



Illinois State Board of Education


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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable William E. Brady, Senate Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Jim Durkin, House Minority Leader
The Honorable Michael J. Madigan, Speaker of the House
The Honorable JB Pritzker, Governor

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

DATE: March 4, 2020

SUBJECT: Evidence-Based Funding Strategic Plan

The Evidence-Based Funding Strategic Plan is submitted in compliance with the Evidence-Based Funding for Student Success Act (105 ILCS 5/18-8.15(h)(10)). It provides information on the agency's past, current, and future activities to support all entities receiving Evidence-Based Funding in their planning for adequacy funding. The document aligns with the full strategic plan currently under development for the Illinois State Board of Education.

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

cc: Tim Anderson, Secretary of the Senate
John W. Hollman, Clerk of the House
Legislative Research Unit
State Government Report Center



Evidence-Based Funding (EBF) Strategic Plan – submitted in alignment with 105 ILCS 5/18-8.15

(10) No later than January 1, 2018, the State Superintendent shall develop a 5-year strategic plan for all Organizational Units to help in planning for adequacy funding under this Section. The State Superintendent shall submit the plan to the Governor and the General Assembly, as provided in Section 3.1 of the General Assembly Organization Act. The plan shall include recommendations for:

- (A) a framework for collaborative, professional, innovative, and 21st century learning environments using the Evidence-Based Funding model;
- (B) ways to prepare and support this State's educators for successful instructional careers;
- (C) application and enhancement of the current financial accountability measures, the approved State plan to comply with the federal Every Student Succeeds Act [ESSA], and the Illinois Balanced Accountability Measures in relation to student growth and elements of the Evidence-Based Funding model; and
- (D) implementation of an effective school adequacy funding system based on projected and recommended funding levels from the General Assembly.

This document is presented to the Governor and General Assembly in fulfillment of state statute and with acknowledgment of broader strategic planning efforts occurring at the Illinois State Board of Education (ISBE) at the time of this document's publishing. Current/completed activities and projected strategies are listed within this document by sub-section of statute. These current activities and planned strategies will align with the greater agency Strategic Plan currently in development and will be subject to the continuous improvement principle underlying the strategic planning process.

A. Collaborative, professional, innovative, and 21st century learning environments

Current and completed activities	Projected strategies, reflective of and subject to greater agency strategic planning to date
<ul style="list-style-type: none"> • Ongoing implementation of the Postsecondary Workforce Readiness Act, including supporting the development of innovative learning environments such as competency-based education • Developed and published initial tools demystifying EBF for districts, encouraging the consideration of EBF alongside local needs and priorities in district decision-making • Designed, implemented, and continuously improving ed360 dashboard for districts and schools 	<ul style="list-style-type: none"> • Promote collaboration and understanding within school districts among their finance and programmatic teams regarding resource allocation decision-making • Provide clear, intuitive, user-friendly data to inform decision-making with regard to strategic resource allocation within districts • Work with school districts and early childhood care and education (ECCE) entities to develop clear policies that create and promote safe, supportive, healthy, and culturally relevant environments in schools and on school grounds • Develop statewide guidelines for and provide districts with tools to support implementation



with data on academics, school conditions, and finances to inform decision-making	of non-discrimination, inclusionary practices, and culturally relevant education
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B. Educator preparation and support

Current and completed activities	Projected strategies, reflective of and subject to greater agency strategic planning to date
<ul style="list-style-type: none"> • Ongoing implementation of the Teach Illinois report with recommendations to: <ul style="list-style-type: none"> ○ Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession ○ Create and incentivize opportunities for P-12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession ○ Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand ○ Develop innovative, results-based approaches to educator preparation ○ Develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce ○ Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives ○ Develop robust teacher mentorship and induction programs 	<ul style="list-style-type: none"> • Increase the number of educators who meet the needs of the local context and increase educator diversity in Illinois public schools. Example activities that may support this strategy: <ul style="list-style-type: none"> ○ Attract and recruit a diverse teaching corps that meets the needs of districts and schools from early education through secondary school by leveraging multiple pathways, including partnerships, expanded recruitment, career and technical education pathways, high school programming, and residency partnerships ○ Attract, recruit, and support a diverse pipeline of future district/school leaders through the launch of the School/District Leadership Department ○ Convene educators and stakeholders to develop strategies to recruit and retain diverse educators ○ Retain educators by providing coaching and mentoring, teacher leadership opportunities, principal preparation support, and access to high-quality professional learning ○ Elevate the profession by promoting the recognition of excellent teachers on state and local levels ○ Support a comprehensive, strategic teacher preparation strategy that expands the teacher pipeline through more collaboration and coordination across agencies (ISBE, the Illinois Community College Board, and the Illinois Board of Higher Education)



<ul style="list-style-type: none"> Ongoing progress from Partnership for Educator Preparation to pilot and publicly report by spring 2020 results of educator preparation programs 	
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C. Student, school, and financial accountability measures

Current and completed activities	Projected strategies, reflective of and subject to greater agency strategic planning to date
<ul style="list-style-type: none"> Ongoing implementation of Illinois support and accountability system primarily focused on student growth, with full implementation by fiscal year 2021 Designed, implemented, and continuously improving ESSA site-based expenditure reporting Initial implementation of Consolidated District Plan to integrate grant applications Implemented and continuously refining EBF spending plans 	<ul style="list-style-type: none"> Provide all schools, districts, and ECCEs entities with the level of support necessary to propel efforts to continuously improve. Example activities that may support this strategy: <ul style="list-style-type: none"> Move at least 33 percent of all currently identified schools for improvement from comprehensive and targeted status to commendable or exemplary during the three-year improvement cycle Strengthen the relationships between ISBE and districts with identified schools by increasing the support for Regional Offices of Education and other stakeholders Identify successful and high-quality providers to be included as IL-EMPOWER Learning Partners and match districts with providers Ensure effective support is delivered by IL-EMPOWER Learning Partners by requiring quarterly reports on their strategic impact Provide tiered state-level support for districts that remain in the lowest 5 percent designation Promote best practices and continuous quality improvement through supports and services Develop and support an aligned PreK-12 assessment system within four years that enables every student to accurately demonstrate their ability. Example activities that may support this strategy: <ul style="list-style-type: none"> Expand assessment literacy by creating four assessment literacy informational products for different audiences within two years Provide all districts with a PreK-12 aligned assessment system to reduce overall testing time Provide more helpful and timely assessment reports for educators and parents that present actionable information to better support student learning



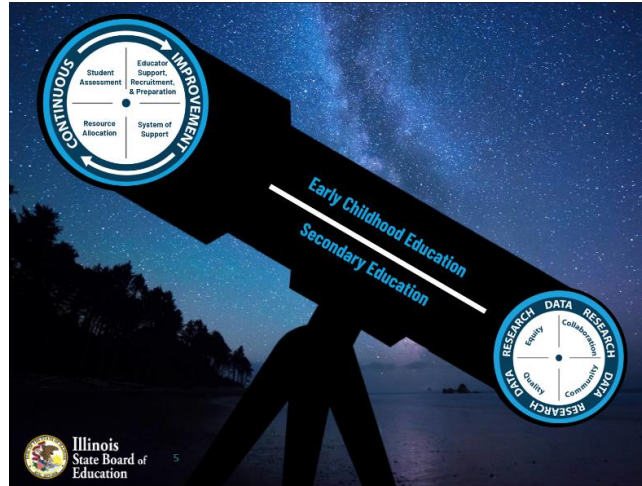
	<ul style="list-style-type: none"> ○ Develop a native language assessment within three years ○ Implement a common method of measuring PreK-12 growth within two years ● Create an efficient and effective reporting system that encourages and fosters braiding and blending (i.e., integrated resource allocation system) and is supported by aligned agency mindsets and practices
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D. Adequate funding

Current and completed activities	Projected strategies, reflective of and subject to greater agency strategic planning to date
<ul style="list-style-type: none"> ● Regular issuance of annual Board budget recommendations grounded in current and projected EBF adequacy levels ● Increasingly include “district financial capacity to meet expectations” as a factor to inform agency grant disbursements ● Support the Illinois Commission on Equitable Early Childhood Education and Care Funding 	<ul style="list-style-type: none"> ● Inform and advocate for funding improvements toward 90 percent adequacy by 2027 and across districts and ECCE entities across school districts toward greater adequacy, equity, and predictability ● Communicate with and educate advocates, stakeholders, and school districts regarding designated funds for designated student populations (e.g., birth-5, students with Individualized Education Programs, English Learners, students from low-income backgrounds)

The four components of the EBF Strategic Plan outlined in law recognize that dollars alone do not ensure a district’s success in supporting and educating its students. Without an educator pipeline that recruits and retains high-quality teachers and leaders from diverse backgrounds, even the most resourceful district leader will struggle to staff schools and implement any improvement strategies. Without an effective school accountability and support system, funding will languish as a single factor working toward student success rather than one factor amongst others. Instead of isolating monetary resources, a holistic and coherent system of support that engages all stakeholders – schools, districts, families, communities, advocates, and the state – is necessary to uphold our responsibility to all of our children.

The full ISBE agency Strategic Plan will further articulate this holistic and coherent system of support through the lenses of equity, collaboration, community, and quality – with priority areas in student assessment; educator support, recruitment, and preparation; resource allocation; and system of support. Data and research will inform both the development of the Strategic Plan and the agency’s activities as a result, as will the principle of continuous improvement.



ISBE welcomes [questions, comments, and input](#) on the broader strategic planning effort, of which this EBF Strategic Plan is a part and is, therefore, subject to change to reflect the ultimate agency Strategic Plan.