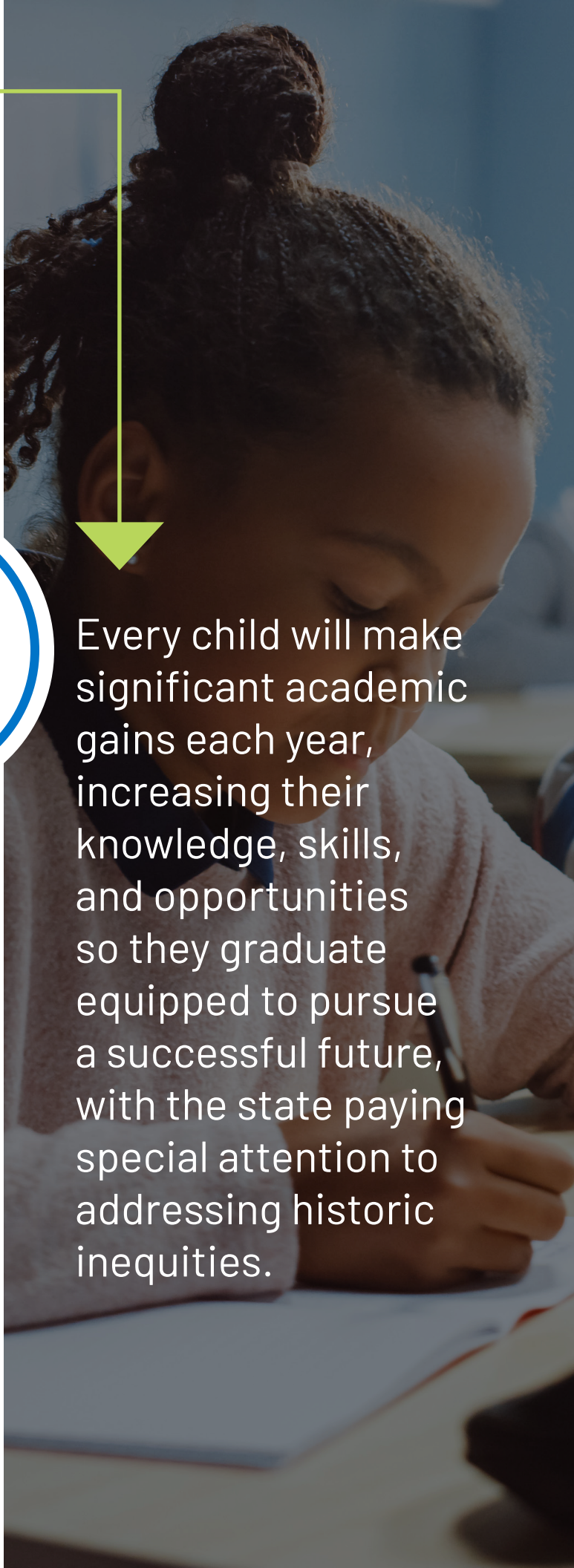
	ISBE partnered with the Loyola University Chicago Institute for Racial Justice to provide five professional development sessions for school district administrators.	
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Challenges  
None

Recommended Modifications  
None

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# Student Learning

A photograph of a young girl with her hair in braids, wearing a light-colored sweater, sitting at a desk and writing in a notebook with a pen. The photo is partially obscured by a white vertical bar on the left side of the page.

Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.



# STRATEGY 1.1

Support best practices and continuous quality improvement, including an emphasis on equity and diversity, in order to support student learning while also addressing remote and blended learning.

By the end of the 2021-22 school year:

- At least 25% (213 out of 852) of districts will use the ISBE Curriculum Evaluation Tool and at least 10% (21) of districts that used the tool will have maintained or improved student performance on state assessments. **IN PROGRESS**
- 80% of districts will provide one device per student. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE did not have guidance or resources available to districts to evaluate curriculum.</p>	<p>The Curriculum Evaluation Tool has been revised based on feedback from districts that participated in the pilot program in spring 2021.</p> <p>ISBE supported the districts using the Curriculum Evaluation Tool by sharing it with Regional Offices of Education (ROEs) staff and district curriculum leaders so that they also could support the districts utilizing the tool.</p>	<p>ISBE will support pilot schools as they implement the use of the Curriculum Evaluation Tool.</p> <p>ISBE will increase the number of pilot schools by having an outreach focus on targeted and comprehensive schools.</p> <p>ISBE will provide funding directly to districts to support the use of the tool.</p>
<p>In August 2019, approximately 62% of districts provided one device per student.</p>	<p>ISBE met our goal by providing one device per student for 84% of schools that applied for Digital Equity Grant funding.</p> <p>The Learning Technology Center sent out the Statewide Technology Survey, which all districts are required to complete, to collect data.</p>	<p>ISBE will provide funding from the third round of federal pandemic relief funds (American Rescue Plan Elementary and Secondary School Emergency Relief) for those schools that still need devices.</p>

## Challenges

Curriculum Evaluation Tool - Determining if student performance improved is not possible due to lack of student achievement data during the pandemic.

1:1 Devices - Many districts experienced long delays in acquiring technology devices due to supply chain disruptions.

## Recommended Modifications

None

# STRATEGY 1.2

Assist districts in addressing COVID-19's impact on learning resulting from the suspension of in-person instruction by providing support around Priority Learning Standards.

By the end of 2021-22 school year, 50% of districts that participated in ISBE/ROE-led professional learning will have maintained or improved student performance on state assessments. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE released the Illinois Priority Learning Standards in August 2020.</p>	<p>Approximately 60 districts have participated in professional learning sessions through their local ROE/ Intermediate Service Center (ISC) office on the prioritization of learning standards. Each session averaged between 18-45 participants.</p> <p>ISBE completed six sessions in the FY 2022 Capacity Builders Priority Learning Standards professional learning series. Thus far, the series has taken a deep dive into professional learning communities, evidence-centered design model/ balanced assessment, local assessment alignment to standards, and high-impact instructional strategies. The series will conclude with the final session in June.</p> <p>ROE/ISC staff worked directly with educators and curriculum leaders during professional learning sessions to improve alignment of curriculum and formative assessments with the Illinois Priority Learning Standards.</p> <p>ISBE added more recordings of the Capacity Builder training sessions to the resource library on ISBE's Learning Standards webpage.</p>	<p>ISBE will move beyond providing training to ROEs/ISCs and offer direct support to districts.</p> <p>ISBE will support the instructional implementation of the priority standards in districts that participate in the ISBE/ROE professional learning through professional learning communities.</p> <p>ISBE will combine the training for the Priority Learning Standards and the Curriculum Evaluation Tool.</p>

	<p>All ROE/ISC staff who participated indicated an increase understanding and ability to implement professional learning aligned to district needs related to the Illinois Priority Learning Standards.</p>	
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### Challenges

Determining if student performance improved is not possible due to lack of data available during the pandemic.

### Recommended Modifications

None

# STRATEGY 1.3

Increase supports for schools identified with the greatest need through ISBE’s partnerships with the Regional Offices of Education, Intermediate Service Centers, and primary support entities.

By the end of 2021-22 school year, at least 70% (163 out of 233) schools in comprehensive improvement status will work with a primary support partner to improve student growth by 3 percentage points.

**RE-EVALUATING**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE did not have a systemic way of partnering highest-need schools with support providers. IL-EMPOWER primary partners did not exist prior to the 2020-21 school year.</p>	<p>There are 233 schools in comprehensive improvement status, of which 39 are currently utilizing the services of at least one primary partner entity, a participation rate of 17% statewide.</p> <p>ISBE’s recruitment efforts included consistent communication to increase the number of partnerships regarding primary learning partners.</p>	<p>Due to low participation, the use of primary partners will be re-evaluated. ISBE will articulate the updated IL-EMPOWER support in the IL-EMPOWER five-year plan discussed in Strategy (1.4).</p>

**Challenges**

Some of the primary partners are no longer participating in this program. One of the primary partners is currently providing services throughout the state to all 852 districts.

**Recommended Modifications**

ISBE will re-evaluate the use of primary partners in the future and revise Strategy 1.3 accordingly.



# STRATEGY 1.4

Provide tiered state-level support for schools that remain in the comprehensive support designation for more than four years.

By the end of 2021-22 school year, an additional 10%\* of schools will no longer be identified as comprehensive support based on 2018 Report Card data. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
<p>Forty-two percent of the 202 schools identified for comprehensive support in 2018 exited comprehensive status one year later, while 58% remained.</p> <p>Of the 42% of schools that exited comprehensive status, 15.84% changed to targeted; 19.80% changed to commendable; .5% changed to exemplary; and 5.94% discontinued as schools.</p> <p>Due to the pandemic, ISBE did not issue new summative designations in 2020 or 2021.</p>	<p>Support and technical assistance were provided to comprehensive status schools throughout the pandemic.</p> <p>ISBE collaborated with the Illinois Balanced Accountability Measure Committee to work on researching and recommending exit criteria and state-determined actions for those schools that remain in comprehensive support designation for more than four years.</p> <p>ISBE is in the process of completing its five-year strategic plan for IL-EMPOWER, including statewide exit criteria and state-determined action for schools that remain in comprehensive support designation for more than four years.</p>	<p>ISBE will issue new school designations in fall 2022.</p> <p>ISBE will complete the five-year strategic plan for IL-EMPOWER.</p>

## Challenges

Data to determine the success will not be available until September or October 2022.

## Recommended Modifications

None

# STRATEGY 1.5

Expand literacy on the utilization of assessment and on assessment data to accurately identify learning gains, achievement gaps, and COVID-19’s impact on learning.

By the end of 2021-22 school year, at least 10% (85) of our school districts will participate in Assessment Literacy Training introductory sessions that help lay the foundation for use of Lexile measures at the classroom level. A schedule of future training opportunities will be maintained online as well as recordings of past trainings to allow for participants to watch the trainings a times that are conducive to their schedules. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE did not have an assessment literacy plan.</p>	<p>The Assessment Department hosted 15 Assessment Literacy Training courses during school year 2021-22. These training courses were designed to support the field with student achievement outcomes via data analysis.</p>	<p>ISBE, in collaboration with our Illinois assessment vendors, is currently planning a calendar of events that will take place in SY 2022-23. The Assessment Literacy Training will continue to provide support to the field with data analysis of our mandated assessments.</p> <p>ISBE will advertise the Assessment Literacy Training on a weekly basis via the assessment webinars in order to solicit more participation from the field.</p>

### Challenges

The primary challenge of the assessment literacy initiative is reaching the school district participation goal. ISBE had a total of 91 entities (e.g., districts, ROEs, serving schools) represented across offerings, representing a 10.6% participation rate for SY 2021-22.

### Recommended Modifications

Add a success measure for 2022-23 of 15% or 128 districts participating in the training.

# STRATEGY 1.6

Develop a native language assessment.

By the end of 2021-22 school year, ISBE will develop a Request for Proposals for the Spanish language arts assessment.

Where We Started	Activities and Accomplishments	What is Next
<p>The initial work to develop a native language arts assessment began in July 2020 with the establishment of a diverse group of educational leaders across Illinois who had extensive experience and knowledge with Spanish Language Arts Standards.</p> <p>The work group collaborated with ISBE to develop Spanish Language Arts Standards specifically designed for Illinois to serve as the foundation for the development of the native language arts assessment.</p>	<p>Illinois adopted the new Spanish Language Arts Standards in November 2021.</p> <p>ISBE conducted extensive stakeholder engagement from December 2021 through March 2022 in partnership with the Center for Assessment to gather feedback on whether and how to improve the state's federally required assessments. ISBE also researched best practices in other states that have implemented Spanish language arts assessments. ISBE gained valuable feedback from the stakeholder engagement process and decided not to pursue any changes to the federally required state assessment system.</p>	<p>ISBE will provide professional development on the Spanish Language Arts Standards to strengthen instruction for students learning in Spanish.</p>


**Challenges**  
None

### Recommended Modifications

Amend the 2022-23 success measure to reflect the professional development for the Spanish Language Arts Standards due to the decision not to move forward with assessment changes.

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# Learning Conditions

A photograph of a young boy with dark hair, wearing a grey and green striped shirt, sitting at a desk in a classroom. He has his right hand raised high, looking towards the front of the room. A green arrow points from the top of the page down to the text below.

All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Priority 1: Student Well-Being – All schools and their respective programs will be equipped with the tools and resources needed to create safe and healthy learning environments for every student.

Priority 2: Resource Allocation – Strategic resource allocation decision-making will be used across and within Local Education Agencies (LEAs).

# STRATEGY 2.1.1

Support schools to address the social and emotional (SEL) needs of students, educators, and staff impacted by COVID-19 by providing them with high-quality professional development.

By the end of 2021-22 school year, 50% (1,925 of the 3,850 statewide) of school will have accessed SEL/trauma training from the regional training hubs, resulting in a 15% increase in the number of students responding positively to targeted SEL questions on their 5Essentials Survey or district-identified surveys. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE created the Wellness Department in 2018 with the goal of equipping schools to support the holistic needs of students and educators.</p> <p>The pandemic highlighted the need for an expanded focus on adult and student social-emotional learning and mental health. ISBE began identifying resources, aligning programming, and disseminating information. ISBE created a webpage dedicated to mental health, initiated a SEL rural Communities of Practice program, and secured funding to launch a trauma-focused virtual learning community and a statewide resilience pilot.</p>	<p>Fifty percent of districts have accessed SEL/trauma training through the hub network, which ISBE launched in partnership with the Center for Childhood Resilience at Lurie Children’s Hospital and funded with federal pandemic relief dollars.</p> <p>The Center for Childhood Resilience provided coaching and training to all SEL/Trauma Hubs in implementing the Resilience Education to Advance Community Health (REACH) model. Then hub coaches worked with districts to complete their trauma assessments and develop action plans.</p> <p>ISBE staff in partnership with hub specialists continued to identify training and resources to support ongoing needs.</p>	<p>ISBE will continue to recruit additional schools to participate in REACH training.</p> <p>Survey data will be analyzed to determine the extent to which a school’s culture and climate has been positively impacted.</p> <p>ISBE will seek to identify trend data based on survey data, REACH data, and other readily available statewide data to further develop resources and training.</p> <p>ISBE will establish the development of a peer-peer network in which schools, ROEs, and community health providers can assist in meeting the holistic needs of students and staff.</p>

### Challenges

Data to determine the success will not be available until August or September 2022.

### Recommended Modifications

None



# STRATEGY 2.1.2

Support district implementation of policy and guidance to promote students’ safety and well-being, including non-discrimination and inclusion.

By the end of 2021-22 school year, there will be a 5 percentage point reduction in suspensions and expulsions of students of color. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE did not have model policies available for districts to use as a guide.</p> <p>ISBE reviewed current legislation pertaining to student safety and well-being.</p>	<p>Districts identified in the top 20% for use of exclusionary discipline were notified that their Discipline Improvement Plans needed to be submitted by June 1-August 1, 2022. ISBE staff offered them assistance.</p> <p>ISBE created the Partnership for Disciplinary Equity with the University of Illinois Springfield and Loyola University Chicago to implement Empathic Instruction. This will provide school districts with help and support necessary to make enduring changes to discipline and create more equitable, restorative, and empathic schools where children can thrive.</p> <p>The Partnership on Disciplinary Equity was offered to four districts in 2021-22. This partnership provided robust training on restorative, empathic instruction; trauma-informed practices; and disciplinary reform.</p> <p>All participating districts were notified that they need to turn in their suspension and expulsion data by June 30, which will enable us to have accurate exclusionary discipline data.</p>	<p>ISBE will review Discipline Improvement Plans that are submitted and provide technical assistance, as necessary.</p> <p>ISBE will add two additional districts to the Partnership for Disciplinary Equity as it continues to provide comprehensive training on restorative and trauma-informed practices.</p>

	<p>ISBE jointly released guidance on discipline with the Illinois attorney general and continues working with the Illinois attorney general to assist public K-12 schools in Illinois in meeting their obligations under state and federal civil rights laws to administer student discipline policies without discrimination.</p>	
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**Challenges**

ISBE will receive outcome data for suspensions and expulsions in late summer/early fall 2022.

**Recommended Modifications**

None

# STRATEGY 2.1.3

Adopt culturally responsive teaching and leading standards for educator preparation programs.

By the end of 2021-22 school year, 100% (54) of colleges and universities with approved educator preparation programs will have completed the training and 30% (16) will have re-aligned their program in accordance with the standards. **SUBSTANTIALLY COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>The Diverse and Learner Ready Teacher Network, a group of stakeholders convened by the agency, drafted Culturally Responsive Teaching and Leading Standards; Illinois adopted the standards in spring 2021.</p>	<p>ISBE partnered with The New Teacher Project to support the training at institutions of higher education (IHEs). One hundred percent of the IHEs completed the training, but ISBE will not meet the 2022 alignment goal. A 2025 date was set forth in administrative rule, so many IHEs are choosing to align by this date rather than the 2023 date set forth in the Strategic Plan.</p> <p>IHEs utilized ISBE-created resources in their redesign efforts to align to the standards. Resources included a self-assessment tool, professional development training, a fact sheet, and an FAQ document.</p> <p>The Educator Effectiveness Department updated the matrix used by the State Educator Preparation and Licensure Board (SEPLB) during reviews of alignment plans based on feedback from SEPLB members. Staff also created two new guides, one for new programs and one for redesigned programs, to be used by institutions while writing their alignment plans.</p>	<p>ISBE posted a Request for Quote to secure the services of a content expert to assist approved preparation programs with implementing and evaluating the success of the standards in their programs.</p> <p>ISBE will support the implementation and evaluation of the Culturally Responsive Teaching and Leading Standards in educator preparation programs.</p>

## Challenges

None

## Recommended Modifications

Illinois Administrative Code Part 24 identifies October 1, 2025, as the date by which existing preparation programs must align to the new standards. Additionally, programs will be required to align to new Illinois Professional Educator Standards that will be finalized in summer 2022. Programs will likely redesign their program only one time to meet both sets of standards. Amend the alignment goal to indicate a completion date of 2024-25.

# STRATEGY 2.1.4

Support implicit bias training through professional development in schools and classrooms.

By the end of 2021-22 school year, ISBE will pilot an evaluation tool with 25% (26 out of 103) of districts listed on the Top 20% Exclusionary Discipline List to assist them in selecting implicit bias professional development providers. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>At the start of the 2020-21 school year, ISBE did not have information from districts about how they met the requirements of Public Act 100-0014. It was unclear if the ROE compliance monitoring tool included the implicit bias training mandate.</p>	<p>ISBE accomplished its goal of piloting the evaluation tool with 25% of the districts in the Top 20% Exclusionary Discipline List.</p> <p>All 103 districts have been asked to participate in the pilot program.</p> <p>ISBE is engaged with 103 districts to provide feedback on the implicit bias training and professional development offered.</p> <p>ISBE incorporated this feedback into a resource guide on the most effective implicit bias professional development.</p> <p>Additionally, the Discipline Improvement Plan template for all districts in the top 20% included the Implicit Bias Rubric to rate the effectiveness/efficiency of the bias training (if any) that they use for the professional development on implicit bias that is required by state statute.</p>	<p>ISBE will compile a list of recommended providers focused on diversity, equity, and inclusion by July 1, 2022.</p> <p>ISBE will disseminate best practices to all 103 districts.</p> <p>ISBE will provide technical assistance, support, and resources to all districts.</p>

Challenges  
None

Recommended Modifications  
None



# STRATEGY 2.1.5

Embed the history and accomplishments of historically underrepresented groups (e.g., Latino/a, African American, LGBTQ) in the Illinois Social Science Learning Standards.

By the end of 2021-22 school year, ISBE will have collaborated with ROE/ISCs to develop a professional learning series focused on implementation of the revised learning standards for social science and will pilot the series with at least 100 Illinois social science educators. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>Illinois adopted the Illinois Learning Standards for social science in 2016. ISBE had not reviewed the standards since their implementation in 2017.</p> <p>ISBE's initial review of the standards in 2020 indicated there were gaps in terms of equity and inclusivity</p>	<p>Illinois adopted the revised Illinois Social Science Learning Standards in August of 2021.</p> <p>A total of 115 educators from across the state representing all grade levels were accepted to participate in the professional learning pilot.</p> <p>A diverse group of educators were identified for the steering committee that will complete and implement the professional learning pilot in collaboration with faculty from the University of Illinois at Urbana-Champaign College of Education.</p> <p>The steering committee planned to conduct five professional learning sessions in May and June as part of the pilot program.</p>	<p>ISBE will support pilot teachers as they embed the teaching of the history and accomplishments of underrepresented groups in the Illinois Social Science Learning Standards.</p>

Challenges  
None

Recommended Modifications  
None

# STRATEGY 2.2.1

Provide clear and user-friendly data and tools to promote collaboration within LEAs among their finance and programmatic teams to support strategic resource allocation.

By the end of 2021-22 school year, ISBE will revise the My Data Dashboard (formerly Ed360) to allow districts to upload their most current financial data – not just their Annual Financial Reports and district budgets, which often lag in displaying present financial realities – to provide greater accuracy in projecting the impact of budgetary decisions on programmatic decisions. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
<p>The Financial Projection Tool began as a district-facing tool; ISBE employees could not utilize it. ISBE identified a need for both districts and ISBE staff to access the tool simultaneously in order for ISBE staff to provide real-time financial and budgetary support to districts.</p>	<p>ISBE transitioned Ed360 into My Data Dashboard and launched it in the My Illinois Report Card platform effective May 2022. The contractor on this project has been making enhancements to the platform and correcting formatting issues and system bugs. We are currently testing the new enhancements.</p>	<p>ISBE is working to streamline the process for collecting and uploading budget and Annual Financial Report data in a timely manner. We also envision providing districts with the ability to upload preliminary data to the system directly.</p>

**Challenges**  
None

**Recommended Modifications**  
None

# STRATEGY 2.2.2

Educate advocates, stakeholders, and LEAs regarding equitably designating funds to focus on specific student populations, including birth-to-5, English learners, special education, and low-income, resulting in diminishing achievement gaps.

By the end of 2021-22 school year, ISBE will have convened an advisory group to establish a value proposition and guide integration of the Evidence-Based Funding (EBF) Spending Plan into other required plan(s) for maximum resource allocation alignment and benefit for identified student groups.

**COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>The FY 2020 EBF Spending Plan focused on districts’ use of tier funding rather than emphasizing the funds designated for three student groups – students from low-income backgrounds, English learners, and students with Individualized Education Programs.</p>	<p>ISBE convened an advisory group to develop recommendations for further revision to the EBF Spending Plan. The group has developed a value proposition and determined that a revised spending plan will be integrated into the budget.</p>	<p>The EBF Spending Plan Redesign Advisory Group will continue to convene to determine the revised plan content. The EBF Professional Review Panel will be consulted on the revised plan, and the plan will undergo testing and finalization in FY 2023.</p>

Challenges  
None

Recommended Modifications  
None

# STRATEGY 2.2.3

Create an efficient and effective reporting system in collaboration with the field that encourages and fosters blending and braiding (i.e., integrated resource allocation system) and is supported by aligned agency mindsets and practices.

By the end of 2021-22 school year, up to 10 pilot districts will be selected and trained and will utilize blending and braiding. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE staff had discussed blending and braiding internally as a tool for districts to use to strategically engage funding streams; however, agency staff had not undergone a formal training to ensure aligned understanding of the concepts.</p>	<p>In collaboration with the Region 9 Comprehensive Center, ISBE launched a Blending and Braiding Community of Practice with seven districts. This group had four convenings that focused on best practices, planning for program evaluation and risk mitigation, and reporting.</p> <p>ISBE then convened a cross-departmental team of principal consultants from the Title, Multilingual, and Special Education departments. This team received training in blending and braiding and offered extended support to five districts for the FY 2023 grant window. Each district has access to the ISBE team for technical assistance.</p>	<p>ISBE's blending and braiding team will monitor the five pilot districts for successful examples of blending and braiding that can be shared with the field. The result of the pilot work will be used to inform strategies and systems to provide support to additional districts through Resource Allocation Reviews.</p>

Challenges  
None

Recommended Modifications  
None

3

# Elevating Educators



Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

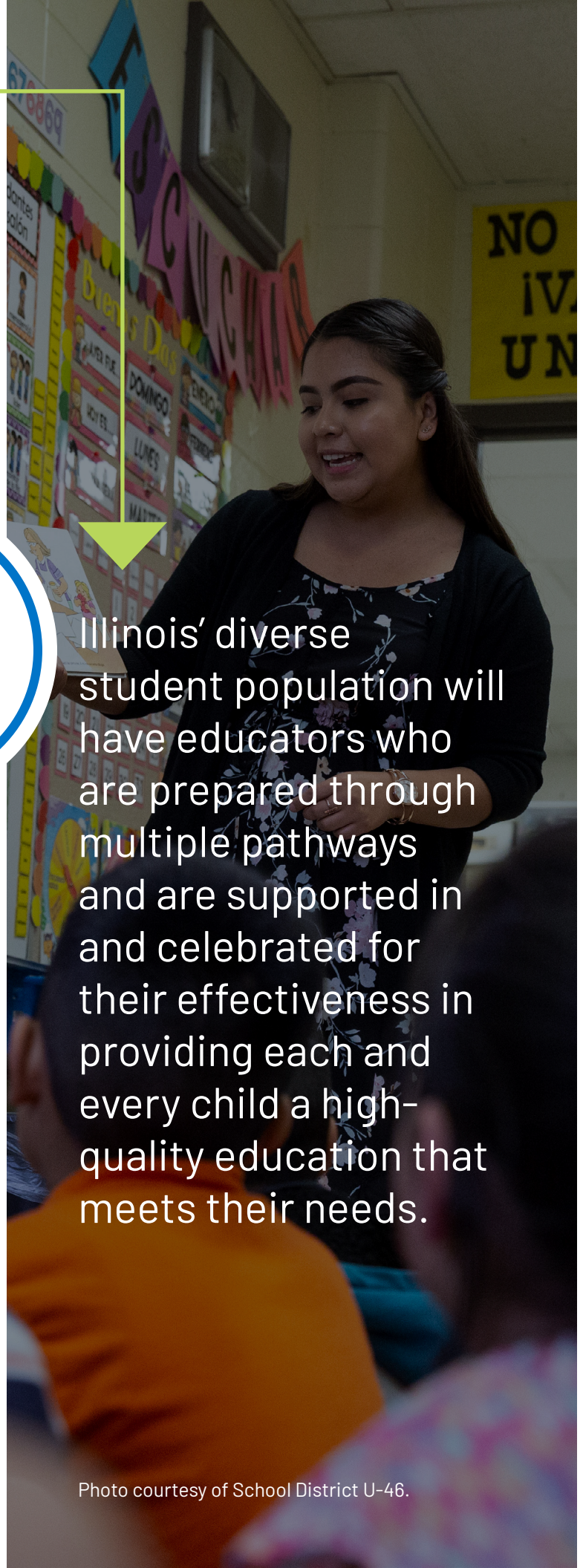


Photo courtesy of School District U-46.



# STRATEGY 3.1

Leverage and align partnerships that lead to the recruitment of a diverse teaching corps.

By the end of 2021-22 school year, the number of students of color enrolled in Illinois educator preparation programs will increase by at least 5%. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>Illinois did not have a standardized definition of program enrollment.</p> <p>ISBE’s annual educator preparation program data – collected each May for the preceding year – for 2019 showed the racial/ethnic demographics of enrollees as:</p> <ul style="list-style-type: none"> <li>• 70% Caucasian</li> <li>• 12% Latinx</li> <li>• 7% African American</li> <li>• 4% Unknown</li> <li>• 3% Asian</li> <li>• 3% Two or more races</li> <li>• &lt;1% Native Hawaiian/Pacific Islander</li> <li>• &lt;1% American Indian/Alaskan Native</li> </ul>	<p>In 2020, 4,664 students of color were enrolled in an Illinois education preparation program, which is a 31% increase from the number of enrollees in the prior (2019) year. Data from 2020 show the racial/ethnic demographics of enrollees as:</p> <ul style="list-style-type: none"> <li>• 64% Caucasian</li> <li>• 15% Latinx</li> <li>• 10% African American</li> <li>• 4% Unknown</li> <li>• 3% Asian</li> <li>• 3% Two or more races</li> <li>• &lt;1% Native Hawaiian/Pacific Islander</li> <li>• &lt;1% American Indian/Alaskan Native</li> </ul> <p>The Educator Effectiveness Department hosted a pilot for institutions to begin work on their plans for diverse candidate recruitment and retention prior to the plans becoming required for all institutions. ISBE convened peer collaborative meetings, and final plans from the pilot were submitted to ISBE on May 31.</p> <p>ISBE proposed a standard definition for “program enrollment” in Illinois Administrative Code Part 25.</p>	<p>ISBE will secure the services of a content expert to assist programs in developing and implementing diverse educator recruitment and retention plans. Feedback from pilot participants will be used to inform processes and ISBE/content expert support in FY 2023.</p> <p>The rules defining program enrollment are expected to be finalized in summer 2022.</p>

	<p>ISBE has awarded more than \$3.5 million in state funding for the Career and Technical Education (CTE) Career Pathways Grant, which provides funding to school districts to create educator pipelines that give high school students a head start on becoming teachers. The first two cohorts had more than 7,047 students participating in education career pathways.</p> <p>Illinois added Educators Rising as a new Career and Technical Student Organization, an action that provides funding for student leadership activities.</p> <p>Educators Rising estimates that Illinois has approximately 650 Educators Rising club members across the state.</p>	
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**Challenges**

Educator preparation programs report data to ISBE on a year delay. The most recent data available currently is from SY 2019-20.

**Recommended Modifications**

None



# STRATEGY 3.2

Establish a school/district leadership department that will support the recruitment of a diverse leadership pipeline with a focus on race and culturally responsive leadership.

By the end of 2021-22 school year, the number of diverse leader candidates across the state will increase by 5%. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE's Department of District and School Leadership did not exist.</p> <p>The agency's efforts to foster a diverse and robust leadership pipeline that reflects the diversity of Illinois' students were piecemeal and distributed among multiple departments at the agency.</p> <p>ISBE's annual principal preparation program data – collected each May for the preceding year – for 2020 showed the racial/ethnic demographics of candidates as:</p> <ul style="list-style-type: none"> <li>• 68.9% Caucasian</li> <li>• 8.3% Latinx</li> <li>• 13.1% African American</li> <li>• 4.7% Unknown</li> <li>• &lt;1% Asian</li> <li>• 2.4% Two or more races</li> <li>• 1.1% Native Hawaiian/Pacific Islander</li> <li>• &lt;1% American Indian/Alaskan Native</li> </ul>	<p>Department of District and School Leadership was created.</p> <p>A comprehensive, statewide stakeholder advisory group was assembled to create a department mission and vision in alignment with ISBE's mission and vision.</p> <p>The department utilized the advisory group to create a strategic work plan to guide the work and released a principal recruitment grant in January 2022 as one of its three strategies.</p> <p>Principal recruitment entities applied through a competitive grant process. Five entities were accepted. To date, all entities have completed their enrollment process. Over 400 applicants applied for 184 spots for an educational leadership program.</p>	<p>ISBE will support enrolled candidates through their first year of the program by providing coaches, networking groups, and more rigorous internship experiences.</p> <p>ISBE will seek additional partnerships that directly impact the recruitment and mentoring of diverse leaders beyond the established recruitment grant and begin to close the representation gap between actively employed principals and student population.</p>

### Challenges

Principal preparation programs report data on a year delay. The most recent data available currently is from 2020. The 2021 data will be available after June 30, 2022.

### Recommended Modifications

None

# STRATEGY 3.3

Improve incentives, training, and partnerships for districts to attract and support teachers in early childhood, special education, and bilingual programs.

By the end of 2021-22 school year, there will be an 8% reduction in unfilled early childhood, special education, and bilingual positions. **IN PROGRESS**

Where We Started	Activities and Accomplishments	What is Next
Early Childhood	Early Childhood	Early Childhood
<p>In 2018, ISBE established an alternative pathway to licensure so that teachers can obtain their Professional Educator License (PEL) with an Early Childhood endorsement. As a result, teachers with a Level 5 Illinois Gateways Early Childhood Education Credential can serve as the lead teacher in Preschool for All/Preschool for All Expansion classrooms until 2023 while they complete the requirements for the PEL.</p>	<p>The Early Childhood Access Consortium for Equity scholarships application opened in the fall of 2021 semester and is currently receiving applications for the summer and fall 2022 semesters. The scholarship provides funding for early childhood teacher candidates.</p> <p>ISBE provided feedback on the Early Childhood Access Consortium for equity recommendations to provide college credit for early childhood educators who hold the Child Development Associate credential.</p> <p>ISBE's Early Childhood Department director participated in the salary work group and recommended salary scales for teachers throughout the state to address the low salaries of early childhood educators and make the field more attractive, especially in community-based organizations.</p>	<p>ISBE will continue to support the Early Childhood Access Consortium for Equity Scholarship Program and the work of the salary work group.</p> <p>ISBE will determine ways to utilize FY 2023 Early Childhood Block Grant quality funding to address salary parity for early childhood educators, specifically those in community-based organizations.</p>

Special Education	Special Education	Special Education
<p>According to ISBE’s annual Unfilled Positions Survey, in the 2019-20 school year, Illinois school districts had a total of:</p> <ul style="list-style-type: none"> <li>• 740.3 unfilled positions in special education out of 23,287.3 total special education positions (3.18% of total special education positions).</li> </ul>	<p>The Special Education Department continued to work with the Illinois Elevating Special Educators Network.</p> <p>The Special Education Department, in collaboration with Educator Effectiveness, supported districts by releasing a \$5.6 million Elevating Educators: Special Education Grant. The grant funds educational entities identified as having low special education retention rates to support an improvement process that will improve their retention rates.</p> <p>ISBE submitted the State Performance Plan/Annual Performance Report: Part B for the State Formula Grant Programs under the Individual with Disabilities Education Act and amended its focus for Indicator 17 to emphasize special education teacher retention and recruitment, and support of the pipeline.</p> <p>According to ISBE’s unfilled positions dashboard for 2022, Illinois districts reported a total of 611.4 unfilled positions in special education (not including bilingual special education teachers)</p>	<p>ISBE will partner with entities that receive the Elevating Educators: Special Education Grant to improve their special education teacher retention rates.</p> <p>ISBE will focus on implementing strategies that are delineated in Indicator 17 of the report.</p>

Multilingual	Multilingual	Multilingual
<p>According to ISBE’s annual Unfilled Positions Survey, in the 2019-20 school year, Illinois school districts reported a total of:</p> <ul style="list-style-type: none"> <li>• 154.8 unfilled positions in English as a second language (ESL), special education bilingual, and bilingual positions out of 4,120.7 total positions (3% of total positions).</li> </ul>	<p>The Multilingual Department collaborated with the Teaching and Learning Department to release a \$4 million grant to support school districts that have English learners and need to increase capacity of staff qualified to serve English learner students by obtaining bilingual credentials. ISBE is currently working on the grant allocations. The grant covers the cost of tuition for provisionally licensed bilingual educators to get fully licensed and for fully licensed teachers to earn bilingual endorsements.</p> <p>ISBE grew its Visiting International Teachers program, signing memoranda of understanding with Morocco, Mexico, and Spain and a letter of intent with Poland. In the 2021 school year, Illinois hosted a total of 102 teachers visiting from Spain and one from Mexico.</p> <p>According to ISBE’s unfilled positions dashboard for 2022, Illinois districts reported a total of 177.5 unfilled positions in English as a second language and 45.2 unfilled positions for bilingual special education teachers.</p>	<p>The Multilingual Department will continue growing its Visiting International Teachers (VIT) program. We have added partnerships with Mexico, Morocco, and taken the first steps toward a partnership with Poland.</p> <p>ISBE will pursue increasing the \$4 million grant allocation to serve additional teachers through partnerships with LEAs and higher educational institutions to provide tuition reimbursement to qualified teachers for coursework that will help teachers obtain PELs and Bilingual/ESL endorsements.</p> <p>ISBE will target high schools that have high concentrations of multilingual students and encourage these schools to explore the CTE Career Pathways as a strategy to recruit more bilingual students into the profession.</p>

## Challenges

The bilingual English learner student population is growing at a faster rate than we can fill those positions. More intense and targeted recruitment strategies are necessary.

## Recommended Modifications

None

# STRATEGY 3.4

Support educator retention by leveraging partnerships that will provide access to coaching, mentoring, and teacher leadership opportunities, which include remote and blended pedagogy, as well as culturally responsive teaching practices.

By the end of 2021-22 school year, ISBE will sustain the school year 2020-21 partnerships and develop one new partnership focused on retention of educators of color resulting in an additional 8% reduction in the retention gap between White teachers and teachers of color. **COMPLETED**

Where We Started	Activities and Accomplishments	What is Next
<p>ISBE determined that it would define retention as continuing to teach in an Illinois public school setting, rather than define retention as continuing to teach at the same school or district.</p> <p>The retention rate is greater for White educators than for educators of color. In 2021, the difference between the retention rate for teachers who are White and teachers who are people of color was 3.1 percentage points (84.5% compared to 87.6%).</p>	<p>The retention gap between White teachers and teachers of color was reduced by 9.7%. In 2022, the difference between the retention rate for teachers who are White and teachers who are people of color is tentatively 2.8 percentage points (85.2% compared to 88%). This represents an approximately 9.7% reduction in the gap.</p> <p>ISBE contracted with ROE 51 and Teach Plus to implement an affinity groups pilot program throughout the state to provide a safe and dedicated space for teachers of color to convene and collaborate on issues facing them in the profession. The program is funded with the second round of federal pandemic relief dollars. Participants will develop policy recommendations. At the close of 2021-22, ISBE and partners had designed and launched the program and recruited affinity group facilitators in order to begin recruiting participants in fall 2022.</p>	<p>ISBE will develop an additional partnership to support our retention work.</p> <p>During the summer, ISBE will work with Teach Plus as it implements affinity groups.</p> <p>ISBE will support efforts by the Illinois Education Association (IEA) and the Illinois Federation of Teachers to recruit 2,000 teachers for mentoring and coaching.</p>

	<p>ISBE worked with the National Center for Teacher Residencies to provide support for teacher residency grantees.</p> <p>ISBE partnered with the IEA to provide mentoring and coaching to new teachers and clinicians.</p>	
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Challenges  
None

Recommended Modifications  
None





# Illinois State Board of Education

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