
ATTENDANCE COMMISSION



Report to the Illinois General Assembly and the State Board of Education

December 15, 2018

TABLE OF CONTENTS

Table of Contents

Executive Summary	Page 1
I. Framing the Issue	Page 16
II. Public Act 99-0432 and the Duties of the Commission	Page 19
III. Current Statutory and Regulatory Landscape	Page 20
IV. Recommendations of the Commission	Page 27
V. In Summary	Page 53
VI. Appendices	Page 55
Appendix A: Public Act 99-0432 – Creation of the Attendance Commission	
Appendix B: Roster of Commission Members and Attendance Roster	
Appendix C: Meeting Agendas	
Appendix D: Meeting Minutes	
Appendix E: IL-EMPOWER - PowerPoint Presentation and Distributed Materials	
Appendix F: Public Act 100-0156 (House Bill 3139) - Definition of Chronic Absence	
Appendix G: Illinois Multi-Tiered Systems of Support Materials	
Appendix H: Ed 360 PowerPoint Presentation and Materials	
Appendix I: Comparative Study of the Relationship Between Teacher Absence/Vacancy/Shortage on Student Absence	
Appendix J: Public Act 100-0465 (Senate Bill 1947) - Evidence-Based Funding for Student Success Act	
Appendix K: Public Act 100-0582 (House Bill 5812) – Evidence-Based Funding	
Appendix L: Illinois State Board of Education Advisory on a School Day	

- Appendix M: Public Law 100-0918 (House Bill 5795) – Truant Definition
- Appendix N: Best Practices Work Group Administrator and Practitioner Survey Results
- Appendix O: Illinois ESSA Plan Executive Summary
- Appendix P: Attendance Works
- Appendix Q: Early Childhood Center for Professional Learning PowerPoint
- Appendix R: Illinois Action for Children PowerPoint
- Appendix S: Illinois Families and School Success. *The Family Engagement Framework Guide*
- Appendix T: Illinois Board of Higher Education PowerPoint - Competency-Based Education: An Illinois Case
- Appendix U: Public Law 100-0819 (House Bill 5771) – Preschool Attendance and Supports
- Appendix V: “Every Student Counts, Every Day Matters”: House Joint Resolution 0011 PowerPoint and Video by Uplift Productions
- Appendix W: United Way PowerPoint Presentation on Program Success
- Appendix X: New ISBE Report Card PowerPoint
- Appendix Y: Public Act 100-0147 (House Bill 3059) – ADA on Report Card by Grade Level
- Appendix Z: Public Act 100-0448 (Senate Bill 1532) – ADA on Report Card for Students with IEPs and 504 Plans
- Appendix ZA: Materials for Hearing Held at the Triple I Conference in November
- Appendix ZB: Illinois Federation of Teachers Report to the Commission
- Appendix ZC: Public Act 100-0822 (Senate Bill 3536) - Alternative Methods to Obtain Provisional Educator Licensure with Stipulations for Preschool
- Appendix ZD: Chairperson Antoinette Taylor’s Presentations on the Attendance Commission

EXECUTIVE SUMMARY

Public Act 99-0432 called for the creation of a commission to study chronic absenteeism in Illinois schools and make recommendations for strategies to limit its occurrence. This commission was directed to identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the Illinois State Board of Education (ISBE) address and prevent chronic absenteeism. The commission must make recommendations to the General Assembly and ISBE in order to achieve five outcomes designed to remediate attendance issues across the state.

The Illinois Attendance Commission (the “commission”) has several recommendations to make in this fourth annual report to the General Assembly to continue to raise public awareness about the problem of chronic absenteeism, to define associated terminology, and to advance practical solutions. These recommendations include the following:

1. The definition of a whole and a half day remains an unfulfilled mandate of the legislation that created the Attendance Commission despite ongoing research, consultation, and collaborative discussions with other advisory bodies. It remains a high priority for the Attendance Commission.

Recent guidance provided by ISBE states that there is no statutory minimum number of hours or minutes that constitutes an instructional day, and school districts across Illinois can define an instructional day for themselves “based on what will improve outcomes for students.” Should any district embrace the minimal standard, that may lead to a perception that a student cannot be considered absent if that student is present for only an abbreviated portion of the school day. The Attendance Commission recommends that parameters be imposed on this broad guidance for students not enrolled in closely monitored alternative learning opportunities whose school days include full rosters of classes. Parameters are also necessary to ensure that each district’s collection of absence and truancy data is consistent and aligned to the same school day norms.

2. The Attendance Commission recommends that every school district in Illinois take advantage of Ed 360’s unique and comprehensive web-based data storehouse to access student attendance data and identify who is in need of attendance supports and interventions.
3. The Attendance Commission recommends that tiered supports be applied in every school, including publicly-funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered supports include those available through the Illinois Multi-Tiered Systems of Support (MTSS) Network and the Attendance Works national initiative.
4. The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of

students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress.

5. The Attendance Commission recommends that Antoinette Taylor and Sarah Rothschild complete the statewide study to assess the connection between teacher absence/vacancy/shortage rates to student rates of absence with the cooperation of the Illinois Federation of Teachers.
6. The Attendance Commission recommends adoption of indicators surrounding chronic absence in prekindergarten programming as a predictor of whether or not a student will transition successfully into kindergarten, as is being considered by the state's Kindergarten Transition Advisory Committee.
7. The Attendance Commission recommends an expansion of current public relations efforts and endeavors to elicit and encourage statewide adoption of the "Every Child, Every Day" campaign in communiques with all stakeholders.

The commission held six meetings during 2018 in which pending and newly passed legislation was examined, the need to legislate definitions related to efforts to address chronic absence was discussed, and solutions to chronic absence and truancy were researched and elicited from successful practitioners. The commission additionally has progress to report on many of the earlier recommendations made in the three previous reports to the General Assembly.

Two compelling reasons for the legislative launch of the Attendance Commission were the parallel needs to define and measure chronic absenteeism. The convergence of national concern over this issue, which was acknowledged in the Every Student Succeeds Act (ESSA), and the collaboration of the Attendance Commission with other governmental advisory bodies such as the Illinois Balanced Accountability Measurement (IBAM) Committee resulted in a legal definition of chronic absence in Illinois and the mandate to collect and review the data to determine who is in school and who is not.

The current school year, 2018-19, marks the first time chronic absence is a statistic in student/school/district records and has been included in the revised state report card for each school and district. Chronic absence is additionally incorporated into a logarithm as an indicator of school success and a priority area for students of specific, at-risk populations. The school success accountability measurement was also included in the revised state report card and each school was provided with a school success ranking that ranged from exemplary, commendable, and under-performing to lowest performing. Schools in the under-performing category are assessed to need targeted supports via IL-EMPOWER, ISBE's system of support, and schools that were ranked the lowest performing are deemed to require comprehensive supports under IL-EMPOWER (Appendix E).

The definition of what constitutes a school day with a "calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full

day per learning environment” is an unfulfilled mandate of the Attendance Commission. Such a definition becomes more elusive when one considers the alternative educational programming options available to a variety of students, from potential dropouts in credit recovery programs to gifted students engaged in independent learning projects. ISBE recently issued guidance on what constitutes a school day in the aftermath of the passage of the Evidence-Based Funding for Student Success Act, which was signed into law on August 31, 2017. This act sunsetted or provided cause to terminate Section 18-8.05 of the School Code that previously defined the school day. ISBE’s guidance states, “There is no statutory minimum number of hours or minutes that constitutes an instructional day” and advises each district to determine its own guidelines to allow for greater creativity in educational programming (Appendix L). In consideration of the fact, however, that most students in Illinois do spend their school day in conventional classrooms with a full schedule of classes, the Attendance Commission wonders if the guidance will result in situations where students cannot be considered absent or truant if they leave school during the school day in districts where the attendance requirement is based on the most minimal standard. An additional concern is that 852 different concepts of what constitutes a school day will render absence and truancy data to be inconsistent across the state.

The legislation that defined chronic absence also mandated the provision of supports and resources to chronically absent students and their families to encourage the habit of daily attendance and promote success (Public Act 100-0156 – Definition of Chronic Absence, Appendix F). Strategies such as those available through the Illinois MTSS Network (Appendix G) were specified as the means to intervene successfully to address the problems or attitudes that contribute to the choice to be absent from school. During this past year, the commission’s Best Practices work group surveyed administrators and practitioners across the state to gauge their responses to student absence, particularly when the student has a disability or is affected by homelessness, substance abuse, or other debilitating factors or choices that prevent regular school attendance. The commission also had the privilege of hearing from many practitioners in the field about their successful attempts to remedy chronic absenteeism in their schools or cities that have had many positive results in the reduction of instances of chronic absenteeism. Surveys and speakers alike confirmed what researchers posit in their findings: You can never overestimate the positive results that derive from enhanced family engagement measures, especially those that link families to community-based services.

The definition of chronic absence in 2017 legislation has facilitated consistent measurement of the problem statewide and drives an increased level of accountability for schools and districts. This places an emphasis on the need for enhanced mechanisms to enable data gathering and monitoring. In alignment with the revised report card, ISBE launched a data-retrieval system that incorporates data from six ISBE systems, is updated on a nightly basis, and provides users with access to live, actionable data, including student attendance numbers. Sixty-nine percent of Illinois’ school districts have signed on to Ed 360 through Google and Microsoft web platforms. The commission would like to see every Illinois school district utilize this data-retrieval system (Appendix H).

An effort to determine if teacher vacancy rates affect students' levels of attendance in Chicago Public Schools was initiated by Sarah Rothschild, commission member and a researcher for the Chicago Teachers Union, after a reporter's inquiry. She mapped out vacancy rates in schools and cross-referenced the data with demographics of economics, student mobility, and other factors and found the highest rates of teacher vacancies are in schools that serve the students from the lowest socio-economic backgrounds with the highest mobility rates and the greatest needs. Commission Chairperson Antoinette Taylor was intrigued by this study, especially since a discussion of a similar, related topic rose at a P-20 Council meeting that pertained to a possible relationship between teacher absences/shortages and student absences. Ms. Rothschild and Ms. Taylor have collaborated to take this project statewide and are working with ISBE on data retrieval. The Illinois Federation of Teachers (IFT) has also chosen to collaborate on this project. The Attendance Commission recommends that Ms. Rothschild, Ms. Taylor, and the IFT complete the statewide study to assess the connection between teacher absence/vacancy/shortage rates to student rates of absence (Appendix I).

Among the new initiatives and responses to ongoing challenges presented by chronic absenteeism is a focus on school attendance patterns of our youngest students, particularly those children in government-funded preschool programming who miss school at an alarming rate. Studies have shown that uneven preschool attendance results in reduced outcomes for these early learners, sometimes with lifelong effects. These children are not only on record for achieving below their same-grade peers as they move through elementary school, they also develop the lifelong habit of irregular attendance. This unreliability affects their ability to not only stay in school, but to maintain employment as well.

While there has been progress in the effort to address and remedy chronic absenteeism, much remains to be accomplished. The commission believes a good portion of the unfinished work is rooted in the need to communicate with and involve families. Part of this endeavor could be accomplished with a broad public relations campaign, while the remainder of this effort, to welcome and involve families, should be incorporated into accepted policy on the school level.

Insofar as a public relations campaign is concerned, the following was stated in the 2017 annual report, *The commission continues to acknowledge something else is needed to change minds and to foster a public awareness that every day does indeed count, that each missed school day is a loss of precious time. The members of the commission have determined that a public relations campaign can help accomplish what state laws, federal studies, and educator involvement cannot completely do: It can change minds.* This belief remains unchanged. The commission seeks to increase awareness of the "Every Child, Every Day" campaign to promote a broad commitment to this pledge of awareness and action.

In accordance with the legislation that created the commission, the appointed members met six times in 2018 to study chronic absenteeism in Illinois and to make recommendations to ameliorate this problem that has lifelong effects for our state's absent and truant students.

The commission continues its efforts to gather research, gain perspectives, and obtain information relative to best and effective practices that will enable members to develop comprehensive and actionable strategies and approaches. The work of the commission is centered on the following five outcomes.

Outcome 1

A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment

Standard for Chronic Absence

House Bill 3139, which defined chronic absence, passed the General Assembly and was signed into law (Public Act 100-0156) by Governor Bruce Rauner on August 18, 2017. The Attendance Commission collaborated with other state advisory groups to contribute to the effort to define the term “chronic absence” in order for data to be collected and reported for statewide consistency and for the purpose of federal reporting. Chronic absence means absences that total 10 percent or more of school days during the most recent academic school year, including absences with and without valid cause as defined in Section 26-2a of the School Code and out-of-school suspensions for an enrolled student. The legislation additionally advises that schools collect and review absence data and offer supports and services, such as those available through the Illinois MTSS Network to chronically absent students and their families. (Appendix F)

Standard for Attendance

The commission asserted the need in 2016 to discuss the possibility of an expanded definition of what constitutes a school day in conjunction with the definition of “chronic absence” and to incorporate the advisory in Outcome 1 to define “attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment.” The definition of a whole and a half day remains as an unfulfilled mandate of the legislation that created the Attendance Commission.

The Illinois School Code [105 ILCS 5/18-8.05(F)(1)(c)] had previously defined the school day to consist of *not less than 5 clock hours of school work per day under the direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising exclusive of recess, lunchtime, or passing periods as it only includes instructional time*, with enumerated exceptions related to early learners, home- or hospital-bound children, teacher institute days, etc. Public Act 100-0465, also known as the Evidence-Based Funding for Student Success Act, was signed into law on August 31, 2017 (Appendix J). This act sunsetted or provided cause to terminate Section 18-8.05 of the School Code, which was officially repealed in Public Law 100-0582, effective March 23, 2018 (Appendix K).

On Nov. 9, 2018, ISBE issued a clarification of the definition of an instructional day that states, *...there is no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.*

The advisory explains further that *a school day need not be limited to classroom-based instruction, and districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter* (Appendix L).

The Definitions work group within the Attendance Commission spent a considerable amount of time discussing how to best wrangle a definition of what constitutes a school day in an era when ESSA allows great flexibility and technology has enabled creative and practical solutions to the challenge of providing engaging educational opportunities to a vast array of students, from those who are disenfranchised to those who desire to learn in project-based applications with many learning scenarios in between. The discussions among the members of this work group and with stakeholders across the state mirrored the dilemma faced by ISBE administration and state advisory bodies to craft a workable definition of a school day to replace the regulation retired by the Evidence-based Funding Bill.

The work group maintains that in view of the school quality component of ESSA that incorporates student attendance, a definition of what constitutes a school day is essential to accurately calculate student attendance. The commission will need to consider guidance from ISBE, research before the work group, and the charge of the General Assembly with the establishment of the Attendance Commission to determine if this definition is now required. At this time, direction from the General Assembly may be needed.

***Recommendation**

The definition of a whole and a half day remains an unfulfilled mandate of the legislation that created the Attendance Commission despite ongoing research, consultation, and collaborative discussions with other advisory bodies. It remains a high priority for the Attendance Commission.

Recent guidance provided by ISBE states that there is no statutory minimum number of hours or minutes that constitutes an instructional day, and school districts across Illinois can define an instructional day for themselves “based on what will improve outcomes for students.” Should any district embrace the minimal standard, that may lead to a perception that a student cannot be considered absent if that student is present for only an abbreviated portion of the school day. The Attendance Commission recommends that parameters be imposed on this broad guidance for students not enrolled in closely monitored alternative learning opportunities whose school days include full rosters of

classes. Parameters are also necessary to ensure that each district’s collection of absence and truancy data is consistent and aligned to the same school day norms.

Chairperson Antoinette Taylor commented further, “Since its inception, the Illinois Attendance Commission has successfully collaborated with state councils, commissions, and committees including but not limited to the P-20 Council, IBAM and ISBE in support of creating and implementing ESSA requirements related to attendance. It is the hope of the commission that this process will continue as we seek to work with and hear from stakeholders across the state with regard to fulfilling this and all other statutory outcomes related to the Attendance Commission.”

Standard for Truancy

House Bill 5795 was introduced by State Representative Linda Chapa LaVia and co-sponsored by State Senator Jacqueline Collins to redefine “truant,” which was previously defined in the Illinois School Code as *a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof*. According to the Illinois General Assembly website, the 2018 bill that provided clarification of the definition of truancy passed both houses, was signed into law as Public Law 100-0918 by Governor Rauner on August 17, 2018, and stipulates that a *"truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1% but less than 5% of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof)*. Effective July 1, 2018 (Appendix M).

Outcome 2

Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans

Ed 360

ISBE provided the avenue for an improved, comprehensive data system that would give the desired accessibility and the potential for report production and sharing when Ed 360 was made available to Illinois school districts in February 2018. Since then, 593 of Illinois’ 852 school districts (as of the date of this report) have signed on through Google docs or Microsoft 365 to take advantage of this free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse. There are a variety of state support systems under the ISBE Web Application Security (IWAS) umbrella through which districts report data. Six of these systems are incorporated into Ed360, and data is updated on a nightly basis. In Ed360, administrators and educators from across the state have immediate access to actionable, current data to

make timely, informed decisions about students, including the degree to which they may be missing from school (Appendix H).

***Recommendation**

The Attendance Commission recommends that every school district in Illinois take advantage of Ed 360’s unique and comprehensive web-based data storehouse to access student attendance data and identify who is in need of attendance supports and interventions.

Identification of Trends in Absence and Chronically Absent Students

House Bill 3139, which defined chronic absence, passed the General Assembly and was signed into law (Public Act 100-0156) by Governor Bruce Rauner on August 18, 2017. This amendment to the Illinois School Code provides that *beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. Provides that school districts, charter schools, or alternative schools or any school receiving public funds shall provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Requires schools to make resources available to support and engage students* (Appendix G).

This change to the Illinois School Code embodies this critical aspect of the legislated outcome that is a mandate for the Attendance Commission. It is incumbent upon the Attendance Commission to provide guidance to districts and schools on the process to examine data to determine trends among students and to make determinations about which students are in need of intervening services. This guidance comes under the purview of Outcome #4: Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career.

Outcome 3
Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting

Mechanisms for Reporting and Accountability

The Attendance Commission recommended in the 2017 annual report that chronic absence statistics should be annually reported on the state’s report card since chronic absence had been defined in statute.

Every Student Succeeds Act (ESSA) – Accountability Mechanism

ESSA is a reauthorization of the Elementary and Secondary Education Act and holds states accountable for student achievement in accordance with several indicators within a flexible framework. These include test results, language proficiency, graduation rates, and choices that can include student engagement, educator engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety, or any barrier to student success particular to a state. Most importantly to the work of the commission, ESSA requires that states report chronic absence numbers in recognition of the fact that regular school attendance aids student achievement.

Illinois' ESSA implementation plan was approved by the U.S. Department of Education on August 30, 2017, and includes indicators to measure student academic growth and school quality. Academic performance is to be weighted significantly more heavily than other indicators. In Illinois, the weighting skews to 75 percent for academic growth and 25 percent for school quality, with chronic absence rates to be factored into the latter category. Ten percent of a school's school quality score in Grades 3-8 will be based on chronic absenteeism as defined by the commission and drafted into Illinois law. The percentage is 7.5 percent for high schools (Appendix O).

New Illinois Interactive Report Card – Reporting Mechanism

The Attendance Commission recommended that chronic absenteeism should be annually reported on the state's report card now that chronic absenteeism has been defined in Illinois (2017 Annual Report).

The new Illinois Interactive Report Card debuted on October 31, 2018, and conforms to the standards articulated in ESSA in that it identifies the chronic absenteeism rate for each school, in addition to a wide variety of student and school performance metrics. The inclusion of chronic absenteeism statistics in the revised report card additionally conforms to the previous recommendation of the Attendance Commission

Patrick Payne of ISBE informed commission members in a meeting presentation (Appendix X) that the metrics enunciated in the state's ESSA implementation plan were to be included in the new report cards and would be used to determine a summative designation, a ranking of schools by tiers (exemplary, commendable, underperforming, and lowest performing). Schools in the bottom two tiers will receive support commensurate with their rankings through IL-EMPOWER, the statewide system of accountability and support that empowers schools with choice and voice in the school improvement process. Schools, districts, partners, and ISBE work collaboratively to promote shifts in practice and build capacity. This school improvement vehicle provides targeted supports for Tier 3 schools (underperforming) and comprehensive supports for Tier 4 schools (lowest performing). Chronic absenteeism statistics are part of the logarithm that determines the summative designations of schools (Appendix E).

Reporting Truancy Data

The commission asserted previously the need to report truancy data in addition to chronic absenteeism data on the school report cards. The redesigned

school report card does include truancy data.

Outcome 4
Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career

Multi-Tiered Systems of Support

Embodied within the legislation that provided a definition of “chronic absence” (House Bill 3139 - Public Act 100-0156) was the stipulation, according to the Illinois General Assembly synopsis, that *school districts, charter schools, or alternative schools or any school receiving public funds shall provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-Tiered Systems of Support Network*. One of the commission’s earliest contacts was to representatives from the Illinois MTSS Network, an amalgam of state-sponsored efforts to build the capacity of districts to provide interventions in response to various areas of need (from behavior and academic deficits to parent/family engagement and attendance-related issues), who presented an overview of its programming (Appendix F).

Utilization of an MTSS framework to respond to student need, in general, and chronically absent or truant students, in particular, requires district organizational support involving funding and policy determination. A district leadership team is charged with the task of developing individual building capacity to provide tiered interventions through professional development, coaching, and evaluation. Interventions should be data-based and targeted to specific student need, implemented faithfully, and progress-monitored to determine effectiveness. Trainings are offered statewide either in person or by virtual means through webinars and voice-over PowerPoints. There is content available on the MTSS website (<https://www.ilmtss.net/>) and in Appendix G.

Best Practices Work Group

Members of the commission’s Best Practices work group began meeting in mid-2017 and sought soon after to survey administrators and practitioners in the field regarding the practices they implement in response to students who are at risk for chronic absence in general and for other reasons specifically related to a variety of factors such as a disability, a mental health issue, homelessness, domestic abuse, substance abuse, or involvement with the juvenile justice system. Responses varied according to the scenarios attached to each question, but survey respondents indicated the need for heightened communication among absent students, teachers, parents, and administrators. Intervention services were common responses, as were the services available through school counseling departments and community-based organizations (Appendix N).

Attendance Works Tiered Interventions

Attendance Works, a national initiative to advise and offer solutions to chronic absenteeism, establishes the need for Tier One interventions that emphasize building family engagement through frequent communication between school and home via all media, healthy school climates, and positive relationships. Hedy Chang of Attendance Works also believes it is essential to recognize good and improved attendance. Tier Two interventions consist of personalized outreach to parents and students, provision of mentors, and the identification of common barriers to attendance for problem-solving. Tier Three advises the use of coordinated school and inter-agency responses (Appendix P).

***Recommendation**

The Attendance Commission recommends that tiered interventions be applied in every school to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered interventions include those available through the Illinois MTSS Network and the Attendance Works national initiative.

Family Engagement

In the 2017 annual report, it was stated that parents should be informed about the connection between school attendance and student achievement and provided support for their role in their home languages. Attendance data should be shared with families in real time (phone call, text, or email). Principals should designate a school contact person with whom parents can develop a relationship regarding attendance. Appropriate data should be shared with parents to foster collaboration and to reinforce and support student and parental engagement.

In the past year, the Attendance Commission has hosted many practitioners from the field who share the common understanding that positive family engagement has a great impact on academic outcomes. Cindy Berrey of the Early Childhood Professional Learning Program believes that family engagement is critical to the success of preschool academic and developmental programming, as preschool often marks the entry of a family into the education system (Appendix Q).

Rarzail Jones of the Illinois Action for Children manages the North Lawndale Chronic Absence Project, which is funded by the Steans Family Foundation, and she also highlighted the extent to which family engagement makes a difference in children's success. The Foundation's overarching goal is to improve the reading levels of children in the North Lawndale community by the third grade, and it has found that student absence is a factor that must be dealt with strategically through a great degree of family engagement. The Foundation initiates ongoing dialogue with parents and maintains close ties with community-based organizations to provide a support network for parents. A school-wide culture of attendance and the use of data to identify students who need specific interventions are also successful tactics in this effort (Appendix R).

The Illinois Family Engagement Framework is an ISBE-funded effort that encourages the collaboration of parents, educators, and community members to foster the academic,

physical, social, emotional, and behavioral development of youth through a process initiated by schools. The *Family Engagement Framework Guide* was developed after ISBE looked at the current research, legislation, the U.S. Department of Education guidance, and other states' practices on engagement for evidence-based policies and practices (Appendix S).

***Recommendation**

The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress.

Outcome 5
New initiatives and responses to ongoing challenges
presented by chronic absenteeism

Early Childhood Attendance Challenges

From its earliest days, the Attendance Commission found a focus on the attendance habits of Illinois' youngest students. Commission members like Madelyn James, who is the Director of Children and Family Advocacy at Voices for Illinois Children, have consistently raised the issue that many children in government-funded preschool programming miss school at a concerning rate. Although the mandatory age of school attendance in Illinois is age six, children who are formally enrolled in preschool and kindergarten programming must be present. Children who are not taken to school as a result of any number of circumstances are not only on record for achieving below their same grade peers, they also develop the lifelong habit of irregular attendance. This situation affects their ability to not only stay in school, but to maintain employment as well. In last year's report, early childhood absenteeism was referred to *as a predictor of diminished expectations for the youth of our state*.

Kindergarten Readiness

Commission Chairperson Antoinette Taylor announced at the September 6, 2018, meeting that the Kindergarten Transition Advisory Committee, formed in 2017 at the behest of the General Assembly and the Early Learning and P-20 Councils, is looking at indicators of chronic absence in prekindergarten programming as a predictor of whether or not a student will transition successfully into kindergarten. Before, people used to wonder about the math and reading readiness of students, and now it is understood that school attendance patterns matter also.

Family Engagement in Early Childhood Community

As explained in Outcome 4, family engagement efforts are viewed as the single most productive solution to absence in early childhood programming. Agencies, organizations, and schools that have dealt successfully with the problem of chronic absence among the youngest students in the state have done so by communicating with parents about the benefits of regular school attendance and the reasons the parents withhold their children from school. Dialogue with parents usually reveals the parents are struggling with issues related to the need for services and interventions from community-based and governmental agencies to remedy problems related to clothing, school supplies, unemployment, mental and physical health, housing, and nutrition.

Effects of Staffing Difficulties in Early Childhood Programming

Efforts to engage early learners and inform their family members of the importance of regular school attendance are stymied, however, by the fact that there are hiring and retention challenges in the early childhood setting, according to Stephanie Bernoteit, commission member, P-20 Council member, and Deputy Director for Academic Affairs at the Illinois Board of Higher Education, who presented this information at the Jan. 18, 2018, commission meeting. There are concerns in the state and nationally about employment turnover, retention, and shortages in education in general, but the shortages are even more pronounced in the early childhood settings, inclusive of community-based preschools, preschool for all programs, Head Start, etc.

These shortages result in profound challenges for early childhood educators, particularly those who are less experienced or inadequately prepared, as some may resort to unproductive strategies when dealing with normal childhood development issues or with children who have experienced trauma. These are issues that contribute to suspensions and expulsions as the child moves beyond early, formative school experiences, according to Ms. Bernoteit (Appendix T).

Early Childhood - Related Legislation

State Senator Jacqueline Collins introduced Senate Bill 3536 on Feb. 16, 2018, that provides for alternative methods for candidates for preschool positions to obtain provisional educator licensure with stipulations. This bill was signed into law on Aug. 13, 2018, as Public Act 100-0822 (Appendix ZC).

State Representative Linda Chapa LaVia introduced legislation on Feb. 16, 2018, to provide that any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success. House Bill 5771 passed both houses and was signed into law by Governor Rauner on Aug. 13, 2018 (Public Law 100-0819) and is effective July 1, 2019. (Appendix U)

***Recommendation**

The Attendance Commission recommends the adoption of indicators that determine chronic absence in prekindergarten programming as a predictor of whether or not a student

will transition successfully into kindergarten, as is being considered by the state's Kindergarten Transition Advisory Committee.

Correspondence of Student Absence to Teacher Absence/Vacancy/Shortage

Sarah Rothschild of the Chicago Teachers Union analyzed the vacancy aspect of this issue from the perspective of various socio-economic and other factors related to students in Chicago Public Schools, including free and reduced lunch eligibility, high mobility rates, homelessness, etc. in response to an inquiry from a reporter. Statistics confirmed that teacher absence/vacancy/shortage rates are higher in neighborhoods where there is significant hardship among residents (Appendix I).

During a P-20 Council meeting, Attendance Commission Chairperson Antoinette Taylor was asked about the relationship between teacher absences and shortages and student absence statistics, so Ms. Taylor and Ms. Rothschild decided to undertake a statewide analysis. They have requested relevant data from ISBE and have also engaged a collaborator, the Illinois Federation of Teachers.

Attendance Awareness Campaign Efforts

As was stated in the previous annual reports, High rates of absenteeism continue into the kindergarten and early elementary grades. The commission continues to acknowledge something else is needed to change minds and to foster a public awareness that every day does indeed count, that each missed school day is a loss of precious time. The members of the commission have determined that a public relations campaign can help accomplish what state laws, federal studies, and educator involvement cannot completely do: It can change minds.

Such an undertaking requires the collaborative efforts of Illinois residents who are willing to commit their time, talent, and expertise to a public relations campaign that needs to have broad appeal and extensive media coverage. State and municipal leaders, state legislators, civic leaders, advertising companies, marketing agencies, newspaper outlets, television and radio stations, public transit companies, and area celebrities must be contacted to volunteer their services to communicate to parents and students that it is cool to be in school, that every day counts, and that school attendance can be the ticket to a life of promise and fulfillment.

The Attendance Awareness Campaign work group endeavors to communicate "Every Student Counts, Every Day Matters," the message embodied in House Joint Resolution 0011 (May 31, 2017) through the combined efforts of State Representatives Linda Chapa LaVia and Carol Sente and State Senator Jacqueline Collins. This video can be accessed on the commission's website at <https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx> under Resources and Links (Appendix V).

The Attendance Awareness Campaign work group, under the leadership of Karen Fox, who is on the Board of Directors of United Way in Rockford, has also examined some of the successful efforts in school districts across Illinois to communicate to families and students the message that regular school attendance is vital for academic achievement and future

well-being. Her work group and the commission at large have consulted with several groups and individuals who have intervened successfully at all levels of education to address chronic absence in a variety of ways, from school-wide promotions to expansive family engagement services. Ms. Fox envisions folding all these efforts under one umbrella to be shared statewide.

Ms. Fox also introduced the Attendance Commission to Alex Kolker of the Quad Cities United Way organization who shared the organization's successful foray into changing chronic absence levels in that combined community area through an effort to improve reading levels of Quad Cities students. United Way initially funded efforts at three schools in addition to its area-wide public awareness campaign. The school that used a portion of its funding to purchase stickers, erasers, and trinkets to give to children who showed up to school each day showed the biggest increase in student attendance. United Way has found that low-budget efforts to address absenteeism can have great impact, especially in concert with a community-wide public relations campaign that involved local media and businesses (Appendix W).

***Recommendation**

The Attendance Commission recommends an expansion of current public relations efforts and endeavors to move beyond the governmental level to elicit and encourage statewide adoption of the "Every Child, Every Day" campaign in communiques with all stakeholders.

I. FRAMING THE ISSUE

Education is, simply stated, a vital preparatory process for life. An education enables the acquisition of facts and skill mastery and also fosters the development of higher-order thinking skills and provides a context for socialization. The life that beckons a young person after 12th grade is meant to offer choices about college, training, employment, and “for living within a family ... within a community ...and for participating effectively in the democratic process.”¹ The incremental effect of daily school attendance facilitates the transition of a student from school to career as a functioning and productive member of society.

Conversely, the incremental effect of missed school days renders a young person ill-equipped to compete or contribute. Chronic rates of absence and truancy portend prospects that provide less of a transition but rather an eventual erosion of choices, possibilities, and hope.

Diminished dreams were the reality for 11.2 percent of Illinois students who were chronically truant during the 2017-18 school year, compared to 1.9 percent reported for the 2002-03 school year. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for nine or more of the past 180 school days. (The Illinois chronic truancy rate calculation was changed in July 2011 from missing 10 percent of school days to 5 percent.)

It is the chronic absence rate, however, that has caused alarm among educators, as growing numbers of students are absent from school at a skyrocketing rate. Nationwide, an estimated 5 million to 7.5 million students are chronically absent each year, meaning they miss 10 percent or more of the school year in excused and unexcused absences. That is typically 18 days in a typical year.²

The Office of Civil Rights (OCR) within the U. S. Department of Education issued the first national report on chronic absence in 2016. The report was subtitled “*An unprecedented look at a hidden educational crisis*” because of the alarming lack of national focus on this problem. The report cites the fact that 6 million students missed 15 or more days of school in 2013-14, a figure that represents 14 percent of the population, or one in seven students overall. One in five adolescent high school students is chronically absent, and students with disabilities miss school at a rate one-and-a-half times more than their nondisabled peers. OCR explained, “Education can only fulfill its promise as the great equalizer — a force that can overcome differences in privilege and background — when we work to ensure that students are in school every day and receive the supports they need to learn and thrive.”³

¹ Harvey, James. Center on Reinventing Public Education at the University of Washington.

² Attendance Works. Balfanz, R., and Byrnes, V. The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools. Johns Hopkins University Center for Social Organization of Schools, Baltimore, Maryland. 2012.

³ *Chronic Absenteeism in the Nation's Schools: An unprecedented look at a hidden educational crisis*. U. S. Department of Education. 2016.

Here in Illinois, the Chicago Tribune laid bare school attendance issues in districts across the state, but most notably in the Chicago Public Schools (CPS). The newspaper produced an investigative series of stories titled *An Empty Desk Epidemic*, which reported that during the 2010-11 school year, 32,000 CPS students missed at least four weeks of school. When the data was disaggregated, it revealed that 20 percent of African-American students missed at least four weeks of school, as did large percentages of students with disabilities: 42.2 percent of those with emotional disorders, 15.4 percent of those with learning disabilities, and 21.7 percent of students with cognitive impairments, autism, and sensory disabilities. This data did not include students with disabilities requiring 504 plans for classroom accommodations. It is believed that including these students would actually increase the percentages of student with disability absences.

Perhaps one of the more shocking statistics highlighted in this series was the fact that 36 percent of African-American kindergartners missed at least four weeks of school. Students who are chronically absent in kindergarten and first grade are less likely to read proficiently by the time they finish third grade. Preliminary data in California found that 17 percent of students with demonstrated school attendance difficulties were reading at grade level by the end of third grade, compared to 62 percent who attended regularly.⁴

Researchers have also trained their lenses on preschool attendance irregularities. A recent report by the University of Chicago's Consortium on School Research highlights a nearly 40 percent spike in absenteeism among preschoolers in Chicago because of either illness or family logistics. The loss of valuable school time is naturally a concern, but research demonstrates that irregular preschool attendance fosters a lifelong pattern of absence, as these are the children who later drop out of school.⁵

In response to the stunning revelations in the Chicago Tribune series and national absence and truancy findings, State Representative Chapa LaVia sponsored a bill (HJR 0001) to identify the scope of truancy within Chicago and convene a task force to address these pressing issues. The Truancy in Chicago Public Schools Task Force met monthly for eight months and issued a report with recommendations to address the issues of truancy and absenteeism within CPS. Task force recommendations included the need for a review of terminology related to school absence, the development of an improved and accessible database for accurate and timely tracking of student attendance, the necessity of a broad-based marketing campaign to encourage greater school attendance, the use of staff to serve as attendance liaisons to interact with students and parents on issues related to chronic absence and truancy, provision of prevention outreach and targeted interventions that embrace an MTSS framework, and the need for the establishment of a permanent statewide commission to continue the work started by the task force.

⁴ Jackson, David; Marx, Gary; and Richards, Alex. *An Empty Desk Epidemic*. Chicago Tribune. 2012.

⁵ Ehrlich, Stacy B.; Gwynne, Julia A.; Pareja, Amber Stitzel; and Allensworth, Elaine M.; with Moore, Paul; Jagesic, Sanja; and Soric, Elizabeth. *Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences*. University of Chicago's Consortium on Chicago School Research. 2013.

Shortly after the task force concluded its work, Representative Chapa LaVia moved to facilitate the establishment of an attendance commission to operate statewide for a five-year period to provide a longer time frame for representatives from educator and administrator professional organizations and affiliations, state agencies with education and child welfare relevance, and several nonprofits that advocate for children and families to research, analyze, propose, and implement the means through which absenteeism and truancy could be sharply curtailed in our state.

Finally, the spotlight on chronic absence and truancy was expanded when ESSA was signed into law on December 10, 2015 by President Barack Obama. This legislation marks the first time lawmakers have inserted the requirement that states must report chronic absenteeism rates. ESSA is notable for reducing the federal government's control over education by increasing states' accountability for student achievement. This law recognizes the need to count and report the numbers of students who are not in school and, therefore, not on track to be prepared to lead productive, fulfilling lives.

ILLINOIS PUBLIC ACT 99-0432 AND THE DUTIES OF THE COMMISSION

Pursuant to Public Act 99-0432, the commission is created to study chronic absenteeism in this state and make recommendations for strategies to prevent chronic absenteeism. The commission shall have the following duties:

- A. Identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:
 - 1) a standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;
 - 2) mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;
 - 3) mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting;
 - 4) best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and
 - 5) new initiatives and responses to ongoing challenges presented by chronic absenteeism.
- B. Hold hearings on a periodic basis to receive testimony from the public regarding attendance.
- C. Submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year through December 15, 2020.

House Bill 4343, filed on November 24, 2015, by Representative Chapa LaVia delayed the filing deadline for the commission's initial report to March 15, 2016, since the commission did not begin to meet until December 2015. This bill was enacted as Public Act 99-0601 and was approved by Governor Rauner on July 22, 2016.

III. CURRENT STATUTORY AND REGULATORY LANDSCAPE

Public Act 100-0465 provided a sunset for Section 18-8.05 of the School Code such that the provisions therein were inoperable after the 2016-2017 school year.

Public Act 100-0862 formally repealed Section 18-8.05 of the School Code to ensure that there was clarity given the sunset provided for in Public Act 100-0465.

Section 26-1 of the School Code [105 ILCS 5/26-1] subjects all children between the ages of 6 (on or before September 1) and 17 years with identified exceptions to compulsory attendance.

Sec. 26-1. Compulsory school age; exemptions. Whoever has custody or control of any child (i) between the ages of 7 and 17 years (unless the child has already graduated from high school) for school years before the 2014-2015 school year or (ii) between the ages of 6 (on or before September 1) and 17 years (unless the child has already graduated from high school) beginning with the 2014-2015 school year shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term, except as provided in Section 10-19.1, and during a required summer school program established under Section 10-22.33B; provided, that the following children shall not be required to attend the public schools:

1. Any child attending a private or a parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools, and where the instruction of the child in the branches of education is in the English language;
2. Any child who is physically or mentally unable to attend school, such disability being certified to the county or district truant officer by a competent physician licensed in Illinois to practice medicine and surgery in all its branches, a chiropractic physician licensed under the Medical Practice Act of 1987, a licensed advanced practice registered nurse, a licensed physician assistant, or a Christian Science practitioner residing in this State and listed in the Christian Science Journal; or who is excused for temporary absence for cause by the principal or teacher of the school which the child attends; the exemptions in this paragraph (2) do not apply to any female who is pregnant or the mother of one or more children, except where a female is unable to attend school due to a complication arising from her pregnancy and the existence of such complication is certified to the county or district truant officer by a competent physician;
3. Any child necessarily and lawfully employed according to the provisions of the law regulating child labor may be excused from attendance at school by the county superintendent of schools or the superintendent of the public school which the child should be attending, on certification of

the facts by and the recommendation of the school board of the public school district in which the child resides. In districts having part-time continuation schools, children so excused shall attend such schools at least 8 hours each week;

4. Any child over 12 and under 14 years of age while in attendance at confirmation classes;
5. Any child absent from a public school on a particular day or days or at a particular time of day for the reason that he is unable to attend classes or to participate in any examination, study or work requirements on a particular day or days or at a particular time of day, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day. Each school board shall prescribe rules and regulations relative to absences for religious holidays including, but not limited to, a list of religious holidays on which it shall be mandatory to excuse a child; but nothing in this paragraph 5 shall be construed to limit the right of any school board, at its discretion, to excuse an absence on any other day by reason of the observance of a religious holiday. A school board may require the parent or guardian of a child who is to be excused from attending school due to the observance of a religious holiday to give notice, not exceeding 5 days, of the child's absence to the school principal or other school personnel. Any child excused from attending school under this paragraph 5 shall not be required to submit a written excuse for such absence after returning to school;
6. Any child 16 years of age or older who (i) submits to a school district evidence of necessary and lawful employment pursuant to paragraph 3 of this Section and (ii) is enrolled in a graduation incentives program pursuant to Section 26-16 of this Code or an alternative learning opportunities program established pursuant to Article 13B of this Code;
7. A child in any of grades 6 through 12 absent from a public school on a particular day or days or at a particular time of day for the purpose of sounding "Taps" at a military honors funeral held in this State for a deceased veteran. In order to be excused under this paragraph 7, the student shall notify the school's administration at least 2 days prior to the date of the absence and shall provide the school's administration with the date, time, and location of the military honors funeral. The school's administration may waive this 2-day notification requirement if the student did not receive at least 2 days advance notice, but the student shall notify the school's administration as soon as possible of the absence. A student whose absence is excused under this paragraph 7 shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose

absence is excused under this paragraph 7 must be allowed a reasonable time to make up school work missed during the absence. If the student satisfactorily completes the school work, the day of absence shall be counted as a day of compulsory attendance and he or she may not be penalized for that absence; and

8. Any child absent from a public school on a particular day or days or at a particular time of day for the reason that his or her parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. Such a student shall be granted 5 days of excused absences in any school year and, at the discretion of the school board, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian. In the case of excused absences pursuant to this paragraph 8, the student and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his or her return to school from such period of excused absence.

Section 26-2 of the School Code (105 ILCS 5/26-2) addresses enrolled pupils not of compulsory school age.

- (a) For school years before the 2014-2015 school year, any person having custody or control of a child who is below the age of 7 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause him to attend the public school in the district wherein he resides when it is in session during the regular school term, unless he is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1. Beginning with the 2014-2015 school year, any person having custody or control of a child who is below the age of 6 years or is 17 years of age or above and who is enrolled in any of grades kindergarten through 12 in the public school shall cause the child to attend the public school in the district wherein he or she resides when it is in session during the regular school term, unless the child is excused under paragraph 2, 3, 4, 5, or 6 of Section 26-1 of this Code.
- (b) A school district shall deny reenrollment in its secondary schools to any child 19 years of age or above who has dropped out of school and who could not, because of age and lack of credits, attend classes during the normal school year and graduate before his or her twenty-first birthday. A district may, however, enroll the child in a graduation incentives program under Section 26-16 of this Code or an alternative learning opportunities program established under Article 13B. No child shall be denied reenrollment for the above reasons unless the school district first offers the child due process as required in cases of expulsion under Section

10-22.6. If a child is denied reenrollment after being provided with due process, the school district must provide counseling to that child and must direct that child to alternative educational programs, including adult education programs, that lead to graduation or receipt of a high school equivalency certificate.

- (c) A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met:
- (1) The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester.
 - (2) The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester.
 - (3) The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process.
 - (4) The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services.
 - (5) The student is absent without valid cause for 20% or more of the attendance days in the current semester.

A school or school district may not deny enrollment to a student (or reenrollment to a dropout) who is at least 17 years of age or older but below 19 years for more than one consecutive semester for failure to meet attendance standards.

- (d) No child may be denied reenrollment under this Section in violation of the federal Individuals with Disabilities Education Act or the Americans with Disabilities Act.
- (e) In this subsection (e), "reenrolled student" means a dropout who has reenrolled full-time in a public school. Each school district shall identify, track, and report on the educational progress and outcomes of reenrolled students as a subset of the district's required reporting on all enrollments. A reenrolled student who again drops out must not be counted again against a district's dropout rate performance measure. The State Board of Education shall set performance standards for programs serving reenrolled students.
- (f) The State Board of Education shall adopt any rules necessary to implement the changes to this Section made by Public Act 93-803.

Section 26-18 [105 ILCS 5/26-18] provides the following definitions and required supports for students who are chronically absent.

Sec. 26-18. Chronic absenteeism report and support.

(a) As used in this Section:

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

(b) The General Assembly finds that:

(1) The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.

(2) Being absent too many days from school can make it difficult for students to stay on-track academically and maintain the momentum to graduate from high school in order to be college-or career-ready.

(3) Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.

(c) Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.

(d) School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

Section 26-2a. of the School Code (105 ILCS 5/26-2a) additionally provides the following definitions:

A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days a school day or portion thereof.

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

"Truant minor" is defined as a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

"Religion" for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief.

Section 10-17a of the School Code (105 ILCS 5/10-17a) defines average daily attendance and provides that average daily attendance data be reported for students with IEPs and 504 Plans.

State, school district, and school report cards.

- (2) For the purposes of paragraph (A) of this subsection (2), "average daily attendance" means the average of the actual number of attendance days during the previous school year for any enrolled student who is subject to compulsory attendance by Section 26-1 of this Code at each school and charter school.
- (3) The school district report card shall include the average daily attendance, as that

term is defined in subsection (2) of this Section, of students who have individualized education programs and students who have 504 plans that provide for special education services within the school district.

Section 18-8.05 (105 ILCS 5/18-8.05) provides average daily attendance data be reported by grade level.

Compilation of Average Daily Attendance.

- (1) Each school district shall, by July 1 of each year, submit to the State Board of Education, on forms prescribed by the State Board of Education, attendance figures for the school year that began in the preceding calendar year. The attendance information so transmitted shall identify the average daily attendance figures for each month of the school year for each grade level served.

IV. RECOMMENDATIONS OF THE ATTENDANCE COMMISSION

Illinois is a leader among states in that it has a commission in place to study and resolve chronic absenteeism and truancy among its youngest residents. Members of the Illinois Attendance Commission held six meetings over the last year to lay the foundational groundwork for informed discussion, collaboration with stakeholders, and recommendations for legislation, data collection, best practices, and heightened public awareness.

The statutory provisions related to school attendance, absenteeism, what constitutes a school day, and truancy as delineated within the Illinois School Code continued to be examined over the span of several meetings. During 2018, legislation was passed that redefined the term “truant,” clarified the terms under which a truant student can be removed from the school roster, and mandated that early childhood program grant recipients collect absence data and extend supports to families whose children regularly miss school.

While the collection of student absence data is not new, the calculation to determine chronic absence is, as is the incorporation of this data as an indicator of school performance and student success levels. The 2018-19 school year in Illinois marks the first time the terms specified in Public Act 100-0156 (Appendix E) are to be followed by all schools and school districts in the state. Not only must chronic absence data be tracked, school and district personnel must intervene with chronically absent students and their families to offer the supports they may need to encourage improved rates of school attendance. Tiered supports are recommended in the legislation such as those offered by the Illinois MTSS Network. ISBE’s Family Engagement Framework, the best practices of districts throughout the state, and the examples of many community-based agencies also contribute to solutions to family problems that interfere with a child’s regular attendance at school.

The Illinois mandate to measure chronic absence levels and the decision to incorporate this measure in school quality/student success ratios was the result of two efforts: the collaboration of the Attendance Commission with the Illinois Balanced Accountability Measurement (IBAM) Committee and the P-20 Council, among others, and ISBE’s efforts to incorporate chronic absence statistics in its implementation of the Every Student Succeeds Act (ESSA).

Since the earliest days of the Attendance Commission, legislative reviews demonstrated the existence of definitions in statute for nearly every term associated with attendance, except for “chronic absence.” The enactment of ESSA gave Illinois a renewed opportunity to craft a formal, legislative definition of this phrase since one of the accountability measures in this legislation is the responsibility of each state to report its chronic absenteeism numbers. On August 18, 2017, Governor Rauner signed Public Act 100-0156 into law, which amended the Illinois School Code to reflect a definition of “chronic absenteeism” that applies when a student misses 10 percent of school days for any reason – excused, unexcused, or days missed due to a suspension. This provision also provides that school districts, charter schools, or alternative schools or any school receiving public funds shall provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies.

The definition of what constitutes a school day with a “calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment” is an unfulfilled mandate of the Attendance Commission. Such a definition becomes more elusive when one considers the alternative educational education programming options available to a variety of students from potential dropouts in credit recovery programs to gifted students engaged in independent learning projects. ISBE recently issued guidance on what constitutes a school day. This guidance was issued in the absence of a definition of a school day in law. It provides opportunities for districts to think about instructional time in a more creative way. However, the sunset and repeal of the law is what relaxed the requirements for an instructional day that states, “there is no statutory minimum number of hours or minutes that constitutes an instructional day.” In consideration of the fact, however, that most students in Illinois do spend their school day in conventional classrooms with a full schedule of classes, the Attendance Commission wonders if the guidance will result in situations where students cannot be considered absent or truant if they leave school during the school day. An additional concern is that 852 different concepts of what constitutes a school day will render absence and truancy data to be inconsistent across the state.

Attitudes and perceptions about the importance of school attendance are not changed through legislation and district policy revisions alone, however. Public opinion is very often swayed by strategic marketing and intentional advertising as has been demonstrated by the anti-smoking campaign and heightened public awareness about the importance of recycling. The commission advocates a public relations campaign initiative to inform parents and students about the importance of being in school every day. The commission seeks to partner with many entities in the business, communication, civic, and government sectors to design and launch a major promotion across the state to make it cool to be in school.

The commission drew closer to the reality of a widespread public relations campaign by learning about United Way’s Quad Cities effort to improve students’ school attendance via public relations strategies and highly successful incentivized programming at individual schools whereby children receive inexpensive tokens such stickers and erasers each day for coming to school. The commission also heard from two retired principals from Peoria who volunteer their time to an effort that also combines a community-wide public relations campaign and tracks individual students’ data to find those students whose chronic absence patterns are masked by a school’s high average daily attendance figure. Family interventions commence once these children are identified in this successful initiative as they have found that personal interaction with the families works best.

More recommendations follow on the next pages in this fourth annual report of the commission to the General Assembly. In accordance with the legislation that created the commission, the appointed members met six times to study chronic absenteeism in this state and have made and will continue to make recommendations for strategies to prevent chronic absenteeism after gathering and analyzing data, exploring various resources, holding hearings, consulting experts, and collaborating for solutions. The commission is uniquely populated with knowledgeable practitioners/stakeholders who are educated about student

attendance. The commission stands ready to assist in regulatory and legislative matters regarding changes needed under Illinois law pertaining to student attendance issues.

The legislation included five main goals/outcomes for action that provide a sequential thread for deliberation and action:

- Outcome 1: standard definitions for attendance in terms of what constitutes an instructional day and chronic absenteeism
- Outcome 2: mechanisms to improve data systems to monitor absenteeism
- Outcome 3: mechanisms for districts and schools to report the data and be accountable
- Outcome 4: utilization of the data to intervene with students and families to increase attendance and improve student outcomes
- Outcome 5: new initiatives in response to chronic absenteeism

Factored into the legislation is the identification of various tiers of participants in the process to remedy chronic absenteeism in Illinois: parents, educators, principals, superintendents, the community, and ISBE.

In the words of Commission Chairperson Antoinette Taylor, “The work of the Attendance Commission can be successful only through significant and intentional engagement with parents, educators, students and community members including but not limited to the faith-based community and the business community.”

The commission opted to form several work groups in order to facilitate specific efforts to realize anticipated commission outcomes:

- Definitions - Outcome 1 - chaired by Harold Sweeney
- Data Systems - Outcomes 2 and 3 - chaired by Jeff Aranowski
- Best Practices – Outcomes 4 and 5 – chaired by Lori Fanello
- Attendance Awareness Campaign – Outcome 5 – chaired by Karen Fox
- Special Populations – Outcomes 1-5 – chaired by Madelyn James
- Legislative Bridge – Outcomes 1-5 – chaired by Jeff Aranowski

Attendance Commission Outcomes and Recommendations

Outcome 1

A standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment

Standard for Chronic Absenteeism

A standard for chronic absenteeism was incorporated into the Illinois School Code when House Bill 3139 passed the General Assembly and was signed into law (Public Act 100-0156) by Governor Rauner on August 18, 2017.

"Chronic absence" means absences that total 10 percent or more of school days of the most recent academic school year, including absences with and without valid cause as defined in Section 26-2a of the School Code, and out-of-school suspensions for an enrolled student. This amendment to the Illinois School Code "provides that beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. Provides that school districts, charter schools, or alternative schools or any school receiving public funds shall provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-Tiered Systems of Support Network. Requires schools to make resources available to support and engage students. Makes conforming changes." (Illinois General Assembly synopsis)

The enactment of ESSA highlighted the need for a definition of "chronic absenteeism" since one of the accountability measures in this legislation is the responsibility of each state to report its chronic absence numbers. A definition of "chronic absenteeism" was legislated to ensure the collection of accurate data around defined parameters to facilitate accurate reporting. The collaborative efforts of the commission, IBAM Committee, the Governor's Office, and the General Assembly resulted in a definition that was additionally necessary due to the inclusion of school attendance as an indicator of school success and a priority area for students of specific, at-risk populations in the state's plan for implementation of ESSA.

Standard for Truancy

House Bill 5795 was introduced by State Representative Linda Chapa LaVia and co-sponsored by State Senator Jacqueline Collins to redefine "truant," which was previously defined in the Illinois School Code as *a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof*. According to the Illinois General Assembly website, the 2018 bill that provided clarification of the definition of truancy passed both houses, was signed into law as Public Law 100-0918 by Governor Rauner on August 17, 2018 and stipulates the following:

Amends the School Code. In the Article governing compulsory attendance of pupils, provides that the term "truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1% but less than 5% of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof). Effective July 1, 2018 (Appendix M).

Standard for Attendance (Half and Full Day)

Current Regulation

The commission asserted the need in 2016 to discuss the possibility of an expanded definition of what constitutes a school day in conjunction with the definition of “chronic absence” and to incorporate the advisory in Outcome 1 to define “attendance as a calculation of standard clock hours in a day that equal(s) a full day based on instructional minutes for both a half day and a full day per learning environment.” The definition of a whole and a half day remains as an unfulfilled mandate of the legislation that created the Attendance Commission.

The Illinois School Code [105 ILCS 5/18-8.05(F)(1)(c)] had previously defined the school day to consist of *not less than 5 clock hours of school work per day under the direct supervision of: (i) teachers, or (ii) non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervising* exclusive of recess, lunchtime, or passing periods as it only includes instructional time. The Code enumerated exceptions to the 5 clock hour rule such as programming for early learners, remote educational programs, home-schooling, home/hospital instruction, in-service training days, etc. This 5 clock hour rule was a source of concern to many since Public Act 100-0465 (Senate Bill 1947), also known as the Evidence-Based Funding for Student Success Act, was signed into law on August 31, 2017. This act sunsetted or provided cause to terminate Section 18-8.05 of the School Code, which was officially repealed in Public Law 100-0582, effective March 23, 2018.

On November 9, 2018, ISBE issued a clarification of the definition of an instructional day that states, *...there is no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.*

The advisory explains further that a school day need not be limited to classroom-based instruction, and districts *may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter.*”

Jeff Aranowski, ISBE administrator and commission member, said a strict definition of a school day could stifle innovation, especially as the state moves more toward competency-based learning. Districts may want to create school days that meet the needs of the children in their communities. He added that we should always be focused on outcomes.

The full memorandum can be accessed in Appendix L.

Attendance Commission Work Group Deliberation

Harold Sweeney, commission member and chairperson of the Definitions work group, and the members of his group spent a considerable amount of time discussing how to best wrangle a definition of what constitutes a school day in an era when ESSA allows great flexibility. Technology has enabled creative and practical solutions to the challenge of providing engaging educational opportunities to a vast array of students, from those who are disenfranchised to those who desire to learn in project-based applications with many learning scenarios in between. The discussions among the members of his work group and with stakeholders across the state mirrored the dilemma faced by ISBE administration and state advisory bodies to craft a workable definition of a school day to replace the regulation retired by the Evidence-Based Funding Bill.

Information from the October 18, 2018 ISBE webinar on SIS attendance stated that each school district should establish its own definition of a school day and what constitutes a day of school attendance, as well as a partial day. The working group will need to consider guidance from ISBE, research before the work group, and the charge of the General Assembly with the establishment of the Attendance Commission to determine if this definition is now required. At this time, direction from the General Assembly may be needed.

Mr. Sweeney explained that in view of the school quality component of ESSA that incorporates student attendance, a definition of what constitutes a school day is essential to accurately calculate student attendance. The definition of a whole and a half day also remains as an unfulfilled mandate of the legislation that created the Attendance Commission.

Mr. Sweeney also related the difficulty of reaching consensus of what constitutes a school day in the current academic landscape. At a hearing he conducted at the Illinois Coalition for Educating At-Risk Youth (ICEARY) Conference Attendance Session, he said there were many attendees at his presentation from across the state, and they participated in a discussion of what constitutes a school day. He said there was discussion and disagreement as ideas about the appropriate number of minutes in a school day vary widely. The truancy and alternative education people have ideas on the subject at variance with other education professionals. Some want the same number of minutes and same guidance for all grades (kindergarten and first grade have a different standard under the 300-minute rule in the GFA formula). Others want the time to be flexible enough to include after-school programming, or wondered how the time spent doing online coursework would figure in, or how a district would tabulate the time a student might

miss in the middle of a school day to avoid a certain class. Some questioned how you break a school day down into parts.

Attendance Works' Advisory on the School Day

Hedy Chang presented her viewpoint on what constitutes a school day via telephone from California at the September 6, 2018 meeting. She said there are many different interpretations across states, making comparisons from state to state difficult. In California, students are considered present if they show up for at least one class period. In Washington, D.C., students need to attend 80 percent of the school day to be counted as present. In several states, school boards set their own definition.

According to ED Facts, a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, Pre-kindergarten through Grade 12 data, a student is considered present for the day if he/she attended at least 50 percent of the time. Attendance Works advises the use of this standard, as it is the simplest and the most practical way to enable comparisons across districts and states.

Ms. Chang additionally cautioned against a minimal attendance standard like in California, where a child only has to be present for one school period to be counted as present for the entire school day. She said people are missing the point of defining a school day because they are not providing help to the child who needs help.

***Recommendation**

The definition of a whole and a half day remains an unfulfilled mandate of the legislation that created the Attendance Commission despite ongoing research, consultation, and collaborative discussions with other advisory bodies. It remains a high priority for the Attendance Commission.

Recent guidance provided by ISBE states that there is no statutory minimum number of hours or minutes that constitutes an instructional day, and school districts across Illinois can define an instructional day for themselves “based on what will improve outcomes for students.” Should any district embrace the minimal standard, that may lead to a perception that a student cannot be considered absent if that student is present for only an abbreviated portion of the school day. The Attendance Commission recommends that parameters be imposed on this broad guidance. Separate guidance is advised for students not enrolled in closely monitored alternative learning opportunities whose school days include full rosters of classes. Parameters are also necessary to ensure that each district’s collection of absence and truancy data is consistent and aligned to the same school day norms.

Chairperson Antoinette Taylor added, “Since its inception, the Illinois Attendance Commission has successfully collaborated with state councils, commissions, and committees, including but not limited to the P-20 Council, IBAM and ISBE, in support of creating and implementing ESSA requirements related to attendance. It is the hope of the commission that this process will continue as we seek to work with and hear from stakeholders across the state with regard to fulfilling this and all other statutory outcomes related to the Attendance Commission.”

Ms. Taylor has demonstrated her enthusiasm and willingness to work collaboratively with ISBE and other commissions and advisory boards to advance the cause of equitable education in Illinois and to improve student outcomes, particularly for those students who need a helping hand. She acts as an emissary of the commission, participates in the P-20 Council and is an invited speaker at many events where concerns about chronic absence and truancy are on the agenda. Appendix ZD contains some of the PowerPoints from these events.



Outcome 2

Mechanisms to improve data systems to monitor and track chronic absenteeism across this state in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans

Improved Data Systems

A previous recommendation of the commission included, in part, the following statement: *Rigorous state initiatives across the United States have indicated that the most effective programs addressing chronic absenteeism include daily reporting of absenteeism data to administrators and staff. To obtain the best results, principals and educators should accurately identify and report all student absences throughout the school day and engage in timely communication with students and families about absences... Designated staff at the school level should continually monitor attendance data to inform strategies and initiatives to improve attendance* (2017 Annual Report).

This recommendation was a restatement of a 2016 recommendation that *superintendents ensure the use of a data collection system that is compatible with ISBE in order to share district- and school-level data. This system should be accessible to staff and easily produce monthly and annual public reports. School districts should allocate funding for districtwide professional development on understanding, collecting, tracking, disaggregating, and interpreting attendance data.*

The commission's Data Systems work group continued to identify existing data collection and sharing systems and determine what districts might need to track and report data accurately and in a timely manner, as explained in the 2017 annual report.

Ed 360

ISBE provided the avenue for an improved, comprehensive data system that would provide the desired accessibility and the potential for report production and sharing.

At the June 28, 2018, meeting, Kara Mernaugh, an outreach coordinator at ISBE, and Pete Bultman and Dr. Debbie Stirling of the Ed 360 outreach and development team presented an overview of the Ed 360 program, a free, mobile-friendly, secure web application built to support student instruction and record-keeping through the use of the state data warehouse. There are a variety of state support systems under the ISBE Web Application Security (IWAS) umbrella through which districts report data that is incorporated into Ed360: Employment Information System (EIS), Educator Licensure Information System (ELIS), Student Information System (SIS), Entity Profile System (EPS), Illinois Student Tracking and Reporting System (I-Star), and the 5Essentials Survey. Data is updated on a nightly basis. In Ed360, administrators and educators from across the state have immediate access to actionable, current data to make timely, informed decisions about students, including the degree to which they may be missing from school. Across the state, 593 of

852 school districts have signed on to Ed360 through a single sign-in solution in G Suite, the Google docs platform (as of December 7), so it was an easy transition for districts whose emails are linked to Google apps for education. Ed360 will soon be available through an Office 365 solution for the remaining districts.

There are a variety of tools and options that permit Ed360 users to capture any aspect of recorded data pertaining to students and staff. There are three access levels for Ed360: district administrators, school administrators, and individual teachers for their own classrooms. There is also an ROE access level. Included within are options to export, copy, or print information from the site. All data is interactive and is provided in summative segments broken down by category for school, district, or state. Student information is comprehensive (enrollment and transfer information, various assessment results, course history, etc.) and will offer details on student attendance during the upcoming 2018-19 school year, including excused and unexcused absences.

According to the FAQ on the ISBE website, Ed360 gives educators a place to view near real-time data from multiple sources and helps educators:

- Identify students' academic strengths and weaknesses.
- Identify and address potential recurring impediments to student learning (e.g., problems with attendance or difficulty in mastering prerequisite knowledge or skills) before they negatively affect student success.
- Make more informed, data-driven decisions designed to improve student learning.
- Increase student achievement and close achievement gaps.
- Quickly create targeted differentiation groups and cohorts.

Ed360 also offers access to instructional support resources, including but not limited to:

- Illinois Open Education Resources (IOER)
- Ed Leaders Network (ELN)
- Khan Academy

Ed 360 presentation materials can be found in Appendix H.

***Recommendation**

The Attendance Commission recommends that every school district in Illinois take advantage of Ed360's unique and comprehensive web-based data storehouse to access student attendance data and identify who is in need of attendance supports and interventions.



Outcome 3
**Mechanisms for reporting and accountability for schools and districts
across this state, including creating multiple measure indexes for reporting**

Every Student Succeeds Act (ESSA) – Accountability Mechanism

ESSA is a reauthorization of the Elementary and Secondary Education Act and holds states accountable for student achievement in accordance with several indicators within a flexible framework. These include test results, language proficiency, graduation rates, and choices that can include student engagement, educator engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety, or any barrier to student success particular to a state. Most importantly to the work of the commission, ESSA requires that states report chronic absence numbers in recognition of the fact that regular school attendance aids student achievement.

Illinois' ESSA implementation plan was approved by the U.S. Department of Education on August 30, 2017, and includes indicators to measure student academic growth and school quality. Academic performance is to be weighted significantly more heavily than other indicators. In Illinois, the weighting skews to 75 percent for academic growth and 25 percent for school quality, with chronic absence rates to be factored into the latter category. Ten percent of a school's school quality score in Grades 3-8 will be based on chronic absenteeism as defined by the commission and drafted into Illinois law. The percentage is 7.5 percent for high schools.

New Illinois Interactive Report Card – Reporting Mechanism

The Attendance Commission recommended that chronic absenteeism should be annually reported on the state's report card now that chronic absenteeism has been defined in Illinois (2017 Annual Report).

The new Illinois Interactive Report Card debuted on October 31, 2018 and conforms to the standards articulated in ESSA in that it identifies the chronic absenteeism rate for each school in addition to a wide variety of student and school performance metrics.

The metric for chronic absenteeism is as follows:

- A. **Days Present:** Number of days a student is present for the current school year, recorded in SIS enrollment records.
- B. **Days Excused:** Number of days, recorded in SIS enrollment records, a student is absent and the absence is excused.
- C. **Days Unexcused:** Number of days, recorded in SIS enrollment records, a student is absent and the absence is unexcused.
- D. **Counted Attendance:** In order for an enrollment to count in the numerator or denominator for a given student, (the enrollment exit date - the enrollment entrance

date) needs to be less than or equal to 366 days and greater than 14 days per each enrollment.

- E. **Counted Student:** In order for a student to count in the numerator or denominator of chronic absenteeism, the total (Days Present FTE + Days Excused FTE + Days Unexcused FTE) must be less than or equal to 366. (FTE: Full Time Equivalency)
- F. **Rate of Absence:** Summing across all Counted Attendance records. **If rate of absence is 10 percent or greater, student status is chronically absent.**
- G. **Chronic Absenteeism Rate:** (Sum of chronically absent) ÷ (Sum of total students).

Patrick Payne of ISBE addressed the planned changes to the report card at the March 22, 2018, commission meeting. He provided a brief overview of the report card process, timelines, and expectations, as ESSA and state statutes require many variables. He said there were some changes made in the 2017 report card concerning data for individual charter school campuses as opposed to considering the charter network as a single entity, serving school versus neighborhood school, and the switch from the ACT to the SAT for high school juniors.

Mr. Payne said the following changes were being considered for the report card in 2018:

- The state just passed the Evidence-Based Funding (EBF) law, so there is the need to see the **adequacy/disparity in funding** among school districts.
- The switch from **neighborhood school to serving school** requires new accountability.
- A requirement of ESSA is that students must show **growth** from year to year, rather than proficiency.
- Summative designation – **ranking of schools by tiers** (exemplary, commendable, underperforming, and lowest performing)
- ACCESS data (English Learners)

In tandem with the new report card is the accountability structure that has been put together by the State Board and the stakeholders that translates into levels of performance:

- **Tier 1: Exemplary School:** A school that has no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 2: Commendable School:** A school that has no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 3: Underperforming School:** A school in which one or more student demographic groups are performing at or below the level of the “all students”

group in the lowest 5 percent of all schools. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.

- **Tier 4: Lowest Performing School:** A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools identified as “Tier 4: Lowest Performing” receive “Comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER

IL-EMPOWER – Accountability Mechanism

IL-EMPOWER is the statewide system of accountability and support that enables schools to have a choice and a voice in the school improvement process. Schools, districts, partners, and ISBE work collaboratively to promote shifts in practice and build capacity, according to Jason Helfer, Deputy Superintendent of Teaching and Learning at ISBE, who spoke to the commission at the January 18 meeting and Allison Sherman, newly hired Executive Director of IL-EMPOWER at ISBE who spoke at the Attendance Commission’s November 8, 2018 meeting. It is a school improvement vehicle within ISBE for schools that fall into Tiers 3 and 4 in the table above: targeted supports for Tier 3 schools and comprehensive supports for Tier 4 schools.

Schools, districts, partners, and the state work collaboratively to promote shifts in practice based on a school’s/district’s improvement needs. IL-EMPOWER builds the capacity of schools/districts in three areas:

- governance and management
- curriculum and instruction
- climate and culture

According to ISBE administrators, differentiated supports are provided and customized for local context with a focus on equity within every school and for each and every child. The data for the improvement process is informed by a collaborative inquiry process. There are peer-to-peer learning opportunities, and the process is educator-led but state-supported. IL-EMPOWER signals a shift from telling schools what they need to do to working with schools in an iterative process that allows for continuous growth and development.

Additional federal funding is provided from the Title I School Improvement 1003(a) Grant, and participating schools work with experienced ISBE project managers and have their choice of learning partners to facilitate their improvement process (Appendix E).

Reporting Chronic Truancy Data

The commission asserted previously the need to report truancy data in addition to chronic absenteeism data on the school report cards. The redesigned school report cards do feature chronic truancy data.

Average Daily Attendance

In previous annual reports, the commission expressed concern over the way the state calculated average daily attendance (ADA) and that method's impact on the generation of accurate attendance and absenteeism data; however, ADA is no longer a primary consideration in determining the level of state aid allocated to each school district. Rather, an evidenced-based funding formula is in effect.

However, there was legislation in 2017 related to ADA figures:

- House Bill 3059 passed the General Assembly and was signed into law by Governor Rauner on August 18, 2017 (Public Act 100-0147). It amends the School Code and requires that a school district's school report card must include ADA by grade level (Appendix Y).
- Senate Bill 1532 passed the General Assembly and was signed into law by Governor Rauner on August 25, 2017 (Public Act 100-0448) and requires that state report cards provide ADA figures for students with Individualized Education Programs (IEPs) and 504 plans, among other special population groups (Appendix Z).



Outcome 4
Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career

Multi-Tiered Systems of Support

One of the commission's earliest contacts was to representatives from the Illinois MTSS Network, an amalgam of state-sponsored efforts to build the capacity of districts to provide interventions in response to various areas of need (from behavior and academic deficits to parent/family engagement and attendance-related issues), who presented an overview of their programming.

The utilization of an MTSS framework to respond to student need, in general, and chronically absent or truant students, in particular, requires district organizational support around funding and policy determination. A district leadership team is charged with the task of developing individual building capacity to provide tiered interventions through professional development, coaching, and evaluation. Interventions should be data-based and targeted to specific student need, implemented faithfully, and progress-monitored to determine effectiveness. Trainings are offered statewide either in person or by virtual means through webinars and voice-over PowerPoints. There is content available on its website (<https://www.ilmtss.net/>)

Multi-Tiered Systems of Support - Related Legislation

Embodied within the legislation that provided a definition of "chronic absence" (House Bill 3139 - Public Act 100-0156) was the stipulation that "school districts, charter schools, or alternative schools or any school receiving public funds shall provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-Tiered Systems of Support Network." (Illinois General Assembly synopsis)

Best Practices Work Group

Members of the commission's Best Practices work group began meeting in mid-2017 and sought soon after to survey administrators and practitioners in the field regarding family engagement and the practices they implement in response to students who are at risk for chronic absence in general and for other reasons specifically related to a variety of factors such as a disability, a mental health issue, homelessness, domestic abuse, substance abuse, or involvement with the juvenile justice system.

The stakeholders identified to receive the survey included the following professionals: school district personnel, courts, district superintendents, the Illinois Coalition for Educating At-Risk Youth, the Illinois Association of School Administrators, Regional Offices of Education, Intermediate Service Centers, administrators, principals, school social workers, and school nurses. The most commonly cited responses are provided.

*What are you doing within your district/school to **provide academic support to students at risk for chronic absence?***

Intervention	Percent of Responses Mentioned
Mentors	35.6%
Tutoring	15.3%
Family Engagement	15.3%
Follow-up after Absence	13.6%
Incentives and Motivation	13.6%
Did Not Know	6.8%

*What are you doing within your district/school to **engage families of students at risk for chronic absence?***

Intervention	Percent of Interventions Mentioned
Family Engagement	23.6%
Follow-up After Absence	22.7%
Incentives and Motivation	19.1%
Mentors	10.2%
Team Meetings	5.3%
Truancy/ROE/ State's Attorneys' Office	4.0%
Education	3.6%
Did Not Know	6.2%

*What are you doing within your district/school to **support students with documented disabilities who are at risk for chronic absence?***

Intervention	Percent of Interventions Mentioned
Targeted Interventions in IEP or 504	26.0%
Same as Regular Education	23.1%
Family Engagement	19.2%
Tutoring/Homebound Services	17.3%
Follow-up/Motivation	9.6%
Transportation	4.8%

*What are you doing within your district/school to **provide mental health services to students at risk for chronic absence?***

Intervention	Percent of Interventions Mentioned
School Counselor	26.9%
Outside Resources	22.1%
School Social Worker/Psychologist	16.3%
Evidence -based Practices	10.6%
Other	15.4%

Unaware	8.7%
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*What are you doing within your district/school to provide **substance abuse services** to students at risk for chronic absence?*

Intervention	Percent of Interventions Mentioned
Outside Resources	48.2%
School Counseling	33.7%
Tutoring	1.2%
Nothing	16.9%

*What are you doing within your district/school to provide support to **students affected by domestic abuse** who are at risk for chronic absence?*

Intervention	Percent of Interventions Mentioned
Community Services	35.5%
Nothing or DCFS	29.0%
School Counseling	23.7%
School Social Worker	10.8%
Tutoring	1.1%

*What are you doing within your district/school to provide support to **homeless students** who are at risk for chronic absence?*

Intervention	Percent of Interventions Mentioned
Homeless Liaison	31.8%
Community Resources	27.1%
School Counseling	19.6%
Staff Awareness	15.0%
Tutoring/Credit Recovery	4.7%
Communication with Family	1.9%
Do Not Know	10.4%

*What are you doing within your district/school to provide support to **students who are/were incarcerated**?*

Intervention	Percent of Interventions Mentioned
Communication with Parent/Probation	17.1%
Alternative School/Credit Recovery	17.0%
Community Services	15.8%
School Counseling	9.7%
Re-Entry Services	8.5%
Nothing/Unaware	31.7%

Expanded survey results can be found in Appendix N.

Attendance Works Tiered Interventions

Attendance Works representatives continue to address the importance of a tiered approach to improving student attendance and driving academic success by encouraging universal interventions. At the September 6, 2018 meeting of the commission, Hedy Chang specified the following interventions (Appendix P).

Tier One interventions serve to lay the groundwork for family engagement interventions for the entire school community and include the following measures:

- Foster an engaging school climate.
- Build positive relationships with students and families.
- Communicate the relationship between school attendance and academic achievement.
- Communicate district attendance policy often and in varying formats (fliers, parent handbook, parent meetings).
- Recognize good and improved attendance.
- Identify and address common barriers to attendance.
- Think of parents as partners in the effort to educate and guide their children.

Tier Two interventions include the following:

- Personalized outreach
- Action plan to address barriers and increase engagement
- Caring mentors

Tier Three interventions include the following:

- Coordinated school and inter-agency response
- Legal response

***Recommendation**

The Attendance Commission recommends that tiered supports be applied in every school, including publically-funded early childhood programs, to promote the advantages of regular school attendance and to provide remedies to the barriers faced by some children to regular school attendance. Recommended methodologies for tiered supports include those available through the Illinois MTSS Network and the Attendance Works national initiative.

Family Engagement

In the 2017 annual report, it was stated that parents should be informed about the connection between school attendance and student achievement and provided support for their role in their home languages. Attendance data should be shared with families in real time (phone call, text, or email). Principals should designate a school contact person with whom parents can develop a relationship regarding attendance. Appropriate data should be shared with parents to foster collaboration and to reinforce and support student and parental engagement.

Every consultant, practitioner, administrator, or researcher who has either investigated the problem of chronic absenteeism or employed successful tactics to encourage improved levels of school attendance among formerly chronically absent students acknowledges the importance of one particular action – the engagement of families. The family holds not only the key to a student’s absence, but the key to the solution as well. For chronic truancy to be resolved, parents must first be informed about the importance of school attendance, notified when their child is missing from school, and engaged in a meaningful dialogue as to the reason for the missed school days. School officials and staff must be familiar with available resources through the district and within the community to refer the family for any assistance they may need to resolve whatever problem interferes with their student’s regular school attendance.

At the January 18, 2018 commission meeting, Cindy Berrey, Program Director for the Early Childhood Center for Professional Learning, explained that research has repeatedly demonstrated that positive family engagement has a great impact on academic outcomes. A characteristic of high-quality early childhood programming includes the degree to which families are involved. She explained it is incumbent upon early childhood educators to play a critical role in building meaningful partnerships with families, as preschool often marks the entry of a family into the education system.

Ms. Berrey provides training through the Early Childhood Professional Learning Program, which is funded by ISBE to provide professional development and resources to state-funded Preschool for All and Preschool for All Expansion programs with guidance that reflects research-based best practices to support high-quality early childhood programs (Appendix Q).

Rarzail Jones of the Illinois Action for Children (IAFC) North Lawndale Chronic Absence Project also highlighted the extent to which family engagement makes a difference in children’s success during her presentation of an overview of that program at the Sept. 6, 2018, meeting. The Project’s overarching goal is to improve the reading levels of children in the North Lawndale community by the third grade, and it has found that student absence is a factor that must be dealt with strategically through a great degree of family engagement. The Project initiates ongoing dialogue with parents and maintains close ties with community-based organizations to provide a support network for parents. A school-wide culture of attendance and the use of data to identify students who need specific interventions are also successful tactics in this effort funded by the Steans Family Foundation. For more information, please refer to the minutes from the Sept. 6, 2018, meeting in Appendix D and to Appendix R for Illinois Action for Children’s presentation.

The Illinois Family Engagement Framework is an ISBE-funded effort that encourages the collaboration of parents, educators, and community members to foster the academic, physical, social, emotional, and behavioral development of youth through a process initiated by schools. The *Family Engagement Framework Guide* was developed after ISBE looked at the current research, legislation, U.S. Department of Education guidance, and other states’ practices on engagement for evidence-based policies and practices and

selected four major components for the family engagement framework. These four core principles are guideposts and, if incorporated into a school's methodology, provide the means to address issues such as school attendance:

- Establish a systemic approach.
- Create a welcoming environment.
- Enhance effective communication.
- Build collaborative relationships and include parents in decision-making.

Please access the guide in Appendix S or via this link: <https://il-fss.org/framework/guide/>

***Recommendation**

The Attendance Commission recommends that schools develop or expand protocols for greater communication and enduring partnerships with the families of students whose attendance numbers trigger concern in order to facilitate students' academic growth and developmental progress.



Outcome 5
New initiatives and responses to ongoing challenges
presented by chronic absenteeism

Early Childhood Attendance Challenges

From its earliest days, the Attendance Commission found a focus on the attendance habits of Illinois' youngest students. Commission members such as Madelyn James, who is the Director of Children and Family Advocacy at Voices for Illinois Children, have consistently raised the issue that many children in government-funded preschool programming miss school at an alarming rate. Although the mandatory age of school attendance in Illinois is age six, children who are formally enrolled in school must be present.

In last year's annual report, the following summary of this problem was presented: *Legislation, research studies, government programs, and practitioner and parent testimony all seek to provide remedies to a problem that is now viewed as a predictor of diminished expectations for the youth of our state and throughout our nation. The toughest battle, however, in the recently proclaimed war on chronic absence and truancy is one that cannot be fought with the usual weapons of punitive measures and educator pleas for compliance. Much of the struggle lies within the perceptions people have about missed school days, particularly for our youngest students. Many perceive it is okay for a student to miss an occasional day of school, but a loss of just two attendance days a month tallies to an amount that equals the chronic absence standard. Children who are not taken to school because of some family logistics or who meet little resistance from their parents when they want to stay home are not only on record for achieving below their same grade peers, they also develop the lifelong habit of irregular attendance. This unreliability affects their ability to not only stay in school, but to maintain employment as well. Older students who may be worn down from the cycle of missed school days and low achievement are uninspired to meet the challenge of regular school attendance and are unable to grasp the connection between school success and career readiness.*

Kindergarten Readiness

Commission Chairperson Antoinette Taylor announced at the September 6, 2018 meeting that the Kindergarten Transition Advisory Committee, formed in 2017 at the behest of the General Assembly by the Early Learning and P-20 Councils, is looking at indicators surrounding chronic absence in prekindergarten programming as a predictor of whether or not a student will transition successfully into kindergarten. Before, people wondered about the math and reading readiness of students. Now, it is understood that school attendance patterns matter also.

***Recommendation**

The Attendance Commission recommends the adoption of indicators surrounding chronic absence in prekindergarten programming as a predictor of whether or not a student will

transition successfully into kindergarten, as is being considered by the state's Kindergarten Transition Advisory Committee.

Family Engagement in Early Childhood Community

As explained in Outcome 4, family engagement efforts are viewed as the single most productive solution to absence in early childhood programming. Agencies, organizations, and schools that have dealt successfully with the problem of chronic absence among the youngest students in the state have done so by communicating with parents about the benefits of regular school attendance and the reasons the parents withhold their children from school. Dialogue with parents usually reveals the parents are struggling with issues related to the need for services and interventions from community-based and governmental agencies to remedy problems related to clothing, school supplies, unemployment, mental and physical health, housing, and nutrition.

Effects of Staffing Difficulties in Early Childhood Programming

Efforts to engage early learners and to inform their family members of the importance of regular school attendance are stymied, however, by the fact that there are hiring and retention challenges in the early childhood setting, according to Stephanie Bernoteit, commission member, P-20 Council member, and Deputy Director for Academic Affairs at the Illinois Board of Higher Education, who presented this information at the January 18, 2018, commission meeting. There are concerns in the state and nationally about turnover, retention, and shortages in employment in education in general, but the trends toward shortage are even more pronounced in the early childhood settings, inclusive of community-based preschools, preschool for all programs, Head Start, etc.

The results of a 2017 survey of more than 700 respondents from across all regions of Illinois and all types of early childhood settings revealed the hiring and retention challenges in the early childhood setting:

- 72.6 percent of center leaders and administrators are struggling to do their own work on staff development and program management while they cover classrooms in efforts to ensure there are proper staffing levels for children.
- 65.9 percent of respondents cited teacher burnout as a result of these shortages.
- 56.8 percent reported staff or children must be moved around to meet ration requirements.
- 54.5 percent reported an increase in children's problem behaviors.
- 50.6 percent reported that the quality of service suffers.

These shortages result in profound challenges to early childhood educators, particularly those who are less experienced or inadequately prepared, as some may resort to unproductive strategies when dealing with normal childhood development issues or with children who have experienced trauma. These are issues that contribute to suspensions and expulsions as the child moves beyond early, formative school experiences, according to Ms. Bernoteit.

Ms. Bernoteit said steps are being taken to support our early childhood education workforce and increase its qualifications. She shared a graphic that outlined a model

college and career pathway that is competency-based on existing state credentials from the Illinois Network of Child Care Resource and Referral Agencies, with gateway credentials for creating specific links to ISBE Licensure for early childhood educators. Related legislation is profiled in the section below. More information can be found in the minutes for the January 18, 2018, meeting in Appendix T.

Early Childhood - Related Legislation

State Senator Jacqueline Collins introduced Senate Bill 3536 on February 16, 2018, that *provides that a recognized institution offering an alternative educator licensure program that partners with a public school district administering a preschool educational program under the preschool grant provision in the Code must require a principal to recommend or evaluate candidates in the program and one that partners with an eligible entity administering a preschool educational program and that is not a public school district must require a principal or qualified equivalent of a principal to recommend or evaluate candidates in the program; makes conforming changes. Provides that an alternative provisional educator endorsement on an Educator License with Stipulations is valid for 2 years of teaching in a preschool educational program. Provides that if an individual seeking the alternative provisional educator endorsement does not have a major in a content area for any level of teaching, he or she must submit transcripts to the State Board of Education (rather than the State Superintendent of Education) to be reviewed for equivalency.* This bill was signed into law on August 13, 2018, as Public Act 100-0822 (Appendix ZC).

State Representative Linda Chapa LaVia introduced legislation on February 16, 2018, to provide that any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success. House Bill 5771 passed both houses and was signed into law by Governor Rauner on August 13, 2018 (Public Law 100-0819) and is effective July 1, 2019 (Appendix U).

Correspondence of Student Absence to Teacher Absence/Vacancy/Shortage

At a P-20 Council meeting in December 2017, Commission Chairperson Antoinette Taylor was asked about the relationship between teacher absence and student absence. Coincidentally, Sarah Rothschild, a commission member and researcher for the Chicago Teachers Union, had received an inquiry from a reporter about the effect of teacher vacancies. Ms. Rothschild mapped out vacancy rates in schools and cross-referenced the data with demographics of economics, student mobility, and other factors and found the most teacher vacancies are in schools in neighborhoods where there is significant economic hardship among residents, where there are students from the lowest socio-economic backgrounds with the greatest needs. She presented her findings at the January 18, 2018 meeting (Appendix I).

Ms. Taylor offered to assist Ms. Rothschild in the expansion of the study to a statewide comparison of teacher absence/vacancy/shortage rates to student absence and approached ISBE for assistance with data retrieval.

Ms. Taylor enlisted the cooperation of the Illinois Federation of Teachers (IFT), whose representatives presented at the November 8, 2018, meeting. The IFT's legislative director, Cynthia Riseman, informed the commission there are two different standards by which teacher absences are measured: the federal Office of Civil Rights and the Illinois School Code. These vary widely on FMLA and maternity leaves, jury duty, funerals, and professional development; therefore, statistics from either source will vary from one another. The IFT has requested that ISBE demonstrate that data collection is in compliance with Illinois state statute. The IFT has expressed interest in collaborating with the Attendance Commission on this project. (Appendix ZB)

***Recommendation**

The Attendance Commission recommends that Ms. Taylor and Ms. Rothschild complete the statewide study to assess the connection between teacher absence/vacancy/shortage rates to student rates of absence with the cooperation of the P-20 Council and the Illinois Federation of Teachers.

Attendance Awareness Campaign Efforts

As was stated in the previous annual reports:

High rates of absenteeism continue into the kindergarten and early elementary grades. The commission continues to acknowledge something else is needed to change minds and to foster a public awareness that every day does indeed count, that each missed school day is a loss of precious time. The members of the commission have determined that a public relations campaign can help accomplish what state laws, federal studies, and educator involvement cannot completely do: It can change minds.

Such an undertaking requires the collaborative efforts of Illinois residents who are willing to commit their time, talent, and expertise to a public relations campaign that needs to have broad appeal and extensive media coverage. State and municipal leaders, state legislators, civic leaders, advertising companies, marketing agencies, newspaper outlets, television and radio stations, public transit companies, and area celebrities must be contacted to volunteer their services to communicate to parents and students that it is cool to be in school, that every day counts, and that school attendance can be the ticket to a life of promise and fulfillment.

The Attendance Awareness Campaign work group endeavors to communicate the message of "Every Student Counts, Every Day Matters," the message embodied in House Joint Resolution 0011 (May 31, 2017) through the combined efforts of State Representatives Linda Chapa LaVia and Carol Sente and State Senator Jacqueline Collins (Appendix V).

There was also an introductory promotion in 2017 to increase public awareness of the necessity of regular school attendance. Merri Dee, an author and Chicago TV news and radio veteran, participated in the filming of this opening for the Attendance Awareness

Campaign. The short public relations video was produced by Uplift Productions of Bloomington, Illinois. It incorporates the language within HJR 0011 to *encourage the Illinois State Board of Education and each school district in this State to consider the benefits of the attendance awareness campaign ‘Every Student Counts, Every Day Matters’ encouraged by the Illinois Attendance Commission.* You may access this video on the Attendance Commission’s web page: <https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx> to Resources and Links.

Attendance Awareness Work Group

The Attendance Awareness Campaign work group under the leadership of Karen Fox has also examined some of the successful efforts in school districts across Illinois to communicate to families and students the message that regular school attendance is vital for academic achievement and future well-being. Her work group and the commission at large have consulted with several groups and individuals who have intervened successfully at all levels of education to address chronic absence in a variety of ways, from school-wide promotions to expansive family engagement services. Ms. Fox envisions folding all these efforts under one umbrella to be shared statewide.

The Quad Cities United Way organization shared its successful foray into changing chronic absence levels in that combined community area through an effort to improve reading levels at the April 19, 2018, Attendance Commission meeting via an invitation from Ms. Fox, who works for United Way in Rockford.

United Way initially funded efforts at three schools in addition to its area-wide public awareness campaign. The school that used a portion of its funding to purchase stickers, erasers, and trinkets to give to children who showed up to school each day showed the biggest increase in student attendance. United Way has found that low-budget efforts to address absenteeism can have great impact, especially in concert with a community-wide public relations campaign that involved local media and businesses. For more information on this effort, please refer to the PowerPoint in Appendix W or the minutes of the April 19, 2018, meeting in Appendix D.

***Recommendation**

The Attendance Commission recommends an expansion of current public relations efforts and endeavors to move beyond the governmental level to elicit and encourage statewide adoption of the “Every Child, Every Day” campaign in communiques with all stakeholders.

Public Hearings

The Illinois Association of School Boards hosted an Attendance Commission public hearing on November 17, 2018, at the Triple I Conference (Illinois Association of School Boards, Illinois Association of School Administrators, and Illinois Association of School Business Officials) in Chicago to inform school board members, district administrators, district business leaders, and ancillary staff about the work of the Attendance Commission and the effort to reduce chronic absence through effective data management and interventions to improve school attendance. The commission members who were present included Jeff Aranowski, John Burkey, Jennifer Gill, Deanna Sullivan, Antoinette

Taylor, and Scott Wakeley. Also present were Ralph Grimm, Acting Chief Education Officer at ISBE; Stephanie Jones, Chief Legal Counsel, ISBE; and Dr. Carol L. Kelley Superintendent, Oak Park Elementary School District 97. (Appendix ZA).

V. IN SUMMARY

The Illinois Attendance Commission had its inaugural meeting in early December 2015 and has since laid a solid foundational groundwork to initiate dialogue and effect change. The participation of commission appointees from various educational affiliations, state agencies, and public service nonprofits ensures a collaboration that is fortified through informed discussion and strategic partnerships in the formulation of strategies, mechanisms, and approaches to address and prevent attendance-related difficulties among the student population in our state. An additional component in the commission's progress is the willingness of the members to collaborate with representatives from the Illinois State Board of Education, other state commissions, and advisory councils with the intention to enhance student achievement and launch initiatives to realize common goals.

Central to the work of the commission in its fourth year of meetings was a continuation of the legislative review to provide adequate coverage of all laws in the state that pertain to school attendance in the School Code, including compulsory school attendance, truancy, and what constitutes a school day. The legislative review in 2018 also encompassed a review of the legislation spurred by the Attendance Commission and its supporters in the General Assembly who advanced three bills pertaining to school attendance:

- Public Act 100-0819 – Requires publicly funded preschool programs to collect absence data and provide supports to families of absent children.
- Public Act 100-0825 – Requires that services be provided to truant minors before they are removed from school enrollment.
- Public Act 100-0918 – Defines the term ‘truant’ to mean an enrolled student who misses between one to five percent of school days on an unexcused basis.

ESSA's emphasis on chronic absenteeism as a measure of school quality and the commission's collaboration with other governmental advisory bodies drove a successful legislative effort to define “chronic absence” in Illinois in 2017 and to hold school districts accountable for tracking attendance data and providing necessary interventions to students and families from all population groups. In the revised Illinois Interactive Report Card, which was rolled out on October 31, 2018, chronic absence and chronic truancy data were included for each school district, and school rankings were assigned according to a logarithm that incorporated chronic absence data.

The effort to find mechanisms to improve data systems to monitor and report chronic absenteeism was enhanced by ISBE's introduction of Ed360, which is a free, mobile-friendly, easily-accessible secure web application that incorporates all student and staff data in the state data warehouse. Ed360 is free and updated on a nightly basis, allowing administrators and educators easy access to the latest data, including data related to absences and trancies. As of the date of this annual report, 593 of 852 Illinois school districts (70 percent) have opted in to Ed360.

Mechanisms for reporting and accountability for schools and districts across this state, including creating multiple measure indexes for reporting, comprise the third legislated outcome for the commission. This effort was greatly enhanced by ISBE's launch of its new Interactive Report Card to accommodate the state's design for implementation of ESSA,

which meets the challenge to incorporate attendance as an accountability factor by according 10 percent to elementary school attendance and 7.5 percent to high school attendance to the overall formula for determining academic growth and student success at a particular school.

Best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career are in the process of development. The Best Practices work group is developing an advisory on what constitutes best practice in every school/district based on its survey of district and school practitioners regarding academic support, family engagement, and community resources in reaction to a student's chronic absence pattern. The survey also is seeking to discern what supports are available for students whose absence from school is the result of mental health difficulties, substance abuse, domestic violence, homelessness, juvenile justice involvement, and/or a documented disability.

New initiatives and responses to ongoing challenges presented by chronic absenteeism are being developed by the Attendance Awareness Campaign work group that began meeting in late 2017. Members concurred there should be a special emphasis on the youngest students and their families in order to encourage early patterns of regular school attendance. They also wished to align their efforts to work already being done in the state by Representative Chapa LaVia and Senator Collins through legislation, a state proclamation, and a public service spot. The work group additionally wishes to incorporate the input of Attendance Works and United Way.

Collaboration, consultation, and discussion will continue in pursuit of the most appropriate way to define a school day in an era where creativity and technology are hallmarks of education. The Attendance Commission seeks to fulfill the mandate specified in the legislation that created it and will engage stakeholders and ISBE in the effort to appropriately define a school day, to encourage full participation of students in their school day, and to ensure Illinois districts have compatible absence and truancy data in alignment with specific school day norms.

At this juncture, commission members have begun to execute a number of goals related to each of the five outcomes that encompass a common definition for "chronic absence": improved methods for data tracking, methods to plumb the data to understand the scope and causes of the problem, the provision of targeted interventions to rectify patterns of nonattendance, a broad public relations campaign to bring a message of the importance of school attendance into every Illinois household, and the formulation of new policies to decrease the likelihood that so many Illinois students will have diminished their prospects for fulfilling and productive lives by missing time in class.

VI. APPENDICES

- Appendix A: Public Act 99-0432 – Creation of the Attendance Commission
- Appendix B: Roster of Commission Members and Attendance Roster
- Appendix C: Meeting Agendas
- Appendix D: Meeting Minutes
- Appendix E: IL-EMPOWER - PowerPoint Presentation and Distributed Materials
- Appendix F: Public Act 100-0156 (House Bill 3139) - Definition of Chronic Absence
- Appendix G: Illinois Multi-Tiered Systems of Support Materials
- Appendix H: Ed 360 PowerPoint Presentation and Materials
- Appendix I: Comparative Study of the Relationship Between Teacher Absence/Vacancy/Shortage on Student Absence
- Appendix J: Public Act 100-0465 (Senate Bill 1947) - Evidence-Based Funding for Student Success Act
- Appendix K: Public Act 100-0582 (House Bill 5812) – Evidence-Based Funding
- Appendix L: Illinois State Board of Education Advisory on a School Day
- Appendix M: Public Law 100-0918 (House Bill 5795) – Truant Definition
- Appendix N: Best Practices Work Group Administrator and Practitioner Survey Results
- Appendix O: Illinois ESSA Plan Executive Summary
- Appendix P: Attendance Works
- Appendix Q: Early Childhood Center for Professional Learning Materials
- Appendix R: Illinois Action for Children PowerPoint
- Appendix S: Illinois Families and School Success. *The Family Engagement Framework Guide*

- Appendix T: Illinois Board of Higher Education PowerPoint - Competency-Based Education: An Illinois Case
- Appendix U: Public Law 100-0819 (House Bill 5771) – Preschool Attendance and Supports
- Appendix V: “Every Student Counts, Every Day Matters”: House Joint Resolution 0011 PowerPoint
- Appendix W: United Way PowerPoint Presentation on Program Success
- Appendix X: New ISBE Report Card PowerPoint
- Appendix Y: Public Act 100-0147 (House Bill 3059) – ADA on Report Card by Grade Level
- Appendix Z: Public Act 100-0448 (Senate Bill 1532) – ADA on Report Card for Students with IEPs and 504 Plans
- Appendix ZA: Materials for Hearing Held at the Triple I Conference in November
- Appendix ZB: Illinois Federation of Teachers Report to the Commission
- Appendix ZC: Public Act 100-0822 (Senate Bill 3536) - Alternative Methods to Obtain Provisional Educator Licensure with Stipulations for Preschool
- Appendix ZD: Chairperson Antoinette Taylor’s Presentations on the Attendance Commission

Appendix A

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by adding Section 2-3.163 as follows:

(105 ILCS 5/2-3.163 new)

Sec. 2-3.163. Attendance Commission.

(a) The Attendance Commission is created within the State Board of Education to study the issue of chronic absenteeism in this State and make recommendations for strategies to prevent chronic absenteeism. The Commission shall consist of all of the following members:

(1) The Director of the Department of Children and Family Services or his or her designee.

(2) The Chairperson of the State Board of Education or his or her designee.

(3) The Chairperson of the Board of Higher Education or his or her designee.

(4) The Secretary of the Department of Human Services or his or her designee.

(5) The Director of the Department of Public Health or his or her designee.

(6) The Chairperson of the Illinois Community College

Board or his or her designee.

(7) The Chairperson of the State Charter School Commission or his or her designee.

(8) An individual that deals with children's disabilities, impairments, and social emotional issues, appointed by the State Superintendent of Education.

(9) One member from each of the following organizations, appointed by the State Superintendent of Education:

(A) A non-profit organization that advocates for students in temporary living situations.

(B) An Illinois-focused, non-profit organization that advocates for the well-being of all children and families in this State.

(C) An Illinois non-profit, anti-crime organization of law enforcement that researches and recommends early learning and youth development strategies to reduce crime.

(D) An Illinois non-profit organization that conducts community-organizing around family issues.

(E) A statewide professional teachers' organization.

(F) A different statewide professional teachers' organization.

(G) A professional teachers' organization in a city having a population exceeding 500,000.

(H) An association representing school administrators.

(I) An association representing school board members.

(J) An association representing school principals.

(K) An association representing regional superintendents of schools.

(L) An association representing parents.

(M) An association representing high school districts.

(N) An association representing large unit districts.

(O) An organization that advocates for healthier school environments in Illinois.

(P) An organization that advocates for the health and safety of Illinois youth and families by providing capacity building services.

(Q) A statewide association of local philanthropic organizations that advocates for effective educational, health, and human service policies to improve this State's communities.

(R) A statewide organization that advocates for partnerships among schools, families, and the community that provide access to support and remove barriers to learning and development, using schools as hubs.

(S) An organization representing statewide programs actively involved in truancy intervention.

Attendance Commission members shall serve without compensation but shall be reimbursed for their travel expenses from appropriations to the State Board of Education available for that purpose and subject to the rules of the appropriate travel control board.

(b) The Attendance Commission shall meet initially at the call of the State Superintendent of Education. The members shall elect a chairperson at their initial meeting. Thereafter, the Attendance Commission shall meet at the call of the chairperson. The Attendance Commission shall hold hearings on a periodic basis to receive testimony from the public regarding attendance.

(c) The Attendance Commission shall identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:

(1) a standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;

(2) mechanisms to improve data systems to monitor and track chronic absenteeism across this State in a way that

identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;

(3) mechanisms for reporting and accountability for schools and districts across this State, including creating multiple measure indexes for reporting;

(4) best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and

(5) new initiatives and responses to ongoing challenges presented by chronic absenteeism.

(d) The State Board of Education shall provide administrative support to the Commission. The Attendance Commission shall submit an annual report to the General Assembly and the State Board of Education no later than December 15 of each year.

(e) The Attendance Commission is abolished and this Section is repealed on December 16, 2020.

Section 99. Effective date. This Act takes effect upon becoming law.

Appendix B

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

2018 Illinois Attendance Commission Attendance Roster

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

Commission Member	01/18/18	03/22/18	04/19/18	06/28/18	09/06/18	11/08/18	
Aranowski, Jeff <i>Illinois State Board of Education</i>	PP	PC	NP	PP	PP	PC	83%
Becker, Jean <i>Illinois Department of Public Health</i> Appointed January 27, 2017	PS	PS	NP	PS	PS	PS	83%
Bernoteit, Stephanie <i>Illinois Board of Higher Education</i> Appointed January 4, 2016, notification provided March 18, 2016	PP	PC	NP	PC	PC	NP	67%
Burkey, John <i>Large Unit District Association</i> Appointed February 9, 2018		PC	PC	PC	NP	PP	80%
Campos, Christina <i>Family Focus</i> Appointed May 27, 2016	NP	NP	NP	NP	NP	NP	0%
Fanello, Lori <i>Illinois Association of Regional Superintendents of Schools</i>	PP	PP	NP	PP	PP	PP	83%
Fox, Karen <i>United Way</i>	PP	PP	PC	PC	PC	PC	100%
Gill, Jennifer <i>Illinois Association of School Administrators</i>	PP	PP	PP	PP	PP	NP	83%
Grigsby-Jackson, Diane <i>Illinois Department of Human Services</i>	NP	NP	NP	NP	NP	NP	0%
James, Madelyn <i>Voices for Illinois Children</i>	PP	NP	PP	PP	PP	NP	67%
Johnson, Shenita <i>Illinois State Charter School Commission</i> Appointed October 25, 2016	NP	NP	NP	NP	PC	NP	17%

2018 Illinois Attendance Commission Attendance Roster

Malik, Elizabeth C. <i>Law Project of the Chicago Coalition for the Homeless</i>	PC	PC	PC	NP	NP	PC	67%
McMahon, Joseph <i>Kane County State's Attorney</i> Appointed March 24, 2016	PP	NP	PPX	PPX	PPX	PPX	83%
Mackenzie Montgomery <i>Illinois Community College Board</i> Appointed May 19, 2017	NP	PP	PP	PP	NP	PS	67%
Rodriguez, Matthew <i>Illinois Parent Teacher Association</i>	PCX	PPX	NP	NP	PPX	NP	50%
Rothschild, Sarah <i>Chicago Teachers Union</i> Appointed December 12, 2017	PC	PC	PC	PC	PC	PP	100%
Sullivan, Deanna <i>Illinois Association of School Boards</i>	PS	PP	PS	PS	PS	PS	100%
Sweeney, Harold <i>Truants Alternative Optional Education Program</i>	PP	PP	PP	PP	PP	PP	100%
Taylor, Antoinette <i>Exceptional Needs Consultant</i>	PC	PC	PC	PC	PC	PC	100%
Wakeley, Scott <i>High School District Organization of Illinois</i>	NP	NP	NP	NP	NP	NP	0%
Weitekamp, Crysta <i>Illinois Education Association</i>	NP	NP	NP	NP	NP	NP	0%
Westall, Kevin <i>Illinois Principals Association</i> Appointed February 25, 2015	NP	NP	NP	NP	NP	NP	0%
Yager, Katherine <i>Healthy Schools Campaign</i> Appointed February 20, 2018		PC	PC	PP	PC	NP	80%

Code:

PC -Present in Chicago

PS - Present in Springfield

PP - Present via telephone

NP - Not Present

PX - Present by Proxy (effective July 29, 2016 after roll call vote to amend the Rules of Procedure)

2018 Illinois Attendance Commission Attendance Roster

Illinois Attendance Commission
Appointment Roster as of December 4, 2018

James R. Thompson Center
100 West Randolph Street
Chicago, Illinois 60601



Alzina Building
100 North First Street
Springfield, Illinois 62777

Jeff Aranowski
Illinois State Board of Education

Joseph McMahon
Kane County State's Attorney

Jean Becker
Illinois Department of Public Health

Mackenzie Montgomery
Illinois Community College Board

Stephanie Bernoteit
Illinois Board of Higher Education

Matthew Rodriguez
Illinois Parent Teacher Association

John Burkey
Large Unit District Association

Sarah Rothschild
Chicago Teachers Union

Christina Campos
Family Focus

Deanna Sullivan
Illinois Association of School Boards

Lori Fanello
Illinois Association of Regional Superintendents of Schools

Harold Sweeney
Truants' Alternative Optional Education Program

Karen Fox
United Way

Antoinette Taylor
Exceptional Needs Consultant

Jennifer Gill
Illinois Association of School Administrators

Scott Wakeley
High School District Organization of Illinois

Diane Grigsby-Jackson
Illinois Department of Human Services

Crysta Weitekamp
Illinois Education Association

Madelyn James
Voices for Illinois Children

Kevin Westall
Illinois Principals Association

Shenita Johnson
Illinois State Charter School Commission

Katherine Yager
Healthy Schools Campaign

Elizabeth C. Malik
Law Project of the Chicago Coalition for the Homeless

Department of Children and Family Services – in process
Illinois Federation of Teachers – in process

Appendix C

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Attendance Commission

Meeting Agenda
January 18, 2018
10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call (2.5 minutes)
 - II. Welcome and Opening Remarks (2.5 minutes)
 - III. Approval of Minutes from the November 30, 2017 Meeting (2.5 minutes)
 - IV. IL-EMPOWER - Jason Helfer, Deputy Superintendent for Teaching and Learning, ISBE (10 minutes)
 - V. Early Childhood Attendance Resources and Presentation on Supports - Cindy Berrey, Program Director, Early Childhood Center for Professional Learning (10 minutes)
 - VI. IL P-20 Council Update - Stephanie Bernoteit and Antoinette Taylor (20 minutes)
 - VII. Workgroup Action Items: January - November 2018 (7 minutes per facilitator)
 - VIII. Legislative Update - 100th General Assembly Bills (10 minutes)
 - IX. New Business and Open Discussion
 - X. Adjourn

Attendance Commission

Meeting Agenda

March 22, 2018

10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

-
- I. Roll Call (2.5 minutes)
 - II. Welcome and Opening Remarks (2.5 minutes)
 - III. Approval of Minutes from the January 18, 2018 Meeting (2.5 minutes)
 - IV. Illinois Interactive Report Card and the Every Student Succeeds Act (ESSA): Patrick Payne, Director of Data Strategy and Analytics - ISBE (15 minutes)
 - V. ESSA Overview: Melina Wright – Director of Implementation and Advocacy, North Cook Intermediate Service Center (20 minutes)
 - VI. Best Practice Survey Analysis Update: Lori Fanello (10 minutes)
 - VII. Illinois Coalition for Educating At-risk Youth (ICEARY) Conference Attendance Session: Harold Sweeney (10 minutes)
 - VII. Workgroup Action Items: January - November 2018 (5 minutes per facilitator)
 - VII. Legislative Update - 100th General Assembly Bills (10 minutes)
 - VIII. New Business and Open Discussion (20 minutes)
 - IX. Public Comment
 - X. Adjourn

Attendance Commission

Meeting Agenda

April 19, 2018

10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the March 22, 2018 Meeting
 - IV. Illinois Attendance Commission (AC) Special Project: Sarah Rothschild, AC Representative from the Chicago Teachers Union
 - V. Quad-City Attendance Initiative: Alex Kolker, Community Impact Manager, United Way
 - VI. Civitas ChildLaw Center Update: Loyola University School of Law
 - VII. Illinois Interactive Report Card Data Update
 - VIII. Workgroup Action Items: January - November 2018, Workgroup Facilitators
 - IX. Legislative Update: 100th General Assembly Bills
 - X. 2018 Ethics Training Certification Update
 - XI. New Business and Open Discussion
 - XII. Public Comment
 - XIII. Adjourn

Attendance Commission

Meeting Agenda

June 28, 2018

10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call
 - II. Welcome and Opening Remarks
 - III. Approval of Minutes from the April 19, 2018 Meeting and Adoption of June 28, 2018, Meeting Agenda
 - IV. Ed 360
 - V. Legislative Update: 100th General Assembly Bills
 - VI. Illinois Attendance Commission (AC) Special Project
 - VII. Illinois Interactive Report Card Data Update
 - VIII. National Chronic Absence/Attendance Landscape
 - IX. Local Chronic Absence/Attendance Landscape
 - X. Workgroup Action Items: Workgroup Facilitators
 - XI. New Business and Open Discussion
 - XII. Public Comment
 - XIII. Adjourn

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Attendance Commission

Meeting Agenda
September 6, 2018
10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call (2.5 minutes)
 - II. Welcome and Opening Remarks (2.5 minutes)
 - III. Approval of Minutes from the June 28, 2018 Meeting (2.5 minutes)
 - IV. Illinois Action for Children - North Lawndale Chronic Absence Project: Rarzail Jones, Community Connection Program Manager (20 minutes)
 - V. Chronic Absence – Moving Forward: Hedy Chang, Executive Director, Attendance Works (20 minutes)
 - VI. Best Practice Survey Analysis Discussion (10 minutes)
 - VII. Attendance Awareness Updates:
 - United Way Annual Meeting - Karen Fox (5 minutes)
 - Illinois Department of Public Health - Jean Becker (3 minutes)
 - Triple I Conference - Deanna Sullivan (3 minutes)
 - VIII. P-20 Council Special Project Update: Sarah Rothschild and Antoinette Taylor (10 minutes)
 - IX. Chairperson Update: Antoinette Taylor (15 minutes)
 - X. Attendance Commission Statutory Outcome Review/2018 General Assembly Annual Report (15 minutes)
 - XI. Public Comment
 - XII. Adjourn

Attendance Commission

Meeting Agenda
November 8, 2018
10:00 a.m. –12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

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- I. Roll Call (2.5 minutes)
 - II. Welcome and Opening Remarks (2.5 minutes)
 - III. Approval of Minutes from the September Meeting (2.5 minutes)
 - IV. Teacher Attendance/Absence and Student Attendance/Absence Correlation: Illinois Federation of Teachers - Legislative Director Cynthia Riseman (20 minutes)
 - V. Student Attendance Barriers in Higher Education: Chicago Coalition for the Homeless - State Legislative Director Niya Kelly (10 minutes)
 - VI. Attendance in Early Childhood State Initiatives: Illinois State University Center for the Study of Education Policy, Birth to Third Grade - Continuity Project Director Ashley Long, PhD, MSW (15 minutes)
 - VII. IL EMPOWER Updates: IL-EMPOWER Executive Director – Allison Sherman, Illinois State Board of Education (20 minutes)
 - VIII. Illinois Task Force on Truancy Update: Chairperson Taylor (10 minutes)
 - IX. Attendance Commission Hearings, Events, and Awareness: Chairperson Taylor and Mary Gallagher (10 minutes)
 - X. Attendance Commission PowerPoint Presentations: Mary Gallagher (5 minutes)
 - XI. Attendance Commission Statutory Outcome Review/2018 GA Report: Mary Gallagher (10 minutes)
 - XII. Public Comment (5 minutes)
 - XIII. New Business (5 minutes)
 - XII. Adjourn

Commission members seeking to participate by telephone may do so by dialing 1-888-494-4032 and entering the following access code: 3 6 3 3 7 5 2 7 0 9

Appendix D

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Attendance Commission

Meeting Minutes

January 18, 2018

10:00 a.m.-12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - telephone
Jean Becker – Springfield
Stephanie Bernoteit - telephone
Lori Fanello - telephone
Karen Fox – telephone
Jennifer Gill – telephone
Madelyn James - telephone
Elizabeth Malik – Chicago
(proxy Alyssa Phillips)
Joseph McMahon – telephone
(proxy Jessica Torres)
Matthew Rodriguez
(proxy Angelica Parra)
Sarah Rothschild - Chicago
Diane Rutledge - Springfield
Deanna Sullivan - Springfield
Harold Sweeney – telephone
Antoinette Taylor – Chicago

Not Present

Christina Campos
Rochelle Davis
Diane Grigsby-Jackson
Shenita Johnson
Mackenzie Montgomery
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

Chairperson Antoinette Taylor opened the meeting at 10:06 a.m.

III. Approval of Minutes from the November 30, 2017 Meeting

Madelyn James moved to accept the minutes from the November 30 meeting, and Lori Fanello seconded the motion. The minutes were accepted via voice vote.

IV. IL-EMPOWER - Jason Helfer, Deputy Superintendent for Teaching and Learning, ISBE

Ms. Taylor said all the various commissions and councils engaged in ways to enhance the educational experience of Illinois youths are trying to work collaboratively as many have come to realize that chronic absenteeism is a problem that requires the attention and efforts of many. Jason Helfer of ISBE was asked to explain to the Commission how IL-EMPOWER relates to the state's educational vision and the ESSA plan which counts school attendance as a measure of school quality and student success.

Mr. Helfer explained the state's ESSA plan was approved by the U. S. Department of Education at the end of August 2017, and the state began to pilot certain portions of the ESSA plan during the 2017-2018 school year, including the IL-EMPOWER component.

IL-EMPOWER is ISBE's new statewide system of support that will replace the single-provider model currently in place and empower schools with greater choice and voice in the school

improvement process via access to multiple providers specific to their needs. Schools, districts, partners, and ISBE will work together to promote shifts in pedagogy and build staff capacity.

The pilot involves thirty-one districts across the state that are matched with providers to expand districts' capacity to serve students more fully and with greater equity. This pilot will enable ISBE to learn from districts what is the most appropriate way to proceed logistically especially when more districts are engaged in this work.

In No Child Left Behind (NCLB), the state was required to identify the districts with performance rankings that placed them in the lowest 5% statewide for priority services and then they were to come up with a methodology to identify schools that would require focused supports.

ESSA is different from NCLB because even though states are asked to identify the lowest 5% of schools for additional (comprehensive) supports, schools that are singled out for additional, targeted supports (focused supports under NCLB) are selected at the district level not at the state level as occurred under NCLB. This constitutes a big difference between NCLB and ESSA.

States were required to come up with statewide systems of support for the lowest 5% of schools which in Illinois is the Center for School Improvement. Beginning in the 2018-2019 school year, as required under ESSA, ISBE will identify the schools that rank among the lowest 5% of performing schools as well as those schools with graduation rates of less than 67% and/or where one or more subgroups that are at or below the lowest 5% mark when compared to all students at comprehensive schools and schools slated for targeted services. These schools will engage with IL-EMPOWER which was developed as the means by which ISBE can do something *with* instead of *to* schools. Instead of saying here is what you shall do, a list of pre-approved providers gives districts the flexibility to select vendors that are in the best interests of their schools identified for comprehensive supports in order for them to demonstrate growth. So instead of choosing a single vendor such as was done under NCLB, schools will have a greater choice among multiple vendors which provides an opportunity for more collaboration in the school improvement process around specific benchmarks, outcomes, and deliverables.

Schools that are receiving targeted support at the district level do not have to engage with IL-EMPOWER if they do not wish to. That is a school/district/community determination. Through the pilot, ISBE is also learning that in order for schools to define areas of need that are beyond simple academic attainment, the agency is working with the Illinois Balanced Accountability Measure (IBAM) group on piloting their IBAM rubric within schools and districts for the purpose of identifying necessary supports. ISBE is taking that information from the pilot and bringing it back to IBAM so they can make necessary changes to the rubric and refine it to a point it can potentially be used during the 2018-2019 school year.

Mr. Helfer also informed the Attendance Commission that at the State Board of Education's meeting held the previous day, three indicator work groups presented for the P-2 indicator, the 3-8 indicator, and the college and career readiness indicator, the first two of which have included chronic absenteeism as part of their recommendations for measurement. He suggested that if anyone wished to offer questions, comments, or recommendations relative to these indicators, they could do so until February 16 at the ESSA portion of the ISBE website.

Illinois is unique among states for its choice of a P-2 indicator for measurement as states are only required to demonstrate accountability for grade three and above, but because of the passion of state stakeholders, Illinois is showing that the little ones matter too.

Harold Sweeney asked if the 31 districts in the pilot ESSA plan program have been identified, and Mr. Helfer said they were listed on the IL-EMPOWER website.

Ms. Taylor asked if the pilot districts were tracking chronic absence data. Mr. Helfer said they are collecting data to tell their story to determine where their needs are. He imagines chronic absenteeism numbers would be part of that data-gathering process; however, they are not at a point to share that information yet.

V. Early Childhood Attendance Resources and Presentation on Supports - Cindy Berrey, Program Director, Early Childhood Center for Professional Learning

Ms. Taylor introduced Ms. Berrey and explained how important it is to communicate with the professionals in the Early Childhood environment because there are so many programs funded through various grants, and it is vital that the message about regular school attendance be communicated. She said Ms. Berrey recognizes this and has chosen to partner with efforts like the Attendance Commission to advance the effort to stem chronic absence.

Ms. Berrey provided an overview of her program and information about the professional learning and resources they offer. The Early Childhood Professional Learning Program is one of the resources at the Center for Teaching and Learning. The Center is a non-profit organization that serves as the umbrella organization for programs that focus on supporting professionals in education who serve distressed and at-risk populations (at-risk for academic failure, children with special needs, and children from linguistically and culturally diverse backgrounds) through webinars, workshops, and resources. The Center also sponsors conferences and will participate in the upcoming ESSA conference in Chicago on February 12-14, 2018. The second day of the conference will have an early childhood focus although there will be early childhood programming throughout the conference.

The Early Childhood Professional Learning Program is funded by ISBE to provide professional development and resources to state-funded Preschool for All and Preschool for All Expansion Programs with guidance that reflects research-based best practices to support high quality early childhood programs. ISBE identifies and invites certain early childhood programs that need additional support toward quality improvement to participate in what is called the Preschool for All Coaching Project. Ms. Berrey's program oversees this project, and her organization provides coaches and the opportunities for teachers, administrators, and staffs to receive embedded professional learning opportunities that help them focus on continuous quality improvement. In serving the preschool expansion programs, the full day programs that are serving the most at-risk children and families, her program is actually responsible for providing support for the successful implementation of the grant requirements. The scope of work entailed in this training project is extensive as the Preschool for All compliance checklist has 20 items while the Preschool for All Expansion program checklist currently has 40 items although that number may change with the new RFP that was just released. These items include providing comprehensive services, working with families on achieving family goals, mental health consultations, and more intensified family engagement, among supports. Her program supplies a program support checklist and individuals to work with each of the expansion grant programs to make sure that each develops the capacity to meet and even exceed requirements.

Research has repeatedly demonstrated that positive family engagement has a great impact on academic outcomes. A characteristic of high quality early childhood programming includes the degree to which families are involved and, like all educators, those working in early childhood play a critical role in building meaningful partnerships with families. What Ms. Berrey thinks is more significant in the early years and in early childhood programming is that preschool often marks the entry of a family into the education system, so she feels it is critical that families initially feel welcome as partners. Early childhood practitioners and consultants' roles are to create a positive experience for both the child and the family. There are grant requirements for family engagement for those programs receiving the Preschool for All Expansion grants, and Ms.

Berrey said these are actually viewed as more than just compliance items, more than having a family night or sending newsletters home. Ms. Berrey credited ISBE's Sarah Ogeto for providing professional learning and resources within the family engagement framework and said this collaboration and others help provide comprehensive services such as providing parent education, engaging parents as leaders, empowering parents, and supporting parents in that important transition to kindergarten.

Community involvement is another characteristic of a high quality early childhood program as families must be identified and recruited through community outreach. Once practitioners get children from these families enrolled, then there must be efforts to ensure the children's daily presence in the program. They are offering a professional learning opportunity via a webinar on April 9, 2018, from 4:00 to 5:30 p.m. in collaboration with Illinois Action for Children. They will present on strategies which were tried and tested by the North Lawndale Innovation Zone so they can help early childhood program personnel understand not only how to recruit but to keep the children enrolled and in attendance. The connection with the Attendance Commission is really critical.

Website address: EclearningIL.org

April 9 webinar link: (<http://www.eclearningil.org/workshops/innovations-overcoming-enrollment-and-attendance-barriers>)

They also oversee an MTSS Committee of which Antoinette Taylor is the co-chair. She said that we know through Attendance Works and through ESSA that tiered supports are prescriptive for attendance problems. In Illinois, MTSS is a holistic endeavor that has a broad focus on issues that affect the development of the whole child, the whole school, and the whole community as embodied in Illinois's vision. Illinois is one of just a few states that have a complete P-12 framework.

Madelyn James, Chair of the Birth Through Three group within the P-20 Council through Northern Illinois University, said child care programs have the highest rate of chronic absences, a fact that is consistent with what is being reported nationally as studies reveal the biggest reason for the absences is illness. It is difficult to communicate the importance of being in school every day, and the Commission has to think about strategic solutions to these problems. Ms. James that stakeholders have to be careful with possible solutions because sometimes parents will pull their child out of an early childhood program if someone gets really assertive about attendance. Ms. James also added that it is a challenge to insist on mandatory attendance when children are below a mandatory school age.

Ms. Berrey said there are 1,822 Preschool for All classrooms and 262 Preschool for All Expansion programs in response to a question posed by Ms. Taylor. CPS is not included in these numbers. The RFPs for these programs were due in January and grantees should be notified by the end of March. Ms. Berrey said her agency needs to be very proactive and prepared to build up support for new programs. She added that anyone from any agency who is involved in early childhood should be collaborating around ways to ensure school attendance during these formative years and seeking to solve the high rate of absences due to illness.

VI. Illinois P-20 Council Update - Stephanie Bernoteit and Antoinette Taylor

There is some exciting work underway in the ongoing educator preparation and professional development of teachers who choose to work with children from infancy to age eight that is grounded in both state and national initiatives. There are efforts to improve pathways to college and careers, to embed in those pathways the opportunity to earn and recognize credentials in incremental steps along the way to a two- or four-year degree. So this work is grounded in pathways, the work of including credentials with degrees, and also efforts to articulate the expected knowledge, skills, and disposition in those pathways using competency-based education

and the opportunities afforded by these competencies to knit these pieces together to enhance the early education work force in Illinois.

This attention to improved career pathways owes to hiring and retention challenges in the early childhood setting. There are concerns in the state and nationally about turnovers retentions, and shortages around employment in education in general, but the trends toward shortage are even more exacerbated in the early childhood settings, inclusive of community-based preschools, preschool for all programs, Head Start, etc.

The results of a 2017 survey of over 700 respondents from across all regions of Illinois and all types of early childhood settings revealed the hiring and retention challenges in the early childhood setting:

- 72.6% of center leaders and administrators are struggling to do their own work on staff development and program management while they cover classrooms in efforts to ensure there are proper staffing levels for children.
- 65.95% of respondents cited teacher burnout as a result of these shortages.
- 56.8% reported staff or children must be moved around to meet ration requirements.
- 54.5% reported an increase in children's problem behaviors.
- 50.6% reported that the quality of service suffers.

These are all profound challenges when it comes to shortages and these are issues that contribute to suspensions and expulsions. We know that the less well-prepared an educator is in an early childhood setting, the more likely he or she will resort to unproductive strategies when dealing with normal childhood development issues or with children who have experienced trauma.

Ms. Bernoteit said steps are being taken to support our early childhood education workforce and increase their qualifications. She shared a graphic that outlined a model college and career pathway that is competency-based on existing state credentials from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) – gateway credentials for creating specific links to ISBE Licensure for early childhood educators. She said leaders and decision-makers in the state, including higher education faculty and professional development advisory people, translated expectations for those gateway credentials ranging from initial training opportunities that can begin in high school to sub-associate credentials all the way to credentials aligned with associate and baccalaureate degrees.

Knowledge and skills are critical, but true competency requires intellectual and behavioral dispositions along with the judgment to apply everything appropriately. Competencies have been designed around educator preparation in Illinois and professional development for early childhood practitioners. Mastery is the benchmark in these competencies so this prompted the development of very robust, high quality, performance-based assessments. The pathway that aligned credentials and licensure is clear about the different competencies that are expected at different levels for early childhood educators and those competencies as differentiated by role. Administrators expect certain competencies as foundational for any adult working with young children, and those employed as assistant teachers have specific competencies that are different from those in lead teaching roles. Development of these competencies has been extremely deliberate.

The Competency Development Process Model consists of the following sequential steps:

- Define the pathway problem
- Establish the competency framework
- Draft competency statements
- Determine competency measurability
- Develop competency assessments

- Integrate competencies in credentialing system
- Adopt and disseminate competencies across supporting systems

Ms. Bernoteit demonstrated an example of competencies around human growth and development, knowledge one would expect an early childhood practitioner would have. The competencies are color-coded in accordance with the levels of education and areas of practice. Many of the state's two- and four-year college programs in early childhood education are aligning their course offerings with these competencies, and opportunities are being explored for shared assessments and to align professional development opportunities with the competencies. It is the hope of those involved that the development of these competencies will mitigate problems that are a concern to the Commission by ensuring that college preparatory courses and professional development subscribe to these competencies and ensure all classroom professional and support staff are not only competent but fully informed.

Ms. Taylor addressed the related topic of teacher shortages at many grade levels in Illinois and across the country. She had recently been asked at a P-20 Council meeting if the Attendance Commission had done any type of comparative review of teacher shortages and determining if there is there a connection to student absences. Ms. Taylor said the Commission had not conducted such a review, but she said she has heard from parents who have expressed their concerns about teacher shortages, teacher absences, and position vacancy rates.

As a result of these conversations, Ms. Taylor mentioned the matter to Jason Helfer who said he would provide the Attendance Commission with data and to Representative Linda Chapa LaVia and Senator Jacqueline Collins. She is also tapping into other councils and committees for input. She said we may or may not find a correlation between teacher shortages and student absences, and we certainly do not know at this point what may need to be rectified via legislation. She also explained that since there was no specification about grade level, the assumption is it includes P-12.

Ms. James said the governor's cabinet has been looking at early childhood staffing issues. She also said teacher absences are reported in the report card and added that districts with lots of challenges have higher rates of teacher absence. She said she supports teachers but wonders what may be going on in schools with low teacher attendance rates.

Jennifer Gill said in her district there is discussion about social emotional learning competencies and standards and trauma-informed learning. She explained teachers face trauma just as the children do and some teachers face trauma within their schools.

Sarah Rothschild said a reporter asked her about teacher vacancies which are not the same thing as teacher absences or shortages, and she mapped out vacancy rates in schools and cross-referenced the data with demographics around economics, student mobility, and other factors and found the teacher vacancies are in schools which serve the students from the lowest socio-economic backgrounds with the highest mobility rates and the greatest needs. She said there were almost no vacancies on the northwest side of the city. She said a related issue is the restrictions some principals face around hiring.

Ms. Taylor explained that during the P-20 meeting, she advocated for keeping chronic truancy data on the school report cards. Superintendent Smith was at the meeting, so this need has been messaged publicly. Representative John Cavaletto has added his voice that he doesn't think this should be an 'either-or' situation but that both chronic absenteeism and chronic truancy should be reported. Ms. Taylor has also publically advocated for tracking attendance patterns in publically-funded preschool programs.

VII. Workgroup Action Items: January - November 2018 (7 minutes per facilitator)

Lori Fanello provided an update on the Best Practices work group which had conducted a survey that yielded responses from 342 participants. These results are scheduled for tabulation and analysis.

Harold Sweeney updated the Commission with news of the Definitions work group which is engaged in a review of certain terms related to the work of the Commission: chronic truancy and valid cause. The group agreed with what is currently in legislation. There is a recommendation to change the definition of truancy because current law would allow a student to miss part of a day, so they advocate to change the definition from *missing a day or a part thereof* to *missing one to five percent of the last 180 school days without valid cause*. They also wish to define what constitutes a school day beyond the 300-minute rule as part of General State Aid. Mr. Sweeney said this will be a big task, although he said there is a spot at the ICEARY Conference for all the Attendance Commission work groups to present the results of their deliberations because this would help him obtain input from ICEARY Conference attendees as to what they think the definition of a school day should be.

Karen Fox said her Attendance Awareness Campaign group continues to research whether the group has the best models for a public relations campaign, strives to ensure they have contacted all the necessary statewide and community-level partners, and endeavors to produce a toolkit for resources and a template to be used statewide to advance this campaign.

The Data group has a meeting scheduled for January 24 and Ms. Taylor said she will be conferring with Jon Furr, Executive Director of the Illinois Longitudinal Data Systems (ILDS), to collaborate on data analyses relating the effects of absenteeism in early childhood programming and the primary grade to students' attendance patterns in high school and their transition to college, training, and careers.

VIII. Legislative Update - 100th General Assembly Bills

There was nothing to report.

IX. New Business and Open Discussion

Ms. Taylor explained when people transition from their jobs, they must also transition from the Attendance Commission. She reported that Diane Rutledge was leaving her position at LUDA (Large Unit District Association) and was, therefore, leaving the Attendance Commission.

On December 15, 2017, it was announced that a state panel to study Chicago Public Schools (CPS) special education practices would take place. ISBE initiated the public inquiry after receiving concerns about potentially systemic issues from families and stakeholders. On December 11, when presenting to the P-20 Council, she shared that this Commission has a focus on students with disabilities and referred to the Chicago Tribune data collection in their series, "An Empty Desk Epidemic," which launched the Truancy in Chicago Public Schools Task Force and the Attendance Commission. This series featured statistics as evidence that some students with disabilities are absent from CPS schools four weeks or more:

- 42.2% of students with emotional disorders
- 15.4% of students with learning disabilities
- 15.4% of students with other disabilities such as autism and cognitive impairment

Ms. Taylor said it is simply not known what the correlation is between CPS practices and the high rate of absence among CPS students with disabilities. She said when ISBE's General Counsel releases its report, the Commission will address any issue that may arise that relates to student with disability attendance issues.

Sarah Rothschild said the Chicago Teachers Union has developed a task force with teachers, clinicians, parents, legal advocates, and disability rights advocates in response to the fact CPS

keeps changing the funding, protocols, and procedures for special education. She described the special education situation within CPS as a 'mess.' She added that the principals do not know what to do in the face of dwindling dollars for special education.

X. Adjourn

Ms. Rothschild made a motion to adjourn the meeting, a motion that was seconded by Ms. James. The meeting was adjourned with member approval at 12:10 p.m.

Attendance Commission

Meeting Minutes

March 22, 2018

10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker – Springfield
John Burkey - Chicago
Stephanie Bernoteit - Chicago
Lori Fanello - telephone
Karen Fox – telephone
Jennifer Gill – telephone
Elizabeth Malik – Chicago
(proxy Alyssa Phillips)
Mackenzie Montgomery - telephone
Matthew Rodriguez - telephone
(proxy Angelica Parra)
Sarah Rothschild – Chicago
Diane Rutledge - Springfield
Deanna Sullivan - telephone
Harold Sweeney – telephone
Antoinette Taylor – Chicago
Kate Yager - Chicago

Not Present

Christina Campos
Diane Grigsby-Jackson
Madelyn James
Shenita Johnson
Joseph McMahan
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

Antoinette Taylor opened the meeting at 10:05 a.m.

III. Approval of Minutes from the January 18, 2018 Meeting

Jeff Aranowski made a motion to approve the minutes, and his motion was seconded by Stephanie Bernoteit. All members were in favor and the minutes were officially approved.

IV. Illinois Interactive Report Card and the Every Student Succeeds Act (ESSA): Patrick Payne, Director of Data Strategy and Analytics - ISBE

Ms. Taylor had invited Mr. Payne to explain to Commission members the changes in store for the Illinois Interactive Report Card with the upcoming implementation of ESSA, such as the inclusion of chronic absence data. She explained further about some recent legislation that would affect the electronic school district report cards:

- Rep. Robert Pritchard introduced House Bill 3059 (Public Act 100-0147) which requires a school district's report card to include average daily attendance by grade level.
- Sen. Jacqueline Collins introduced Senate Bill 1532 (Public Act 100-0148) which defined average daily attendance (the average of the actual number of attendance days during the previous school year for any enrolled student who is subject to compulsory attendance) and requires that a school district report card shall include the average daily

attendance of students who have IEPs and 504 plans that provide for special education services within the school district.

Mr. Payne provided a brief overview of the report card process, timelines, and expectations as ESSA requires many variables as do state statutes. He said there were some changes made in the 2017 report card around data for individual charter school campuses as opposed to considering the charter network as a single entity, serving school versus neighborhood school, and the switch from the ACT to the SAT for high school juniors.

Changes that are being considered for the report card in 2018 include the following:

- The state just passed the evidence-based funding (EBF) law so there is the need to see the **adequacy/disparity in funding** among school districts.
- The switch from **neighborhood school to serving school** requires new accountability.
- A requirement of ESSA is that the students must show **growth** from year to year, rather than proficiency.
- Summative designation – **ranking of schools by tiers** (exemplary, commendable, underperforming, and lowest performing)
- ACCESS data

Mr. Payne added that ISBE is looking at a variety of things to be added to the report card, but there is no finality about these additions at this point. He provided a timeline of events for report card changes ending on October 31, 2018 when the new report card will be released. The timeline he presented included some planned stakeholder engagement sessions at which time report card changes would be shared so stakeholders could provide input. Technical changes and data migration are expected to be completed in July and review, compilation, and correction will occur in August through October. ISBE is trying to serve districts in a greater capacity to ease the process and increasing levels of communication. Some of the fixes to the report card are easy ones like including the numbers of students in addition to percentages because ISBE has this data. Other metrics have not been defined yet, and there is data that ISBE does not currently have and will start to collect in the fall.

There are other technical aspects to the report card changes that will involve the total migration of data from Northern Illinois University (which has previously posted the report card data on the ISBE website) to ISBE where this function will now be performed. In concert with that, ISBE will be running data out of its own internal data warehouse rather than retrieve data from external sources. ISBE is building processes and routines into the data warehouse to be able to pull that data and run it according to schedule. This will provide more predictability for ISBE by making it easier to manage the data.

Mr. Payne was asked what data will need to be collected that is not currently being collected. He referenced the college and career ready indicator, which has not been approved yet by the Board, and has a variety of indicators to categorize a student as either a distinguished scholar or someone who is college and career ready: SAT scores, one of a series of ELA indicators (IB - difficult to collect, AP, or dual credit course grades), career indicators (currently track 2/10), etc.

Harold Sweeney asked about data being measured and reported by serving school and indicated this would be problematic for alternative placement programming such as TAOEP. Mr. Payne said discussions are ongoing and stakeholders would be informed of the measurement and data collection process.

Patricia Graczyk, from the University of Illinois in Chicago, was present and was invited to speak outside the public comment portion of the meeting. She asked Mr. Payne if the report card changes were going to be aligned on Ed 360 for the benefit of the districts that use Ed 360. Mr.

Payne replied that they would and that he talks with the head of ISBE’s Information Technology division constantly and that there would be definite alignment when the changes take place because the goal is make things simpler and more consistent for users. In fact, they want Ed 360 to be more widely used in districts.

V. ESSA Overview: Melina Wright – Director of Implementation and Advocacy, North Cook Intermediate Service Center

There are two accountability systems built into Illinois’ ESSA implementation plan: K-8 accountability and high school accountability. The State Board, along with extensive stakeholder engagement, developed an accountability system that is based on a well-rounded, whole child approach. The positive element of ESSA is that it encompasses more than NCLB by measuring more than proficiency as it calls for measures of academic growth.

Within the P-8 accountability system, there are five academic and school quality/student success indicators with the potential for more next year. Math and English Language Arts testing results account for 10 percent each of the accountability metric, and academic growth constitutes 50 percent of the accountability system. EL proficiency rounds out the academic indicators with a metric of 5 percent. The remaining 25 percent was allocated to chronic absence (20 percent) and school climate (5 percent), two measures of school quality/student success, Ms. Wright explained.

P-8 Accountability System Academic Indicators – 75% 2018-2019 School Year
*PARCC & DLM-AA: ELA (10%) Math (10%) *Growth: Linear Regression (50%) *EL Proficiency (ACCESS) (5%)
School Quality/Student Success Indicators (25%)
*Chronic Absenteeism (20%) *Climate Survey (5%)

High School Accountability System Academic Indicators - 75% 2018-2019 School Year
*SAT: ELA (10%) Math (10%) *Graduation (4-, 5-, and 6 -year rate) (50%) *EL Proficiency (ACCESS) (5%)
School Quality/Student Success Indicators (25%)
*Chronic Absenteeism (7.5%) *9th grade on track (6.25%) *College and Career Ready Indicator (6.25%) *Climate Survey (5%)

At the high school level, there is the SAT instead of the ACT, graduation (4, 5, and 6 year rates) instead of growth (no metric for growth currently), EL proficiency, ninth grade on-track, college and career readiness, and the climate survey. Ms. Wright provided more detail about the college and career readiness indicator:

- GPA: 2.8/4.0
- 95% Attendance in high school junior and senior year

AND

- College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act (note ready now)

OR ALL of the following:

- One academic indicator in each ELA and Math during the junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of the sophomore year
- Three career ready indicators during the junior/senior year

Ms. Wright explained the College and Career Ready work group recently made some changes to the academic indicator by removing the IB score, changing college remedial to college transitional, and changing the ACT to the SAT. Minor changes were also made to the career indicator. Ms. Wright said there had been much stakeholder input regarding the academic and career indicators and that gathering the data for the purpose of reporting is going to be an additional challenge.

The State Board has been working with the Technical Advisory Committee (TAC) for several months. TAC includes national experts, including two representatives from CPS and the Chicago Teachers Union, who are working out various nuances in order to implement the state's ESSA plan. The right growth model is being deliberated now. An TAC subgroup came up with 47 indicators and found that only two were ready to be operationalized and are consistent with statutory requirements for school quality/student success indicators: chronic absenteeism and climate survey which measures participation. There is a bill before the General Assembly to make that data point more robust. Right now the climate survey is not administered annually so this bill would cause it to be administered annually and have participation go down to fourth grade for students. With regard to absenteeism, Ms. Wright said people are looking to the Attendance Commission for guidance.

The accountability structure that has been put together by the State Board and the stakeholders translates into levels of performance:

- **Tier 1: Exemplary School:** A school that has no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 2: Commendable School:** A school that has no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.
- **Tier 3: Underperforming School:** A school in which one or more student demographic groups are performing at or below the level of the “all students” group in the lowest 5 percent of all schools. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.
- **Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools identified as “Tier 4: Lowest Performing” receive “Comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER

Ms. Wright provided an easy way to discern the differences among the tiers. Consider the 4,000+ schools in the state, isolate all the Title I schools, examine their composite scores to root out the bottom 5%, and find the average composite score among these schools. A hypothetical average composite could be 15.3; all schools below 15.3 are in Tier 4.

Then consider the schools with subgroups below the 15.3 composite mark; these are Tier #3 schools.

The top ten percent of schools with no underperforming subgroups is Tier One and everyone else is Tier Two.

The schools that need support through this new accountability system identification process will get their support and the schools that do not can be peer-to-peer coaches. ESSA is about equity. The data lets everyone tell their stories.

John Burkey asked Ms. Wright about the fact he heard some of the P-2 and 3-8 indicators had been changed, something that was held off at the State Board of Education level until the April meeting. For further information, Jeff Aranowski advised Commission members to review the packet that was distributed at the February State Board meeting.

Mr. Aranowski offered a comment about the school quality indicators. He said the same efforts are expended on students who are at risk for failure for many reasons other than chronic absence and truancy: feelings of exclusion, poor peer relations, social/emotional learning challenges, exclusionary discipline policies, bullying, etc. He said the problems of at-risk students are not uniquely related to absenteeism.

Sarah Rothschild asked what sanctions there would be for under-performing schools under ESSA, since ESSA aims not to be punitive. Mr. Aranowski said that pertains to federal accountability, but state law remains unchanged. IL EMPOWER, however, is designed to offer schools/districts specific supports to boost outcomes.

(Contact information for Melina Wright: mwright@ncics.org www.melinawright.org 708/240-1654)

VI. Best Practice Survey Analysis Update: Lori Fanello

Analysis of results (340 responses) are due March 31 although early analysis of survey results yielded some common categorical themes around best practices for encouraging greater school attendance: family engagement, mentoring, tutoring, counseling, community resources, communication, re-entry services, and staff awareness. Ms. Fanello added that a second survey is being considered in order to pinpoint the availability of recommended services across the state.

Ms. Fanello presented some of these early findings at the ICEARY (Illinois Coalition for Educating At-Risk Youth) Conference held March 1-2 in Bloomington-Normal. Harold Sweeney also presented on behalf of the Attendance Commission at this conference and provided information relative the number of minutes in a school day. Ms. Taylor and Deanna Sullivan were also present at the conference. Mss. Fanello said the ICEARY members were happy to be included in Attendance Commission research toward solutions to chronic absence and truancy.

VII. Illinois Coalition for Educating At-risk Youth (ICEARY) Conference Attendance Session: Harold Sweeney

Mr. Sweeney said there were many attendees at his presentation from across the state and they participated in a discussion of what constitutes a school day. He said there was discussion and disagreement as ideas around the appropriate number of minutes in a school day vary widely. The truancy and alternative education people have ideas on the subject at variance with other education professionals. Agreement on this issue will be an even bigger challenge in the General Assembly. Some want the same number of minutes and same guidance for all grades (kindergarten and first grade have a different standard under the 300-minute rule under the GFA formula). Others want the time to be flexible to include after-school programming. Others wondered how the time spent doing online coursework would figure in or how a district would tabulate the time a student might miss in the middle of a school day to avoid a certain class. Some questioned how you break a school day down into parts. Administrators wondered how the number of times a student is tardy is factored. Mr. Sweeney recalled when he was starting out

being told three times tardy was equal to a day of absence. He added that it is difficult to measure absence when there is no agreement on what constitutes a school day.

VIII. Workgroup Action Items: January - November 2018 (5 minutes per facilitator)

Deanna Sullivan assembled a document of pending legislation related to the work of the Attendance Commission. Ms. Taylor asked the commission administrator to send the list out to members in an email.

Jeff Aranowski mentioned the bill (Senate Bill 3537 and House Bill 5795) that seeks to define a "truant" as "a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1%, but less than 5%, of the past 180 days."

The Data Systems work group reported that their interest in researching early childhood enrollment and attendance data is on hold while they await the results of an RFP process currently underway for school-based, community-based, or district programs to apply for Preschool for All or Preschool for All Expansion grants as the data will change.

The Attendance Awareness Campaign work group is looking at the Quad City partnerships with the United Way and Attendance Works to promote school attendance. This group is also looking at Elgin as that municipality has applied to participate in the Campaign for Grade Level Reading which promotes parental involvement and attendance. Ms. Taylor concurred and said she is aware as the Quad Cities' efforts are highlighted nationally.

IX. Legislative Update - 100th General Assembly Bills

Ms. Taylor reminded Commission members of the presentation by members of the Loyola University Civitas Child Law Clinic and the Loyola University School of Law in November, 2017. Civitas raised the issue of legislation they were going to put forward and partnered with Sargent Shriver National Center on Poverty Law on issues related to fines being issued for truancy and training for school resource officers. They are no longer be pursuing these issues in one piece of legislation, but rather as two separate bills introduced by Senator Kimberly Lightford.

- Senate Bill 3466 "Amends the School Code. Requires a school district to make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence includes when a person who has custody or control of a child withholds the child from school due to a bona fide dispute over special education services or placement that is being addressed through the child's individualized education program, federal Section 504 plan, mediation, or a due process hearing. Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the child a fine or fee as punishment for the child's absence from school; defines "local public entity." Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for the purpose of issuing the person a fine or fee for the child's absence from school if all appropriate and available supportive services have been exhausted and the person has knowingly and willfully permitted the child's truant behavior to continue."
- Senate Bill 2925 "Amends the Illinois Police Training Act. Provides that the Illinois Law Enforcement Training Standards Board shall develop or approve a curriculum for a certified training program for school resource officers which shall consist of at least 40 hours of training. Provides that the curriculum shall include the following subject areas:

(1) child and adolescent development and psychology; (2) positive behavioral interventions and support, conflict resolution techniques, and restorative justice techniques; (3) education law; (4) juvenile law; (5) implicit bias; (6) trauma-informed care; (7) de-escalation techniques, including techniques for limiting the use of physical force and mechanical and chemical restraints; (8) the mental, physical, and behavioral health needs of all children and adolescents including those with disabilities or special needs; (9) a minimum of 8 hours of crisis intervention training for youth; and (10) cultural responsiveness. Provides that the Board by rule shall require a law enforcement officer to successfully complete the certified training program for school resource officers before or within 120 days of a law enforcement officer's first day of service in a school. Provides that the certified training program for school resource officers shall be successfully completed by school resource officers every 4 years.”

(Bill summaries from the Illinois General Assembly website)

<http://www.ilga.gov/legislation/BillStatus.asp?DocTypeID=SB&DocNum=3466&GAID=14&SessionID=91&LegID=111477>

<http://www.ilga.gov/legislation/BillStatus.asp?DocTypeID=SB&DocNum=2925&GAID=14&SessionID=91&LegID=110219>

They anticipated that Senator Lightford would introduce both bills this session (they were both introduced in mid-February).

Mr. Sweeney said he is involved in negotiations regarding Senate Bill 3466 and its focus on truant students and protocols for solutions.

The Civitas ChildLaw Clinic also sponsors a student-led initiative called Stand Up for Each Other! which aims to reduce the number of school suspensions to keep more young people in school. They have a hotline number for students and parents: 773/8000-EDU.

X. New Business and Open Discussion

Mr. Nicholas Schuler, Inspector General for CPS, recently completed a study of the admissions of 18,000 students who attended CPS schools outside their geographic area during the 2016-2017 school year. This included lottery-based admissions, magnet schools, and selective enrollment schools. One of the findings involved the consideration of students' attendance records as part of the acceptance decision. This finding was brought to the attention of the Attendance Commission, and Ms. Taylor said the Commission was not going to comment beyond the fact many people feel the solutions to attendance problems do not lie in punitive measures.

Ms. Taylor said the Attendance Commission should continue its efforts to collaborate with other councils and advisory groups such as the P-20 Council and IBAM on issues such as the changes being deliberated and implemented in the report card.

During the March 22 meeting, there was mention that student absenteeism may be related to teacher shortages and absence patterns. Sarah Rothschild, Commission member and Chicago Teachers Union representative, said she would research the topic with Ms. Taylor. Ms. Taylor mentioned this project to the members of the P-20 Council who were very interested and would like to hear the results from Ms. Taylor and Ms. Rothschild at one of their future meetings. The Commission will preview their findings before the P-20 presentation.

Ms. Taylor reminded Commission members to recommend that their stakeholders participate in a webinar offered by The Center: Resources for Teaching and Learning, titled “Innovations in Overcoming Enrollment and Attendance Barriers,” on April 9.

Ms. Taylor also informed Commission members that bills had been introduced in the House and Senate that would require early childhood programs that are publically-funded to present their

chronic absence data. This is strictly for the purpose of gathering data and will have no impact on funding as mandatory school attendance does not begin until age 6.

XI. Public Comment

There was one member of the public present who had asked a question during another portion of the meeting.

XII. Adjourn

Sarah Rothschild moved to adjourn and her motion was seconded by Kate Yager. There was no opposition to the adjournment.

Attendance Commission

Meeting Minutes
April 19, 2018
10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

John Burkey - Chicago
Karen Fox - Chicago
Jennifer Gill - telephone
Madelyn James - telephone
Elizabeth Malik - Chicago
Joseph McMahon
(proxy by telephone)
Mackenzie Montgomery - telephone
Sarah Rothschild - Chicago
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor - Chicago
Katherine Yager – Chicago

Not Present

Jeff Aranowski
Jean Becker
Stephanie Bernoteit
Christina Campos
Lori Fanello
Diane Grigsby-Jackson
Shenita Johnson
Matthew Rodriguez
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

Chairperson Antoinette Taylor opened the meeting at 10:13 a.m. after some technical difficulties were resolved.

III. Approval of Minutes from the March 22, 2018 Meeting

There were two suggestions for corrections of the minutes for March 22, 2018:

- The omission of Kate Yager's name from the Roll Call
- The omission of Loyola University's Civitas ChildLaw Center's concern about "soft" suspensions (in-school) and "soft" expulsions (suggestions about alternate schools). Also omitted was the hotline number for students and parents to contact the Center regarding school suspensions/expulsions and available resources.

Karen Fox made a motion to approve the minutes and her motion was seconded by Beth Malik. There was no one opposed to the approval of the minutes.

IV. Illinois Attendance Commission (AC) Special Project: Sarah Rothschild, AC Representative from the Chicago Teachers Union

Ms. Rothschild brought up the issue of teacher vacancies/shortages/absences in the January Commission meeting, an issue that is also a concern of Advance Illinois and other stakeholder and advisory groups in Illinois. The Chicago Teachers Union (CTU) is concerned about vacancies as they have teachers in the sub-cadre who, along with paraprofessionals, are not being hired at schools. She researched this issue two years ago and submitted an article to the CTU magazine. Her research showed that unfilled teacher and support staff vacancies create an added strain on

schools and that vacancies are concentrated in specific communities. The reasons for vacancies vary:

- School-based (administrators not proactively hiring)
- District-based (CPS barriers/delays in the hiring process)
- Community-based (perceived or real poverty, violence, or parental involvement issues)

Ms. Rothschild explained that Chalkbeat, a nonprofit national news organization, has covered this story as well from the Chicago angle. (<https://www.chalkbeat.org/posts/us/2018/01/09/in-many-large-school-districts-hundreds-of-teaching-positions-were-unfilled-as-school-year-began/>)

Ms. Rothschild presented a series of slides to analyze the problem from the perspective of socio-economic and other factors. One slide demonstrated the number of unfilled teacher positions as compared to student absence rates, but the attendance data in the slides was aggregated by community rather than actual school enrollment numbers in selective enrollment and magnet schools, so attempts to reconcile student absence data with teacher vacancy rates was not possible. The schools with teacher vacancies were almost always located, however, in the low-income, high crime neighborhoods with the exception of Edison Park on the city's far northwest side where there is a school that is an anomaly.

On the slide that showed the free and reduced lunch statistics, there was a definite correlation between schools with the highest rates of teacher vacancies and the neighborhoods with the greatest economic need. The same was also true on successive slides that reflected a correlation between higher rates of teacher vacancies in neighborhoods that evidenced high rates of student mobility and in neighborhoods where there were greater numbers of students in temporary living situations.

The CTU and the University of Illinois at Chicago (UIC) ranked schools according to separate hardship scoring rubrics: CTU used the socio-economic data cited above as well as the ethnicity of students and the value of the school/community relationship while UIC incorporated variables which included crowded housing, households in poverty, unemployment among residents 16 and older, lack of a diploma among those twenty-five or older, population numbers of those younger than 18 or older than 64, and per capita income. The results were the same. Teacher vacancy rates are higher in neighborhoods where there is significant hardship among residents.

Ms. Taylor recalled the number of frustrated parents of students with disabilities who spoke at the public hearings that were held as part of the mission of the Truancy in Chicago Public Schools Task Force in 2014 who voiced their concerns over the high rates of teacher vacancies and absences, particularly those who were to provide services for students with IEPs and 504 plans. Sarah said the vacancy numbers would be much higher if you were to factor in the vacancies in allocated positions for paraprofessionals and other aides who assist students with disabilities.

Ms. Taylor said she wanted to ensure that teacher absences, shortages, and vacancies are not confused. She requested that ISBE supply her with the definition for each as well as the related data. She wonders also if districts have to report teacher absence data. She established a timeline for this project which is to have all the data to be gathered and analyzed by June; by August embargoed findings will be discussed with Senator Jacqueline Collins, Representative Linda Chapa LaVia and an appointee of the P-20 Council; and in September findings will be discussed at the Attendance Commission meeting and the P-20 council meeting.

V. Quad-City Attendance Initiative: Alex Kolker, Community Impact Manager, United Way

Karen Fox introduced Alex Kolker from the Quad Cities United Way organization whose presentation was titled "Practical Strategies for Promoting Attendance at the Elementary Level."

This project was an outgrowth of United Way's involvement with the Campaign for Grade-Level Reading and Attendance Works.

Mr. Kolker explained that when considering attendance issues, they found it was impossible to come up with a single initiative that would work because the reasons children miss school are so varied: transportation issues, work schedules, lack of household routine, family priorities, resistance, and lack of understanding of the impact of missed school days. Reasons also vary by community area. For these reasons, United Way decided to work at the building level rather than the district or regional levels in order to reach individual students and their families and offer focused solutions.

United Way provided \$10,000 funding to three pilot schools during the 2014-2015 school year and linked them to the Attendance Works website. Schools were required to track and analyze data on a daily basis to measure chronic absenteeism, not average daily attendance (ADA). Mr. Kolker showed a chart that demonstrated the inadequacy of average daily attendance data. While ADA is much easier to measure, it does not tell the whole story. He showed chronic absence rates at six schools that spanned 7-16 percent, but all had ADA measured at 95%.

One school gave students a raffle ticket for each day they were in attendance to win either an electronic game or a bicycle at the end of the school year, while another provided an array of stickers and gummy erasers for the students to choose from each day they came to school. The possibility of winning a grand toy at the end of the school year was not incentive enough for students who were not willing or able to delay gratification. The school that provided stickers and erasers showed a marked decrease in absence, down 23 percent. The principal was awestruck by the children's dedication to the project and their desire to win simple stickers and erasers.

Mr. Kolker went on to explain a fascinating fact about this project – the fact that most schools could not spend all the money that had been allocated to them – and the realization that building programs to eradicate chronic absenteeism does not have to involve large expenditures of money, especially if children are happier with daily trinkets rather than opportunities to win big ticket toys. The United Way decreased their allocations to school to \$2,000 as a result. They also had monthly pizza and/or ice cream parties for classrooms with the best and most improved attendance and arranged for the local semi-professional hockey team to visit winning schools.

He said during the two years the United Way funded this project, the area suffered through two flu epidemics; nevertheless, school attendance improved. He also brought up the fact that when the schools on the Iowa side of the area tried to serve warrants on parents of chronically absent students, they simply angered the parents and received no cooperation. However, when someone from the school called parents to inquire about the whereabouts of their children and to determine if the family needed help in solving a problem, there were marked improvements in parental response and student attendance. He said another tactic that works is if someone greets children as they enter school and thanks them for coming that day. Another proven initiative is to visit the home to have a personal conversation with a parent about the problem that may be causing a child to miss school. Solutions do not really take money, but they do take time. This is an education initiative that does not require a large expenditure of money. They used school counselors who already had the appropriate training to deal with family dynamics. In Iowa, they have part time family involvement liaisons funded through Title I funds who provide the link between home and school. In the school there also has to be a commitment of some personnel time to examine the daily attendance statistics and see if a chronic absence pattern is emerging.

In the third year, they began to work on awareness of the problem – two absences a month can lead to chronic absence. He presented a slide which depicted the polling results of parents whose children were already chronically absent at the school year's midpoint. An astounding 58 percent of these parents thought their children's attendance records were better than or the same as the average student in the district. He said it is so easy to be unaware of a chronic absence pattern

when it consists of one day here and one day there. He said the solution to this problem is easy because all you have to do is make the parents aware that even sporadic absences from school can impact their children's ability to learn.

The United Way celebrated Attendance Week's annual attendance awareness campaign in September. They assembled a group of school, business, and civic leaders to appear in front of the editorial boards of the local newspapers to create widespread community interest in promoting school attendance. Their message included the concept that if a child is chronically absent, that child will be less likely to be successful in school. Furthermore, Attendance Works studies have shown that the children who are chronically absent from school are more likely to work at low paying jobs, take drugs, have unplanned pregnancies, are at greater risk for health problems, and fail to thrive as adults.

Local employers in the Quad Cities concur with these findings. Mr. Kolker said there are four-year apprenticeship programs that, upon completion of the training, lead to jobs with starting salaries that are higher than people in many other occupations. He explained that most kids do not complete the programs because they have such a difficult time just showing up. Participating businesses said what the kids need to really learn was how to show up on time, dress properly, and behave well. Mr. Kolker appreciates the cooperation of local business and labor in order to improve the transition from high school to the work force in this multi-sectored effort to improve school attendance which could have lifelong benefits for the students.

As time went on, a public relations campaign was put together: *Strive for Less Than Five Days Absent!* This idea was borrowed from Grand Rapids, Michigan (Challenge 5) and was made possible through a small donation by a local business. They purchased lawn signs to place at all the schools, sent postcards, bought posters, created a short video for local airing, and even bought temporary tattoos for the students. The public service message was not intended to communicate to parents that they were not doing their job well but to help make them aware of how much is lost with each missed school day. The challenge inherent within the campaign was for families to ensure their children missed no more than five days of school because 40 percent of Quad Cities elementary and high school students were chronically absent in 2016-17. The challenge to families was to see how close the various districts could get to a 100 percent attendance goal. The first year, they reduced chronic absenteeism by ten percentage points, down to 30 percent and the second year saw a further reduction to 29 percent. All eight superintendents involved thought this was a great start to what has to be an ongoing effort. If you are going to change a culture, it is going to take a long time and much effort.

Mr. Kolker said he was hired by the Quad Cities United Way initiative to improve the numbers of children who were ready for kindergarten, reading at grade level in third grade, and ready for either college or career after graduation from high school. Summer learning loss and attendance were two additional issues he was also meant to address. The emphasis on attendance came from the national United Way organization. The Quad Cities United Way organization has a good rapport with the eight school districts in the area and they offered to wrap community services around the common absenteeism problem.

Karen Fox of United Way – Elgin said United Way worldwide is an organization that values and promotes education, and their focus is the same in all their locations.

Madelyn James asked how absenteeism differs across different grade levels, and Mr. Kolker explained that in middle school and high school, the issue is the adolescent's refusal to be educated. He explained further that Hedy Chang of Attendance Works always advises to go back to the data which they did in the Quad Cities effort. He said they knew that absenteeism shot up in sixth through eighth grades, but they had never broken it down before. When they did a segmentation analysis of the data, they found that males outnumbered females in rates of absence by two to one in sixth and seventh grades. By eighth grade, however, females accounted for half

the absences, and the most frequently cited reason for female absence was their families' need for child care for younger siblings. This discovery has created the need to change the messaging at the middle school level to parents and students.

Harold Sweeney concurred and said truancy data in the Rockford area confirms this trend among middle school females to miss school to tend to younger siblings. Mr. Kolker said frequent analyses of data reveal what is really happening as opposed to anecdotal information. He said he was forewarned that the Mexican American population in the Quad Cities is absent in great numbers near the holiday season as many travel to Mexico for an extended time to visit with relatives, a perception that was not confirmed by the data.

Ms. Taylor cited the example of a high school that examined its attendance data and, in the case of one student, found he missed math every day. A concerned teacher asked him why and he explained his math class was the same time as his girlfriend's lunch period and what started as a lark became a habit. The teacher convinced him it was in his best interest to attend math and visit with his girlfriend after school. This particular problem was solved with a little adult intervention and did not require an expenditure of money or a district-wide initiative.

John Burkey suggested that high schools have to adapt and offer greater flexibility in class scheduling and more competency-based educational offerings. It is a 20th century concept to expect teens to be in their seats for seven hours each day on the high school level

VI. Civitas ChildLaw Center Update: Loyola University School of Law

The Civitas ChildLaw Center presented at the March 22, 2018, meeting and provided Ms. Taylor with fact sheets outlining the contents of two bills to which they have lent support:

- Senate Bill 3466 - *Help Students Succeed: Prioritize Supportive Interventions over Punitive Consequences for Truancy* which calls for more supportive interventions for families rather than punitive actions
- Senate Bill 2925 - *Safe Students, Trained Officers* which aims to ensure school resource officers are fully trained in law, psychology, behavioral interventions, and the needs of students with disabilities or special needs

Ms. Taylor wished to emphasize that the Attendance Commission is neutral on both these bills and does not endorse or renounce either one.

VII. Illinois Interactive Report Card Data Update

The Attendance Commission pulled back from its statutory requirements to hold hearings because of the number of hearings and focus groups being held in relation to ESSA, its implementation, and accompanying changes to data collection and measurement of student progress across multiple student outcome factors; hearings are being coordinated by Advance Illinois and the ESSA Coalition. The Commission is waiting to hear about the additions to the Interactive Report Card including the disaggregation of chronic absence data by grade level. By June, these changes should be made public.

Regarding the inclusion of chronic absenteeism in the new student success components of ESSA, Ms. Taylor added that she does not know if enough families understand that excused absences are included in the measurement of student chronic absenteeism.

VIII. Workgroup Action Items: January - November 2018, Workgroup Facilitators

The Best Practices work group is in the process of analyzing data from their survey of 342 administrators across the state regarding best practice protocols for solving the problem of chronic absenteeism.

Karen Fox chairs the Attendance Awareness Campaign work group and the Quad Cities/United Way crusade against chronic absence presentation earlier in this meeting was the result of her group's effort to explore existing programs across the state that are already addressing the problem of chronic absenteeism.

The Data Systems work group is waiting for the Preschool for All (PFA) and PFA Extensions announcements to be made which will not occur until a budget is set. There will be no new programs funded or determinations of ongoing funding for existing programs until the budget comes from Springfield.

Harold Sweeney said the Definitions work group has rough drafts of three definitions of what constitutes a school day, the first steps in a long and tedious process.

IX. Legislative Update: 100th General Assembly Bills

Ms. Taylor informed the Commission that there had been a slight problem with the truancy bill which is being ironed out. The bill in the House (HB 5795) in its second reading and the Senate bill (SB 3537) required an extension.

Provides that, in the Article governing compulsory attendance of pupils, the term "truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1%, but less than 5%, of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof).

- Illinois General Assembly Synopsis

House Bill 5771 and Senate Bill 3536 are also advancing through the General Assembly and are in the second reading.

Provides that, beginning July 1, 2019, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence."

- Illinois General Assembly Synopsis

X. 2018 Ethics Training Certification Update

The Attendance Commission administrator said she has received certificates of completion of 2018 ethics training from only 10 members of the Commission. The ethics training must be completed as soon as possible and a copy of the certificate of completion must be sent to the Commission administrator.

XI. New Business and Open Discussion

The work that had begun under the Obama administration to address attendance issues for students continues under the current administration, according to Ms. Taylor. The United States Department of Education (Office of Safe and Healthy Students) collaborates with several national initiatives to seek solutions and determine policy: Network to Advance State Attendance Policy and Practice (NASAPP, an affiliate of Attendance Works), the National Student Attendance,

Engagement, and Success Center (NSAESC), National Early Warning System and Chronic Absenteeism Reduction Center, and the Data Quality Campaign.

Kate Yager participated in a NASAPP conference call the previous week which focused on two issues. The first issue centered on the results of a PSRTI (Problem Solving/Response to Intervention) survey of reasons for chronic absenteeism that had 5,800 student respondents in eight states but mainly Florida. This survey yielded reasons why students miss school (health and transportation problems) and why they attend school (recognize the value of both an education and building peer relationships).

The second was a presentation by the Tennessee Healthy School Programs about their process for ESSA input and their coordinated school health (CSH) systems. Tennessee is the only state in the nation with CSH programming in every district. They work with school nurses and collect health data around several initiatives and provide interventions. Their 2016 data showed there were four million visits to school nurses, and 86 percent of these visits resulted in a student's ability to return to the classroom instead of being sent home.

NASAPP is also in the process of developing a report providing guidance on how attendance data is defined, tracked, collected, and monitored. A draft report is due in May.

XII. Public Comment

There was no comment from the public.

XIII. Adjourn

Kate Yager motioned to adjourn and her motion was seconded by Sarah Rothschild at 12:03 p.m.

Attendance Commission

Meeting Minutes
June 28, 2018
10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

I. Roll Call

Present

Jeff Aranowski - Chicago
Jean Becker – Springfield
Stephanie Bernoteit - Chicago
John Burkey – Chicago
Lori Fanello - telephone
Karen Fox - Chicago
Jennifer Gill - telephone
Madelyn James - telephone
Joseph McMahon - telephone
(proxy)
Mackenzie Montgomery - telephone
Sarah Rothschild - Chicago
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor - Chicago
Katherine Yager – telephone

Not Present

Christina Campos
Diane Grigsby-Jackson
Madelyn James
Shenita Johnson
Elizabeth Malik
Matthew Rodriguez
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

The meeting began at 10:02 a.m.

III. Approval of Minutes from the April 19, 2018 Meeting and Adoption of June 28, 2018, Meeting Agenda

Stephanie Bernoteit moved to adopt the agenda for the meeting, and the motion was seconded by John Burkey. There was no one opposed.

Ms. Bernoteit moved to approve the minutes of the April 19, 2018 meeting, and John Burkey seconded the motion. The minutes were approved by voice vote.

IV. Ed 360

Kara Mernaugh, an outreach coordinator at ISBE and Pete Bultman and Dr. Debbie Stirling of the Ed 360 outreach and development team were on hand to explain Ed 360 which is a free, mobile-friendly, secure web application built to support student instruction through the use of the state data warehouse. It is essentially a data dashboard to support student instruction. It features custom, in-house developed dashboards and reports. The single sign-on is G Suite for education. There is an Office 365 Solution that is coming this fall. Metrics include data that is submitted to the state board from districts such as educator data, student data including class rosters, and state assessment scores with performance levels. Opt-in services provide access to educational resources such as Plickers, a combination or paper and clickers, a formative assessment tool teachers can use in their classrooms, and the NWEA Map.

District administrators must opt in to provide district staffers access to Ed 360, and the district must decide how and when they will access it. Data is refreshed daily. Ed 360 offers role-based security following FERPA guidelines, so access is available only to those whose roles require access to the data on Ed 360. The development team highlighted a major difference between Ed 360 and the Illinois Report Card in that data is refreshed on a daily basis in Ed 360 and can be used to make ongoing student support decisions while the Illinois Report Card is produced based on a snapshot in time and indicates the accountability of schools/districts.

Ms. Mernaugh presented an Ed 360 timeline to demonstrate what has occurred since the original grant was awarded by the Illinois Longitudinal Data Systems Project in October 2015. In April 2016, Ed 360 surveyed districts across the state to determine their data needs, and the following month they held focus groups to further determine need. They began a pilot program in October 2016, and by April 2017, they had met their pilot goal to have 25 pilot districts signed onto Ed 360. By the following month, they began to pilot classroom assessments. From May 2017 to January 2018, they did more pilot work for different classroom and district assessments. Five months ago, in February 2018, they did their statewide launch with 151 districts that had opted in. As of the day of this presentation, they had 517 districts that had opted in to this data dashboard, an increase of 366 districts in 4 months (over 60 percent of all Illinois public school districts). This translates into over 2,270 users in the state. They had previously conducted outreach through their data needs survey, focus groups, and on-site visits; currently, they enlist participants via webinars and conference presentations.

Ms. Mernaugh presented a triangle to demonstrate how data is obtained for Ed 360. First of all, there are a variety of state support systems under IWAS through which districts report data: Employment Information System (EIS), Educator Licensure Information System (ELIS), Student Information System (SIS), Entity Profile System (EPS), Illinois Student Tracking and Reporting System (I-Star), and the 5Essentials Survey. That data is updated nightly in the ISBE data warehouse, and then it is available with secure metrics through Ed 360 the next day for districts (role-based security based on FERPA guidelines). There are 2 opt-in services available to those who join Ed 360: Measures of Academic Progress (MAP) and Classroom Assessments (Plickers). Ms. Mernaugh provided a view of the Ed 360 webpage and explained the resources that are available there, including 16 videos, user guides, and assorted training materials.

Ms. Mernaugh also demonstrated the capabilities of Ed 360 by going to a live data home page for use by a district superintendent (a demo page which had been scrubbed of any private student information.) A variety of tools are available on this page including search options through which a superintendent can zero in on a particular student's record. There is a feedback loop that enables all users to offer enhancement suggestions or requests which are able to be viewed by all users which is the way the development team prioritizes future changes and enhancements for the road map. There are a series of boxes across the top of the screen that show district year-to-year changes and key data points which the superintendent can directly monitor on the home page. The home page also features charts which depict teacher demographics, enrollment data across five years, and student demographics. There are three access levels for Ed 360: district administrators, school administrators, and individual teachers for their own classrooms. There is also an ROE access level. Included within are options to export, copy, or print information from the site. All data is interactive and is provided in summative segments broken down by category for school, district, or state. Student information is comprehensive (enrollment and transfer information, various assessment results, course history, etc.) and will offer details on student attendance during the upcoming 2018-2019 school year, including excused and unexcused absences. Educator information is equally comprehensive and can reveal the status of educators' licensure among many other data points including course assignments and student results.

Deanna Sullivan asked, in view of the fact 518 districts had joined Ed 360, what would prevent other districts from joining? Ms. Mernaugh explained that the single sign-in solution is G Suite, the Google docs platform, so it was an easy transition for districts whose emails are linked to Google apps for education. They do have an Office 365 solution that they are currently working with and hope to launch it in the fall of 2018. Ed 360 data is not available to the general public as the Illinois Report Card serves that purpose.

Ms. Taylor asked if Ed 360 aggregates data for about students with disabilities with either Individualized Education Programs or 504 Plans, and Ms. Mernaugh said they were among the filtered subgroups.

- V. Legislative Update: 100th General Assembly Bills – Antoinette Taylor and Jeff Aranowski**
HB 5771 was introduced by State Representative Linda Chapa LaVia as the means to encourage good school attendance among children who are below the age of mandatory school attendance in Illinois but are expected to be present in school by virtue of their enrollment in publicly-funded early childhood programs. (The House bill was signed into law by Governor Rauner as Public Act 100-0819 on August 13, 2018.)

Amends the School Code. Provides that, beginning July 1, 2019, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success

HB 5795 was introduced by State Representative Linda Chapa LaVia as the means to clarify what truancy is. Previous language defining truancy referred to “any portion of the day” which yielded many false positives as the definition could be interpreted to include tardy arrivals. This bill had the cooperation of State Senator Jacqueline Collins and benefitted from the supportive efforts of commission members Harold Sweeney, Deanna Sullivan, and Lori Fanello. This bill was passed by both houses and sent to the governor on June 20. (This bill was signed into law as Public Act 100-0918 by Governor Rauner on August 17, 2018.)

Amends the School Code. In the Article governing compulsory attendance of pupils, provides that the term "truant" means a child who is subject to compulsory school attendance and who is absent without valid cause, as defined in the Article, from such attendance for more than 1% but less than 5% of the past 180 days (rather than absent without valid cause from such attendance for a school day or portion thereof). Effective July 1, 2018.

HB 3784 addresses a longstanding issue districts have been faced with: when can you remove a child from a roster after an ongoing absence? There has been a dearth of advice in this regard. This addition to the School Code specifies that in the case of a truant minor, the child would first have to have received supportive services that had not ceased the truancy, had been absent for at least 15 consecutive days, and could not be located by the district, or, if located by the district, the efforts to bring the child back to school failed. It is worth noting that the language in the bill (now law) instructs that the child cannot be *expelled* unless these conditions are met, so this turns the issue into an expulsion hearing for nonattendance rather than a simple removal of a name from a roster. This measure provides truant children and their families additional due process rights. (HB 3784 was signed by Governor Rauner on August 13, 2018 and enrolled as Public Act 100-0825.)

Amends the Compulsory Attendance Article of the School Code. In a Section concerning enrolled pupils not of compulsory school age, removes provisions that allow a school or school district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic standards if certain conditions are met, and

provides that no child may be denied reenrollment (instead of enrollment or reenrollment) under the Section in violation of the federal Individuals with Disabilities Education Act or the Americans with Disabilities Act. Prohibits punitive action from being taken against truant minors (rather than chronic truants) for such truancy unless available supportive services and other school resources have been provided to the student. Provides that a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available support services, compel the student to return to school.

HB 4870 (Ashley’s Law) makes modifications to the School Code and the Compassionate Use of Cannabis Act and permits the administration of cannabis to students on school property. (HB 4870 was signed into law on August 1, 2018 by Governor Rauner as Public Law 100-0660.)

Amends the School Code. Requires a school district, public school, charter school, or nonpublic school to authorize a parent or guardian of a student who is a qualifying patient to administer a medical cannabis infused product to the student on school premises or a school bus if both the student (as a qualifying patient) and the parent or guardian (as a designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Pilot Program Act. Provides that, in addition to the parent or guardian of a student who is a registered qualifying patient, an individual registered with the Department of Public Health as a designated caregiver may administer a medical cannabis infused product to that student. Defines terms. Provides that a parent or guardian may not administer a medical cannabis infused product if the administration would create disruption to the school's educational environment or would cause exposure of the product to other students. Provides that nothing in the provision requires a member of the school's staff to administer a medical cannabis infused product to a student. Amends the Compassionate Use of Medical Cannabis Pilot Program Act. Makes conforming changes. Effective immediately.

HB 5195 addresses the provision of transportation within 1.5 miles of school because of a safety hazard like railroad tracks, no sidewalks, or some other traffic difficulty and now includes areas with “a course or pattern of criminal activity” as an additional hazard to be considered. Criminal Activities are defined in other laws, so conversations have to take place for alignment and will involve law enforcement agencies. (This bill was sent to Governor Rauner on June 22, 2018.)

Amends the Transportation Article of the School Code. Provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pick-up point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides for the adoption of guidelines by the local law enforcement agency as to what constitutes a serious safety hazard due to a course or pattern of criminal activity. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Authorizes the local law enforcement agency to determine what constitutes a course or pattern of criminal activity. Makes related changes. Provides that the changes made by the amendatory Act do not apply to the Chicago school district.

VI. Illinois Attendance Commission (AC) Special Project – Sarah Rothschild

As part of Ms. Rothschild’s ongoing effort to examine the possible correlations between teacher vacancy rates and various student socio-economic indicators, she contacted ISBE to gain access to additional data for her project and learned there is a lengthy process to obtain the specific data she requested. Forty-four percent of reported unfilled positions in the fall of 2017 were for support staff which means slightly more than half are teacher vacancies. She was able to analyze vacancies by student enrollment numbers according to the data she had access to: the Illinois Report Card and the Evidence-based Model for funding which has an adequacy percentage. She said it is hard to pinpoint a chronic staffing issue when the data examined is specific to a particular date, October 1, and does not reveal if the position is temporarily vacant due to a medical leave. In response to Ms. Rothschild’s request for additional data, Patrick Payne of ISBE assigned Teresa Moy of ISBE to her project.

Ms. Taylor said it is anticipated that the study will be completed by the time of the next meeting of the Attendance Commission, September 6, and, if complete by that date, could be presented to the P-20 Council on September 11.

Mr. Aranowski said the State Board of Education had embarked on a year-long teacher shortage study that is to culminate in September. The study will be presented to the Board at a two-day retreat in September along with recommendations.

Ms. Rothschild asked about state efforts to minimize the protocols for highly qualified teachers from other states who move to Illinois, and Mr. Aranowski said complete reciprocity is on the table. The usual pattern has been for a teacher from another state to obtain a provisional license and then complete coursework to gain full Illinois licensure. There was additional discussion on the reasons for teacher shortages, and the consensus is that teachers have moved from Illinois and the profession has lost its appeal for young people. Vacancies in support positions are due to the extremely low unemployment rate and the fact people can earn more money in other jobs. Ms. Rothschild stated that many Chicago teachers who no longer have access to classroom aides, say their classrooms are unmanageable. It is additionally difficult in all districts to find a sufficient number of substitute teachers.

Deanna Sullivan asked for clarification on Ms. Rothschild’s study, and Ms. Taylor explained that initially the P-20 Council had asked if there was a correlation between teacher shortages/absences and student attendance. In discussions with ISBE, the subject of teacher vacancies was added. She said the intention of the study is not intended to be critical of teachers but to focus a lens on teacher shortages and the impact that has on children’s achievement and attendance.

Ms. Rothschild also mentioned that she discovered there are high rates of vacancy at the special education cooperatives across the state.

VII. Illinois Interactive Report Card Data Update

The Attendance Commission is working with ISBE and the Data Assessment and Accountability Committee of the P-20 Council rather than initiate its own project and duplicate existing efforts. The Attendance Commission has had success in getting legislation passed to have chronic absence included on the Report Card. Since then Commission members collaborated with ISBE and the DAA Committee on three focus groups, one in Naperville, another in Springfield, and one that was conducted virtually. Ms. Taylor said she tries to forge as many alliances as she can to ensure everyone is informed about the changes in the law and the growing importance of chronic absenteeism and truancy in student success and school quality measures. Ms. Taylor said many officials are still struggling to make sure everyone knows the compulsory ages of school attendance in Illinois are between the ages of six and seventeen.

Karen Fox asked where the communication plan is for all of this, everything administrators, district and school personnel, and parents need to know about school attendance, new regulations,

best practices, etc. She went on to add that the Triple I Conference, a joint annual conference of the Illinois Association of School Boards (IASB), Illinois Association of School Administrators (IASA), and Illinois Association of School Business Officials (Illinois ASBO) in November is always a good place for many to learn about changes in laws, policies, and administrative procedures in Illinois education. She said while this presents a wonderful opportunity annually for administrators and school board personnel to learn, there needs to be a broader, overall communication plan. There was discussion on who should take the lead on comprehensive messaging and whether it should be ISBE or the Attendance Commission.

Jennifer Gill suggested that districts and agencies be provided a bulleted list of highlights or central things each district needs to communicate that are new and different. She also explained that one issue that requires necessary guidance centers on activities that remove students from school for events that may well be the avenues that lead them to college such as athletic championships. There is always discussion around these occurrences as to whether the students' absences are excused or unexcused for these days, but even excused absences are added into chronic absence counts. She commented further on students whose families are from different countries and may make annual pilgrimages back to their homelands which involve a considerable number of absent days.

Mr. Aranowski suggested that this is less of a legislative issue unless we want to say that districts have no say in whether a student's particular absence is attributable to a valid cause or whether it is an issue that would benefit from discussion and guidance. He said we have to reach out and find promising practices to help districts that are struggling with these thorny decisions about what constitutes an excused absence. He cautioned, however that absences, whether excused or not, will factor into school quality calculations.

Deanna Sullivan said this is another example of why it is so necessary for school districts to be able to do commentary about what is on the report card. The State Board has been conducting hearings across the state in this regard.

John Burkey said these are matters for district consideration because one student's week at Disneyworld with homework assignments may result in more learning than might be achieved by an inattentive student at his desk the whole week. He said competency-based education is vastly different from seat time.

Ms. Taylor said ISBE needs a communication plan to address issues including absence since it is part of the ESSA accountability measures.

Ms. Taylor also stated that Patrick Payne of ISBE contacted her to inquire about the rollout of the new additions to the School Code pertaining to school attendance and their eventual inclusion on the School Report Card. She said the additions include the following Public Acts:

- Public Act 100-0156 - Chronic Absenteeism, *effective January 1, 2018*
- Public Act 100-0147 - Average Daily Attendance by Grade Level, *effective January 1, 2018*
- Public Act 100-0448 - Average Daily Attendance on Report Card for Students with IEPs and 504 Plans, *effective July 1, 2019*

Per the ESSA Plan, the components which became effective January 1, 2018 must be on the Report Card for the coming school year.

VIII. National Chronic Absence/Attendance Landscape

Attendance Works has indicated that the next platform will be the definition of what constitutes a day of attendance. Most states have adopted definitions of chronic absence that are aligned with the definition put forward by Attendance Works, so the definition of the school day is next.

IX. Local Chronic Absence/Attendance Landscape

Cynthia Tate is the Executive Director of the Governor's Office of Early Childhood Development, and she is coordinating an effort with various groups including the Illinois Early Learning project to provide resources for early childhood preschool and care projects. Additionally, the local Pre-school for All programs which number 24 are using attendance as one of their indicators.

X. Workgroup Action Items: Workgroup Facilitators

The Attendance Awareness Campaign is compiling a one-page list of resources, including the Quad Cities/United Way attendance efforts, Attendance Works, and a number of toolkits available to districts and schools online to combat absenteeism. Ms. Taylor said this will be a wonderful for districts and schools to launch their own programs to encourage greater school attendance. As a result of its success in the Quad Cities area, United Way reached out to Ms. Taylor and asked if they might collaborate with the Attendance Commission as part of their grade level reading campaign. Additionally, United Way asked Ms. Taylor to speak at their July 23 meeting, and she will use that opportunity to weave in the *Every Student Counts, Every Day Matters* theme that was the subject of a resolution that was passed in both houses of the Illinois General Assembly that had been co-sponsored by Representative Linda Chapa LaVia and Senator Jacqueline Collins in 2017.

Lori Fanello, chair of the Best Practice Work Group is going to send the results of her survey to the commission administrator for tabulation. The results will be reported at the September 6 meeting.

Harold Sweeney reported on the efforts of the Definitions Work Group to define what constitutes a school day. ISBE, he said, may not want to put hard numbers down in a definition and one consideration is a restatement of what the rules are under the 300-minute rule. He said many questions arise such as how you define a school day that involves competency-based learning or remote learning.

Mr. Aranowski said a strict definition of a school day could stifle innovation especially as the state moves more toward competency-based learning. Districts may want to create school days that meet the needs of the children in their communities. He added that we should always be focused on outcomes. Mr. Sweeney explained that in view of the school quality component of ESSA that incorporates student attendance, a definition of what constitutes a school day is essential to accurately calculate student attendance.

Ms. Taylor asked if anyone on the commission is part of a group planning to hold a statewide conference that they consider providing the Attendance Commission with a slot to conduct a focus group or breakout session.

XI. New Business and Open Discussion

Mr. Aranowski informed the Commission that during FY 2019, a series of stakeholder groups will be convened to discuss chronic absenteeism in order to capture the issue correctly for the accountability system. Those discussions, he said will inform district policies and procedures.

A Restorative Justice Summit will be held on August 23-24, 2018, at the Chicago Teachers Union building.

Karen Fox asked about a news item she had seen regarding a change that the Chicago Public Schools made related to truancy. Ms. Taylor said there is a revised policy that states a student cannot be failed in a class because of truancy if competency was demonstrated.

XII. Public Comment

There was no public comment.

XIII. Adjourn

Mr. Aranowski moved to adjourn the meeting and Ms. Fox seconded the motion. The meeting was adjourned at 12:09 p.m.

Attendance Commission

Meeting Minutes
September 6, 2018
10:00 a.m. - 12:00 p.m.

James R. Thompson Center
100 West Randolph Street
Fourteenth Floor, V-Tel Room
Chicago, Illinois 60601



Alzina Building
100 North First Street
Third Floor, V-Tel Room
Springfield, Illinois 62777

1. Roll Call

Present

Jeff Aranowski - telephone
Jean Becker – Springfield
Stephanie Bernoteit - Chicago
Lori Fanello - telephone
Karen Fox - Chicago
Jennifer Gill - telephone
Madelyn James – telephone
Beth Malik – Chicago by proxy (Alyssa Phillips)
Joseph McMahon – telephone by proxy (Adam Katz)
Matthew Rodriguez – telephone by proxy (Angelica Rodriguez)
Sarah Rothschild - telephone
Deanna Sullivan - Springfield
Harold Sweeney - telephone
Antoinette Taylor - Chicago
Katherine Yager – Chicago

Not Present

John Burkey
Christina Campos
Diane Grigsby-Jackson
Shenita Johnson
Mackenzie Montgomery
Scott Wakeley
Crysta Weitekamp
Kevin Westall

II. Welcome and Opening Remarks

The meeting began at 10:05 a.m.

III. Approval of Minutes from the June 28, 2018 Meeting

A motion to approve the minutes was advanced by Karen Fox and seconded by Kate Yager. There was no one opposed to the adoption of the minutes.

IV. Illinois Action for Children (IAFC) - North Lawndale Chronic Absence Project: Rarzail Jones, Community Connection Program Manager

Ms. Jones is affiliated with the North Lawndale Community Connections program, which is funded by the Steans Family Foundation and works within three schools to reduce chronic absenteeism through family engagement measures. The Foundation's overarching goal is to improve the reading levels of children in the North Lawndale community by the third grade and treating chronic absence problems with unique sets of interventions enhances this goal.

Their four core strategies to reduce chronic absenteeism include the following:

1. Support a school-wide culture of attendance.
2. Use data to identify chronically absent students, provide interventions, and improve their process.
3. Engage families through trusting relationships and ongoing contact.

4. Cultivate community partnerships to meet complex and overlapping family needs.

These core strategies have resulted in many successes:

- 63 percent of students in the three schools hit growth benchmarks on MAP reading assessments.
- The rate of chronic absenteeism was reduced by 61 percent over a two-year period.
- Second graders averaged nearly one and a half years of growth.
- Third graders averaged one year of growth.
- Students who received IAFC services improved their attendance which resulted in greater access to learning and higher achievement on literacy assessments.

IAFC's involvement was with 117 families who benefited from the organization's efforts to build school/family engagement and community partnerships; in fact, adults in 25 of the families found jobs through IAFC referrals. They also enrolled 21 families in pre-kindergarten and home visit programming for families with children in the birth to three age group.

IAFC's first step is to build rapport with school leadership by meeting with the principal to establish support and buy-in. They then develop an attendance team to provide consultation and identify and train an attendance liaison to understand and report attendance data. Next they focus on building a positive school culture around attendance by celebrating students' attendance at school and raising awareness with school-wide messaging, involving parents in many activities. Finally, they connect schools to outside resources by brokering partnerships between agencies and schools to support families.

Attendance data is reviewed on a weekly basis and will eventually be reviewed daily. When a student's attendance problem is noted, the program interacts with the family immediately, often in the family's home. There are several cornerstones to IAFC's parental involvement:

- Outreach to families as respectful, supportive advocates
- Belief that families want the best for their children
- Staff with cultural competence, lived experience
- Reliable, consistent, relentless follow-up
- Barriers that families face are addressed without judgement
 - Lack of social networks (agency pairs parents together for support)
 - Work hours (connects parents to the North Lawndale Employment Network which is present at all school functions parents attend)
 - Transportation (Ventra cards or carpools)
 - Inadequate/unstable housing (provide resources on renters' rights)
 - Illness/chronic illness (connect to health services)
 - Children's anxiety (connect to counselors)
 - Lack of awareness of benefits of school attendance (send home "nudge" letters with graphs that depict an individual student's attendance pattern against the school average)
 - Inadequate clothing (partners with Cradle to Crayons which provides clothing and school supplies to families)

In summary, IAFC credits their family case management and community partnerships for their success in reducing the number of days North Lawndale students were missing from school. They advise anyone who wishes to duplicate their efforts to ensure the timely collection of quality attendance data in every school and create an algorithm to identify students at risk of chronic absenteeism which should prompt the dispatch of nudge letters to the parents. There should be a

messaging campaign targeting neighborhoods with demographics similar to North Lawndale and high-quality community organizations to support schools and families should be identified.

Madelyn James asked if the organization worked with feeder programs to the schools, the early childhood programs. The presenters acknowledged that that was their protocol.

V. Chronic Absence – Moving Forward: Hedy Chang, Executive Director, Attendance Works

Antoinette Taylor recalled how she has invoked the name of Hedy Chang since the days of the Truancy in the Chicago Public Schools Task Force as the lead authority on student absence. Ms. Chang also worked directly with Tony Smith, Illinois’s Superintendent of Education, when he was a district superintendent in California.

Ms. Chang opened her presentation, *What Now? Addressing Chronic Absence as Part of ESSA Implementation*, by saying the mission to address chronic absence has taken much persistence over time.

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining chronic absence as missing 10% or more of school for any reason. Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

Ms. Chang said people are caught in a truancy mindset. Truancy is about unexcused absence and compliance with school rules; it involves legal, typically more punitive, solutions. There is a role for that at the deep end of the system. The move, however, toward remediating chronic absence is that the country is moving toward prevention and early intervention. It’s about the academic impact of looking at missed school days, a finding of extensive research on the topic. This is especially true for children living in poverty who are more likely to be chronically absent at earlier ages, for multiple years, and less able to make up for the time lost in the classroom. Earlier absences are almost always excused absences, but these factor into reduced academic outcomes and truancy later on as they are not engaged in school and not learning.

She said Attendance Works is fostering a tiered approach to prevention and early intervention that is data-driven. If school personnel know who is chronically absent, then they know who needs interventions at tiers two and three. Tier One interventions include, in addition to monitoring attendance data,

- an engaging school climate
- positive relationships with students and families
- an understanding of the relationship between school attendance and academic achievement
- recognition of good and improved attendance
- having common barriers to attendance identified and addressed.

Having accurate data systems is key to support for students. Tier Two provides personalized interventions and mentors while Tier Three calls for coordinated responses among schools and agencies, including law enforcement, when necessary.

A data-driven, systemic approach has the benefit of inducing accountability as actionable data that is accurate and accessible works in conjunction with strong policy which build school and district capacity to problem solve and implement best practices toward solutions. Positive messaging is another valuable component as is the development of strategic partnerships for more complex chronic absence cases.

Ms. Chang said the ESSA implementation offers states unprecedented opportunities and challenges. In the spring of 2018, states established business rules to ensure data is accurate, consistent, and reliable. During the summer and fall of 2018, districts had to establish rating systems and plans for school accountability, including report cards. In the winter of 2019, districts will identify the schools in the lowest five percent of performance and will have to perform a needs assessment. By Spring 2019, they have to be implementing real improvement plans that include chronic absence. She said it is really hard to change the outcomes unless a solid improvement plan is in place.

Ms. Chang said she understands that Illinois is working on clarifying some definitions so when chronic absence data goes online, districts are comparing apples to apples. Without consistent definitions for key terms, it's hard to compare data, and without effective auditing and training procedures, it's hard to ensure data quality. She provided the example of three definitions that still need to be flexed out and the recommendations of Attendance Works:

- **Define a school day:** Students should be considered absent after missing at least half the school day.
- **Define an absence:** Counts should include excused, unexcused, and disciplinary absences. If children are not in school, they are not learning, so allow few uncounted absences.
- **Define a student:** Counts should include all students who have been in school at least 10 days; states should set firm disenrollment policies.

With regard as to what constitutes a **school day**, Ms. Chang said there are many different interpretations across states. In California, students are considered present if they show up for at least one class period. In Washington D.C., students need to attend 80 percent of the school day to be counted as present. In several states, school boards set their own definition, making comparison difficult in state or out of state. According to Ed Facts (U. S. Department of Education), a student is considered present for the day if they attended at least 50% of the time. If you have a minimal attendance standard like in California where a child only has to be present for one school period to be counted as present for the entire school day, you are missing the point because you are not providing help to the child who needs help. If states do adopt the 50 percent measure of a school day, they must make sure people understand that.

Ms. Chang explained that some states have not yet defined what constitutes an **absence** and wondered if schools are counting all absences: excused, unexcused, and disciplinary. She explained further that some states and districts might allow schools to not count certain missed days such as for athletic events or visits to the state fair. Finally, she explained that some find it difficult to define an absence when it involves a student who is chronically ill or disabled.

Finally, Ms. Chang explored the varying concepts across the nation about the standard for determining **who is counted as a student**. Some states say if a child is on the rolls for a certain amount of days, ranging from 45-60 days, that child is considered a student while federal guidelines suggest 10 days. Related questions about official enrollment include how quickly can schools remove students who don't show up and whether there is a process in place to prevent schools from removing students.

Another point that cannot be over emphasized is the need to ensure data quality:

- Setting up data systems to audit and catch anomalies
- Providing public access to chronic absenteeism records
- Training attendance clerks and teachers to record attendance accurately
- Equipping school and district leaders to use the data effectively

Ms. Chang also emphasized four values that should drive efforts to address chronic absence:

- Promote equity.
- Ensure support.
- Allow for fair accountability.
- Create incentives for districts and school.

Ms. Chang said Attendance Works is focused on getting people on the same page across the country.

Madelyn James asked if Ms. Chang had any recommendations about data systems, to which she responded that Connecticut is the state that has been working the longest on building a data system that is very responsive to students' attendance patterns and will dispatch notices when absences reach certain levels.

Ms. Chang asked what the Commission is considering as a definition of a day of attendance and Ms. Taylor said the group is just beginning discussion of the definition and that it is part of our legislated outcomes. Ms. Taylor also described the process in Illinois to amend the School Code and Ms. Chang deemed it a lengthy deliberative process. Deanna Sullivan suggested that since the Commission succeeded in getting the definition of chronic absence passed in Illinois and the districts and schools are just beginning to adapt to that new accountability, that perhaps it is important to permit them time to become acclimated to that component of the chronic absence battle first because it is all a learning process

Ms. James commented that she is very aware of the lack of information out there around chronic absence issues and wondered how all this is being communicated to districts. She said in the early childhood milieu, many are unfamiliar with the studies that have been done that demonstrate the incremental academic effect on children who miss prekindergarten and kindergarten school days. Ms. Chang said Dr. Smith is a very effective communicator, so the message should be brought to him. She suggested also using administrators that have already implemented programming to stem chronic absence with strong data platforms and effective interventions to step forward and educate their peers.

Karen Fox commented on the fact that we already know of some effective programming that is occurring in and with some Illinois districts that have pioneered efforts to reduce chronic absenteeism in their locales. She explained that we need to bring all these efforts in under one umbrella and communicate it statewide.

VI. Best Practice Survey Analysis Discussion

Lori Fanello acknowledged the other members of the Best Practices and Definitions work groups who assisted in her efforts to survey district administrators across Illinois with regard to their practices in response to chronically absent students: Harold Sweeney (co-chair), Stephanie Bernoteit, Deanna Sullivan, Antoinette Taylor, and Kate Yager. Ms. Fanello had surveyed district administrators across the state and received 343 responses. The commission administrator helped to tabulate and organize the responses. Mr. Sweeney then calculated the percentages of responses in various categories.

What are you doing within your district/school to provide academic support to students at risk for chronic absence?

- 35.6% responded they provided mentors to students
- Many other responses indicated the provision of tutoring and other academic support services.

What are you doing within your district/school to engage families of students at risk for chronic absence?

- 23.6% for family engagement
- Other identified supports included increased levels of communication, parent meetings, and immediate contact with families when a child misses school.

What are you doing within your district/school to support students with documented disabilities who are at risk for chronic absence?

- 26% cited targeted interventions in the IEP or the 504 Plan.
- 23.1% respond the same as they would for general education students.
- 19.2% said they engage the family in solutions.
- Other respondents indicated their awareness of the need for additional supports for students with disabilities.

What are you doing within your district/school to provide mental health services to students at risk for chronic absence?

- Responses included school counselors (26.9%), social workers, outside resources, and evidence-based practices.
- 8.7% said they were unaware of mental health services for students.

What are you doing within your district/school to provide substance abuse services to students at risk for chronic absence?

- 48.2% cited outside resources.
- 33.7% use school counseling.
- Other respondents said there is little information or programming on the elementary level while on the high school level there are contractual arrangements with community-based agencies for education and services.

What are you doing within your district/school to provide support to students affected by domestic abuse who are at risk for chronic absence?

- 35.5% use community-based services.
- 29% said there was little they could do beyond mandatorily reporting to DCFS.
- Others said counseling would be offered in school.

What are you doing within your district/school to provide support to homeless students who are at risk for chronic absence?

- 31.8% utilize the services of the homeless liaison.
- 27.1% refer students and families to community resources.
- Many respondents related how they personally provide clothing and other assistance to their homeless students.

What are you doing within your district/school to provide support to students who are/were incarcerated?

- 31.7% said they do nothing or are unaware of the need.
- 17.1% have contact with parents and/or probation officer.
- 17% indicated they refer these students to alternative schools for credit recovery.

Ms. Fanello said the work group is considering a supplemental questionnaire about why some district personnel were unaware of resources for students with mental health, domestic abuse, or law enforcement issues.

Ms. Taylor commented on how many times she has heard from teachers who say they do not know what resources are available for students whose absence from school are due to problems beyond the scope of the school staff.

The Commission administrator commented that the survey results coupled with the information provided at this meeting by the Illinois Action for Children and Attendance Works provide an enormous amount of information to help the Commission promote advisories via its webpage.

Ms. Taylor advised the creation of a one-page document to inform people about the basics of the law surrounding school attendance such as the compulsory age of attendance which still do not know is six years old.

Deanna Sullivan cautioned against advisories that are just a lot of verbiage; messages should be concisely and clearly stated.

Rarzail Jones of Illinois Action for Children emphasized that all communication around this issue should reflect real empathy and the understanding that people really do want to make improvements. Empower people with data and information including successful strategies.

VII. Attendance Awareness Updates:

Karen Fox explained that the United Way annual meeting was held on July 23, 2018, in Normal, and Ms. Taylor was invited to speak about the Attendance Commission: the background, legislative accomplishments, and the proposal of workable solutions to stem chronic absence in the state.

The efforts of Alex Kolker to boost the attendance of students in the Quad Cities as part of United Way's Campaign for Grade-Level Reading was also featured and Mr. Kolker provided an overview of his highly successful program which he shared with the Attendance Commission at the April 19, 2018 meeting. His program is a low-cost, practical approach to chronic absence which rewards children for school attendance and creates a high level of awareness within the community of the importance of daily school attendance.

Commission member Jean Becker spoke on behalf of the Illinois Department of Public Health where she oversees the school health program. Her office produces the student health form and in the fall they offer training to approximately 1,000 school nurses through the annual School Health Days conferences which will be held in five locations this fall. School nurses also receive a critical issues training in the spring every year. Ms. Becker said these training sessions offer the perfect opportunity to involve school nurses in the effort to decrease chronic absence among students, and they intend to begin doing so in their fall training this year by providing them some resources around the work of the Attendance Commission. Ms. Becker said the IDPH has a listserv of over 2,000 school nurses that can help advance the agenda of the Commission.

Deanna Sullivan informed the group that the Triple I Conference, the Joint Annual Conference of the Illinois Association of School Boards, Illinois Association of School Administrators and Illinois Association of School Business Officials, will be held November 16-18, 2018, and will have 12,000 attendees. She explained this would be a perfect opportunity for the Attendance Commission to hold a hearing and inform school board members, district administrators, and district business leaders and ancillary staff about the work of the Attendance Commission and the effort to reduce chronic absence through effective data management, the difference between truancy and chronic absenteeism, and proven interventions to encourage greater school attendance. Ms. Sullivan said she reserved a time slot on Saturday, November 17, 2018, from 3:30 to 4:30, in the Hyatt West Tower in downtown Chicago on East Wacker Drive. The conference program will offer the following narrative for the hearing.

Student attendance has become a critical data point for school district recognition, funding, and serving student needs. The Illinois Attendance Commission will share important changes in attendance and seeks your feedback. Join the discussion and bring your challenges, observations, and recommendations.

VIII. P-20 Council Special Project Update: Sarah Rothschild and Antoinette Taylor

The original plan was to present the information relative to the connection between teacher vacancy, absence, and shortage rates and student absenteeism at the Attendance Commission meeting prior to the P-20 Council meeting; however, the P-20 Council changed their September meeting date to September 4, two days prior to this meeting. Ms. Taylor made the decision to go ahead and present the special project update to the P-20 Council since their next meeting would not be held until after the Attendance Commission annual report for 2018 is due, and she would like this information to be incorporated in that report. She will share the PowerPoint with the Commission administrator who will distribute it to the Commission members.

Ms. Taylor explained that the data used in the analysis of teacher absences and position shortages was not retrieved via a data sharing agreement because that would have taken 60-90 days to do that. The data used was from the 2015-2016 and 2016-2017 school years and was average daily attendance data as chronic absence data was not actionable until July 1, 2018. ISBE provided them with data related to teacher shortage, teacher vacancy, and teacher attendance, while student attendance data was obtained from the School Report Card. The end result was that Ms. Taylor and Ms. Rothschild felt the data was too nuanced to draw any definite conclusions without accompanying narratives from districts. Teacher vacancy in one district may pertain to just teacher data, but in other districts, ‘teacher’ may be a collective label under which all vacancies are listed, from administrative over to clerical. They were, however, able to present Ms. Rothschild’s earlier study in which she sought to correlate student absenteeism with teacher shortages, vacancies, and absences with Chicago Public Schools’ data, and she was able to prove the correlation did exist. A member of the P-20 Council, John Rico, said he was working on a similar study of his own, so he, Ms. Rothschild, and Ms. Taylor agreed to collaborate.

IX. Chairperson Update: Antoinette Taylor

The Kindergarten Transition Advisory Committee, formed in 2017 at the behest of the General Assembly by the Early Learning and P-20 Councils, is looking at indicators around chronic absence in prekindergarten programming as a predictor of whether or not a student will transition successfully into kindergarten. Before, people used to wonder about the math and reading readiness of students and now it is understood that school attendance patterns matter also.

The Governor’s Office of Early Childhood Development has incorporated an attendance indicator in their grant for federal pre-school funding. They are hoping this will develop a community of practice that can be incorporated in the state-funded programs.

Ms. Taylor spoke with Janice Jackson of CPS about family engagement at a conference in August. CPS has been hosting a series of meetings on family engagement across the city in 30 locations.

The upcoming 2019 ESSA Conference will highlight attendance (February 12-13, 2019) with many breakout sessions on the topic.

Ben Bauer is leaving Advance Illinois, and Ms. Taylor is grateful for his assistance. She also expressed gratitude for the work of James O’Brien, an analyst with the Illinois House of Representatives, who is transitioning from his position in Springfield.

Ms. Taylor also heard from Governor Rauner's office with an invitation to attend the signing of HB 5771 and SB 3536, but she was unable to attend due to the fact she had to attend a funeral service. Deanna Sullivan was present at the signing, however.

Amends the School Code. Provides that, beginning July 1, 2019, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence". Sets forth actions that are encouraged. Provides that, on or before July 1, 2020, and annually thereafter, an early childhood program shall report all the data collected to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report. Effective July 1, 2019.

X. Attendance Commission Statutory Outcome Review/2018 General Assembly Annual Report

This item will be held until the next meeting on November 8, 2018.

XI. Public Comment

Patricia Graczyk who is on the faculty at the University of Illinois in Chicago expressed her gratitude for the work of the Attendance Commission. With regard to school attendance and mental health (as referenced in Lori Fanello's report on the Best Practices Survey, she suggested that the commission initiate contact with school counselors and psychologists, social workers, and nurses as they are related service providers who are very involved with students with mental health needs that may impact their school attendance.

Ms. Graczyk has an additional suggestion around the collection of data for the purpose of identifying tier two students for interventions. She said it would be beneficial to incorporate teacher and parent reports as data sources especially in cases where children resist going to school and students who frequently try and get sent home or leave the room. Battles in the home prior to school and attempts to leave for home during the school day are typical examples of avoidance behavior.

She is working with two districts on MTSS and will ask if those superintendents would take leadership roles on promoting attendance measures.

XII. Adjourn

Kate Yager moved to adjourn the meeting at 12:08 and was seconded by Alyssa Phillips, proxy representative for member Beth Malik. No one was opposed.

Appendix E

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Presentation to the Illinois Attendance Commission

Illinois State Board of Education
November 8, 2018



ISBE

VISION

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

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and **ensure equitable outcomes for all students.**



ISBE

GOALS

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



IL-EMPOWER is the statewide system of accountability and support that **empowers schools with choice and voice** in the school improvement process. Schools, districts, partners, and **ISBE works collaboratively** to promote shifts in practice and build capacity.

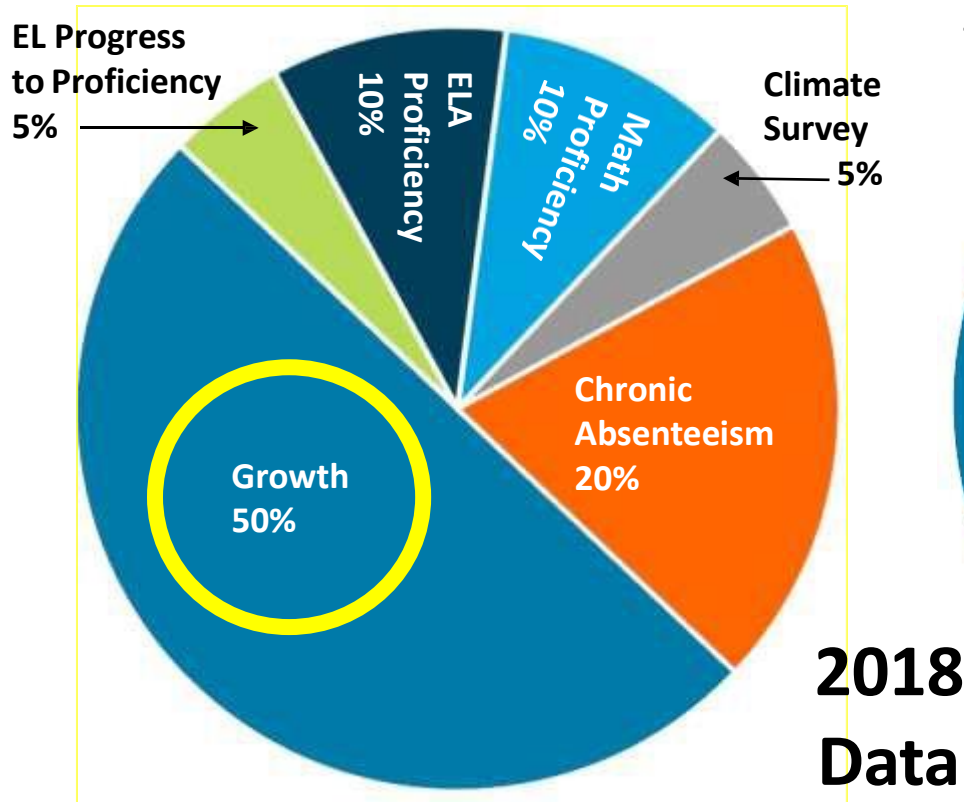


IL-EMPOWER Guiding Principles

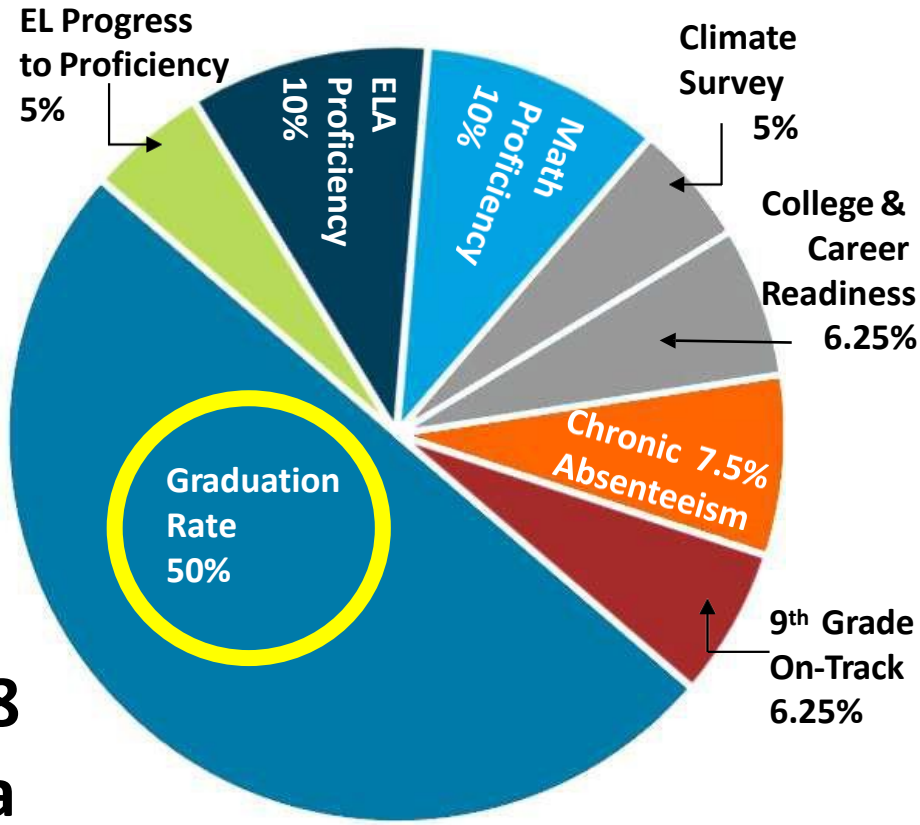
- Capacity development in the areas of **Governance and Management**, **Curriculum and Instruction**, and **Climate and Culture**
- Differentiated supports, customized for local context
- **Focus on equity** within every school and for each and every child
- Data informed by a collaborative inquiry process
- Peer-to-peer learning opportunities
- **Continuous growth** and development for results as an iterative process
- Shift from doing *to* schools to doing **with schools**
- Educator-led, state-supported
- **Assumes positive intent**



K-8 Band







9-12 Band



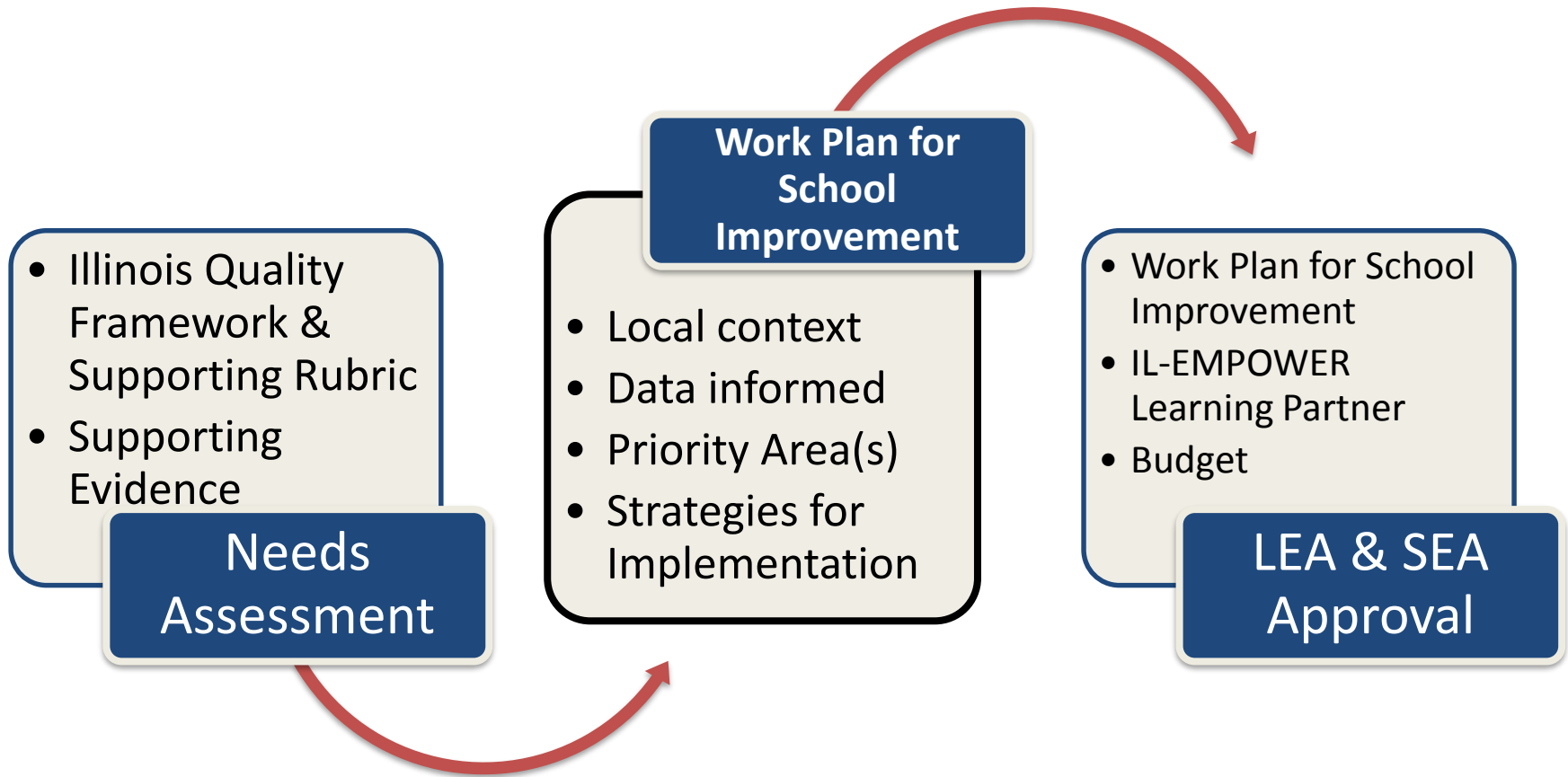
Summative Designation Indicators



<h2>Exemplary</h2>	<ul style="list-style-type: none"> ■ Performance in the top 10% of all schools ■ High schools with graduation rate higher than 67% ■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<h2>Commendable</h2>	<ul style="list-style-type: none"> ■ Performance not in the top 10% of all schools ■ High schools with graduation rate higher than 67% ■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>		
<h2>Underperforming</h2>	<ul style="list-style-type: none"> ■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners </td> <td style="vertical-align: top;"> <p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races </td> </tr> </table> <p> Completes a Work Plan for School Improvement and may choose to receive targeted support through IL-EMPOWER process</p>	<p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners 	<p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races
<p>STUDENT GROUPS</p> <ul style="list-style-type: none"> – Economically disadvantaged students – Students with disabilities – <i>Students formerly with a disability (coming soon)</i> – English Learners – Former English Learners 	<p>RACIAL AND ETHNIC GROUPS</p> <ul style="list-style-type: none"> ○ Hispanic or Latino ○ American Indian or Alaska Native ○ Asian ○ Black or African American ○ Native Hawaiian or Other Pacific Islander ○ White ○ Two or More Races 		
<h2>Lowest-Performing</h2>	<ul style="list-style-type: none"> ■ In the lowest-performing 5% of Title I eligible schools statewide ■ High schools with graduation rate at or below 67% <p> Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process</p>		



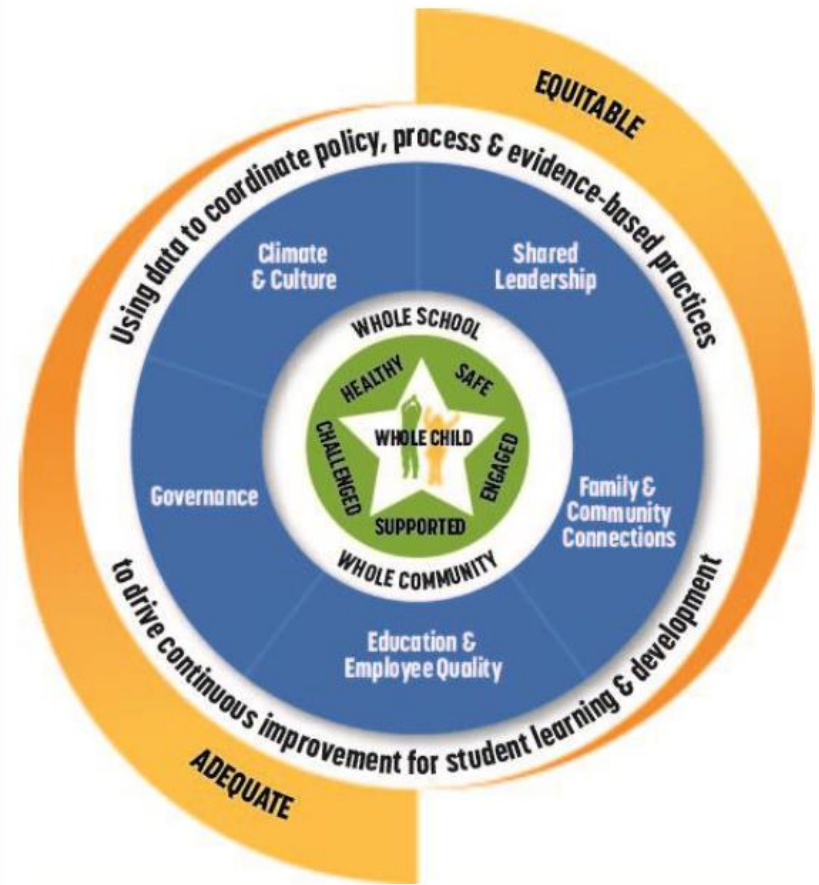
Structure for School Improvement

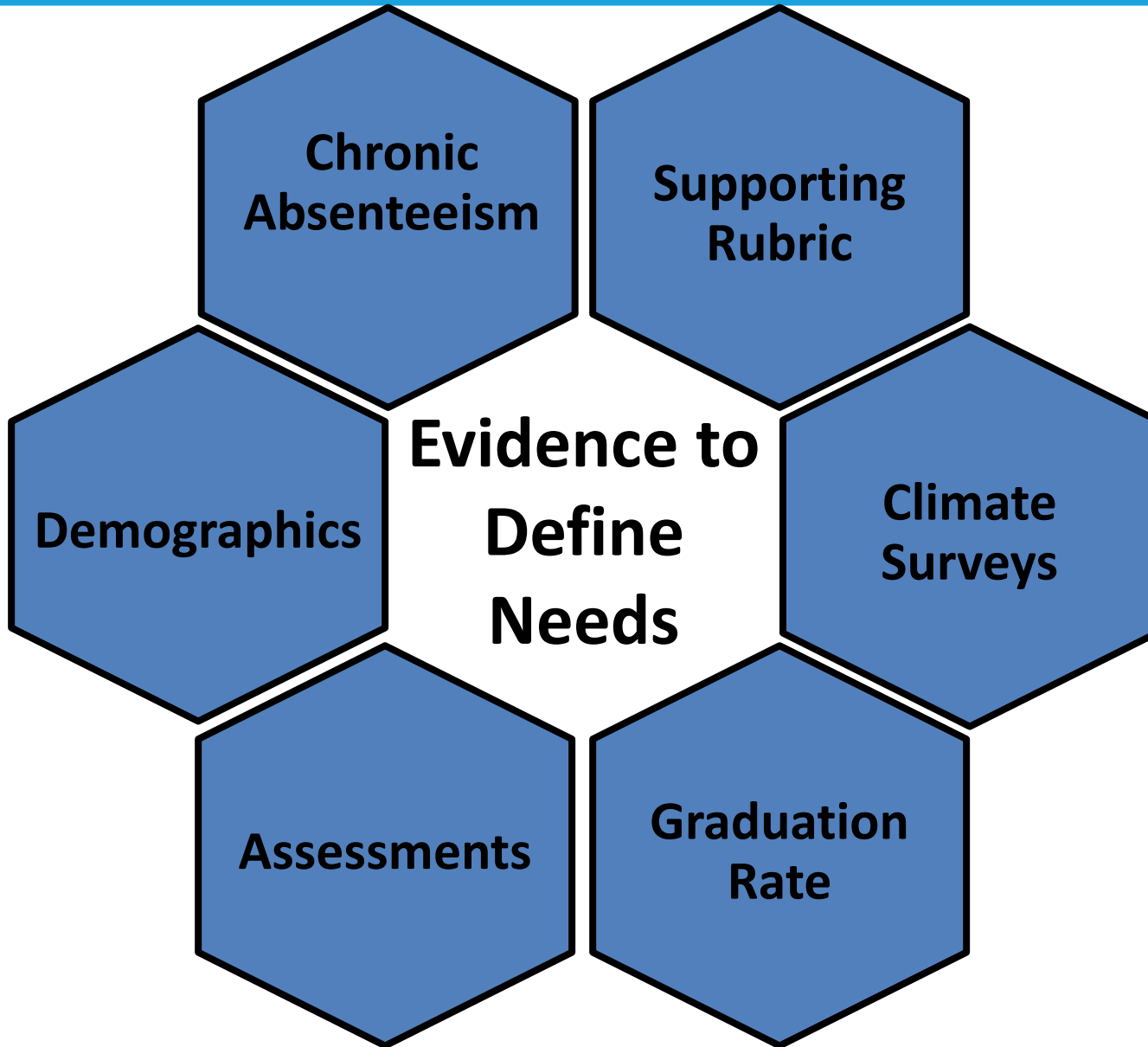




Illinois Quality Framework

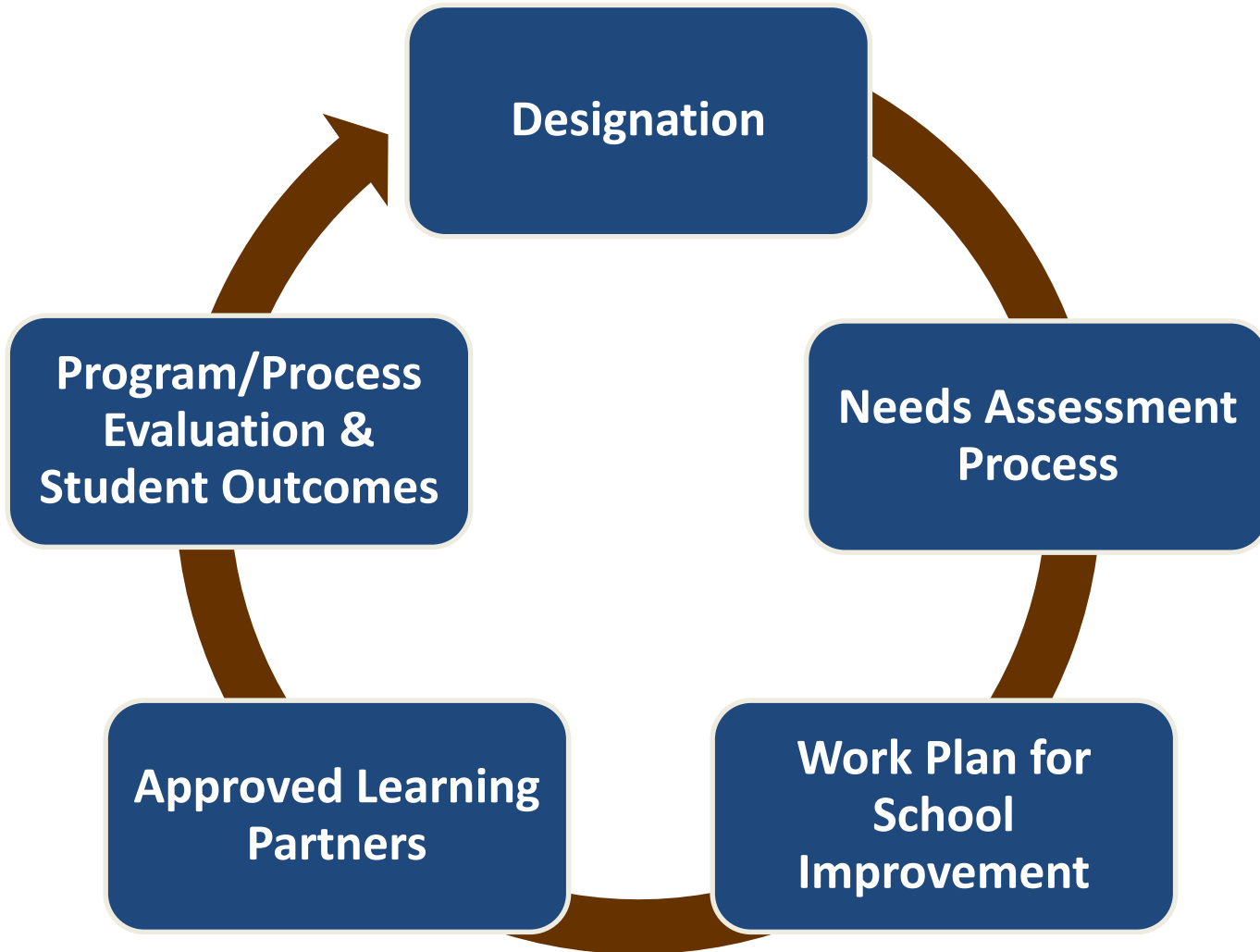
Continuous Improvement
 Culture and Climate
 Shared Leadership
 Governance
 Education and Employee
 Equity
 Family and Community
 Connections
 Student and Learning
 Development







Continuous School Improvement Cycle





Utilizes a cycle of continuous improvement

Supports schools with the greatest needs

Provides a structure for school Improvement

Accountability System



Support and Accountability Email Campaign

Information about the
Report Card,
IL-EMPOWER, and
summative designations.

Subscribe now!

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decoding
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The 5Ws

Illinois' system of support and accountability helps us identify which schools need the greatest assistance to meet our shared goals. The system launches statewide with the 2018 Illinois Report Card.

ISBE is sending a series of emails to ensure you have the information you need about the Report Card, IL-EMPOWER, and summative designations. Please share these emails and materials with your networks. You can reply back to this email to request resources or ask questions on a topic. We are grateful for your partnership to build a fairer system to support the whole child, whole school, and whole community.

Who	All public schools
What	Snapshot of student growth and success & an opportunity to tell your school's story
Why	Identify schools for additional support & provide transparency for families and communities
When	October 31, 2018
Where	IllinoisReportCard.com

[DOWNLOAD PDF TO LEARN MORE](#)

Illinois State Board of Education [isbe.net/support](https://www.isbe.net/support)



Allison Sherman
Executive Director

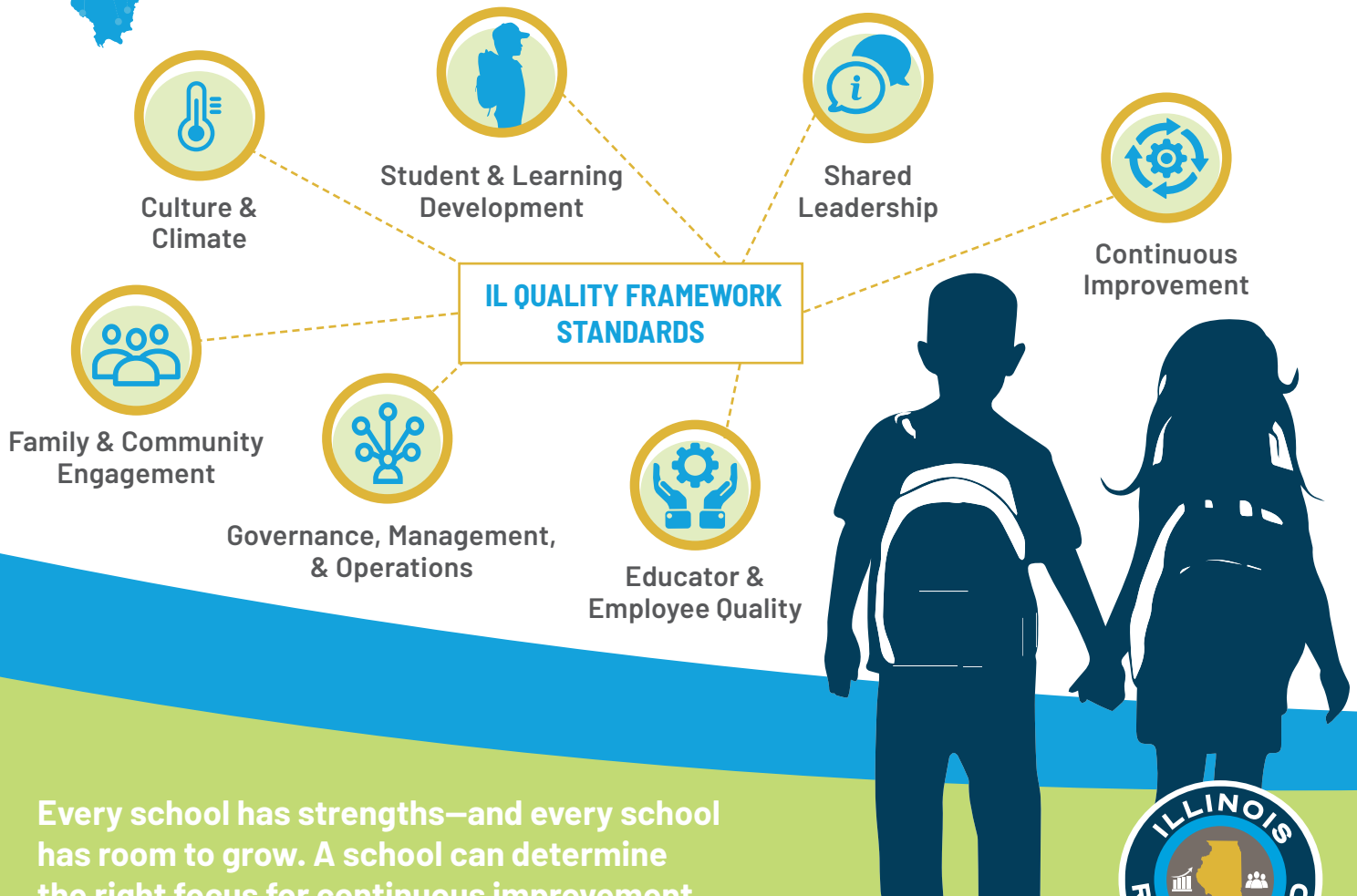
IL-EMPOWER

asherman@isbe.net

312.814.3228



The IL Quality Framework and Supporting Rubric



Every school has strengths—and every school has room to grow. A school can determine the right focus for continuous improvement by using the IL Quality Framework and Supporting Rubric: the school-led needs assessment at the core of IL-EMPOWER.

A need is a gap between where we are and where we want to go. A needs assessment is a tool to determine gaps, examine their roots, and set priorities for action. The IL Quality Framework outlines seven standards (shown above) that are the hallmarks of successful schools and districts. These seven standards are proven to have system-wide impact on student outcomes.

The Supporting Rubric helps schools self-evaluate their instructional and organizational practices based on the

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standards. Each standard includes indicators showing what success looks like and purpose setting questions to guide collaborative reflection. The Supporting Rubric invites schools to examine their evidence and determine their levels of performance, in order to identify the most impactful focus areas for improvement.

Encouraged and available for all schools at isbe.net/ILqualityframework



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State Board of
Education

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isbe.net/support



How to Use the IL Quality Framework and Supporting Rubric

The IL Quality Framework and Supporting Rubric provide an opportunity for schools to engage in collaborative self-inquiry. These tools encourage a comprehensive look at the system. What does your data and evidence say about your needs?



IL QUALITY FRAMEWORK CONVERSATIONS

- Develop a timeframe for completing the rubric
- Conduct broad and diverse stakeholder group discussions using the standards, indicators, and purpose setting questions
- Identify what data sources to collect



DATA COLLECTION

- Interviews and focus groups
- Climate surveys
- Student achievement
- Demographics
- Other evidence

Schools receiving Title I School Improvement 1003(a) grant funds must complete by Jan. 31, 2019



SUPPORTING RUBRIC CONVERSATIONS

- Select appropriate performance level and data source
- Develop optional narrative
- Submit through IWAS

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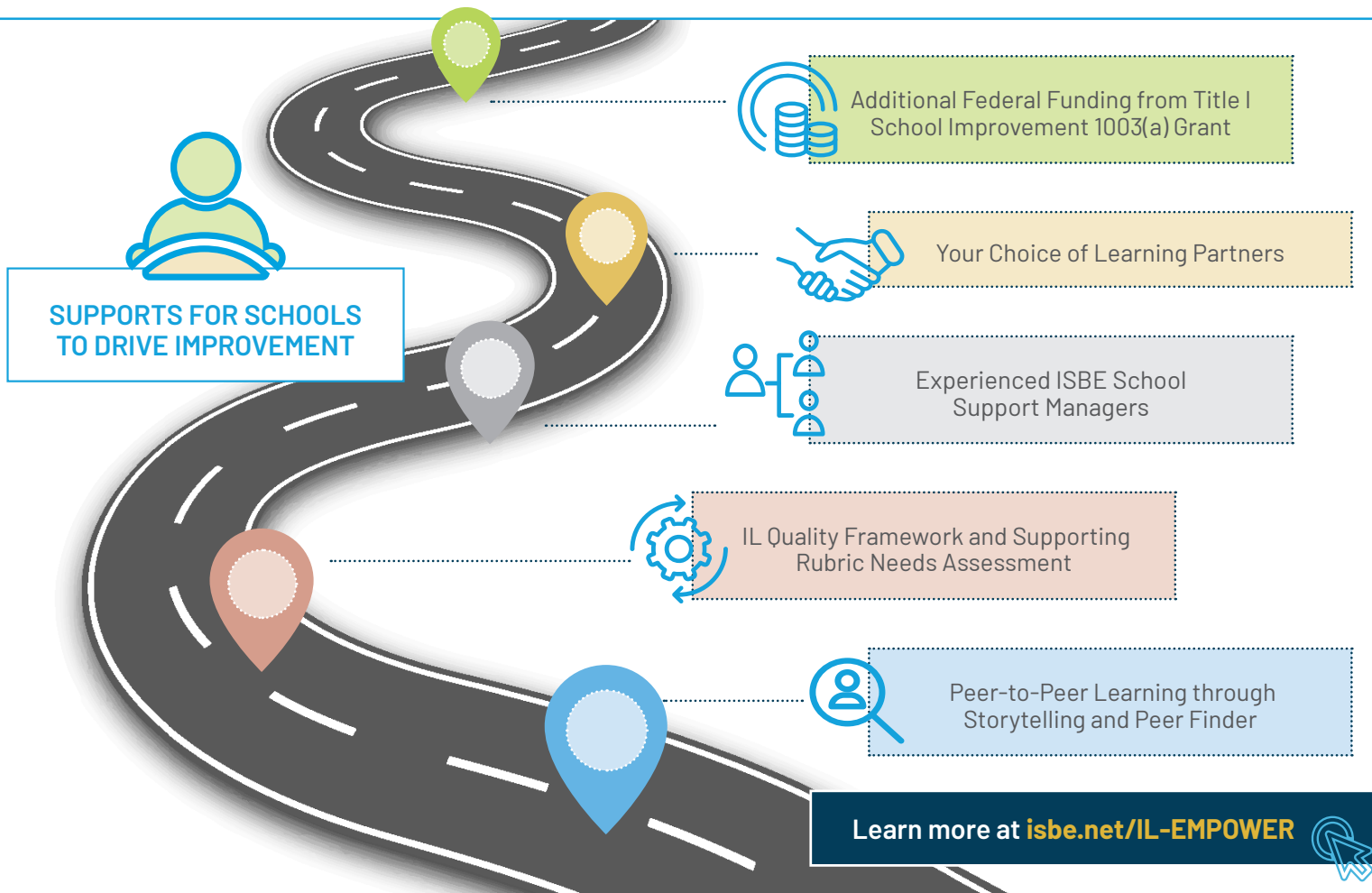
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SCHOOL IMPROVEMENT PROCESS = NEEDS ASSESSMENT > WORKPLAN FOR IMPROVEMENT > IMPLEMENT & MONITOR

What is IL-EMPOWER?

IL-EMPOWER is school improvement. Schools, districts, partners, and the state work collaboratively to promote shifts in practice based on your improvement needs. Every school has abundant teaching and leading talent. IL-EMPOWER builds your capacity in the areas of Governance & Management, Curriculum & Instruction, and Climate & Culture.



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Levels of IL-EMPOWER Supports



TARGETED

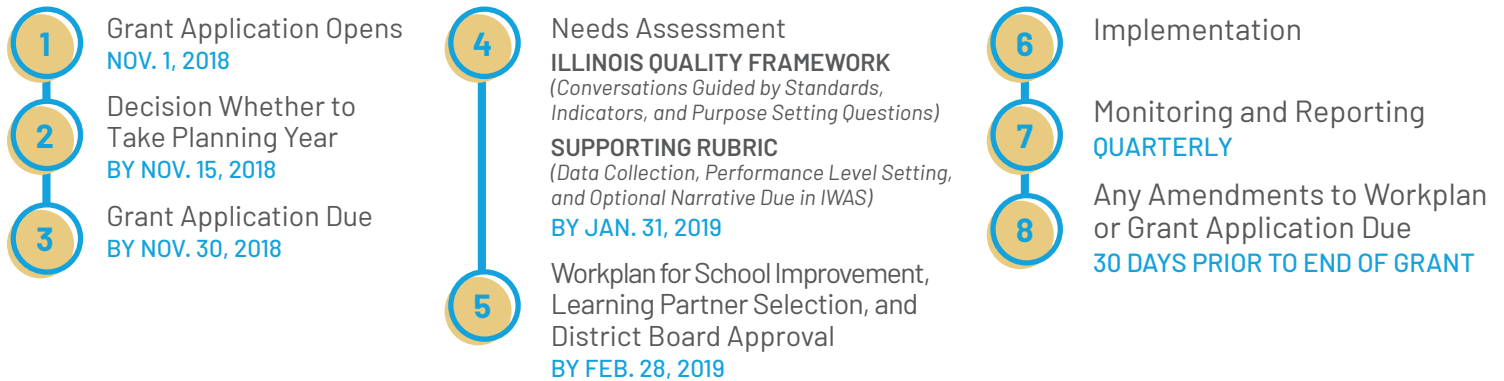
- Provided to Schools with Underperforming Designation
- Minimum of \$15,000 Available; Additional Federal Funding Based on Enrollment and Distance from Adequate Evidence-Based Funding
- Learning Partner Available
- School Support Manager Available
- May Exit After One Year; If Do Not Exit After Three Years, Provided Comprehensive Supports



COMPREHENSIVE

- Provided to Schools with Lowest-Performing Designation
- Minimum of \$100,000 Available; Additional Federal Funding Based on Enrollment and Distance from Adequate Evidence-Based Funding
- Learning Partner Required
- School Support Manager Assigned
- May Exit Only After Three Years; If Do Not Exit After Three Years, Enter State-Defined Intervention

TOOLS AND TIMELINE



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Appendix F

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 27A-5 and by adding Section 26-18 as follows:

(105 ILCS 5/26-18 new)

Sec. 26-18. Chronic absenteeism report and support.

(a) As used in this Section:

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

"Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

(b) The General Assembly finds that:

(1) The early years are a critical period in children's learning and development. Every child should be counted present every day. Every day of school matters.

(2) Being absent too many days from school can make it difficult for students to stay on-track academically and

maintain the momentum to graduate from high school in order to be college-or career-ready.

(3) Every day of school attendance matters for all students and their families. It is crucial, therefore, that the implications of chronic absence be understood and reviewed regularly.

(c) Beginning July 1, 2018, every school district, charter school, or alternative school or any school receiving public funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. The review shall include an analysis of chronic absence data from each attendance center or campus of the school district, charter school, or alternative school or other school receiving public funds.

(d) School districts, charter schools, or alternative schools or any school receiving public funds are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies such as those available through the Illinois Multi-tiered Systems of Support Network. Schools additionally are encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and

improved daily school attendance.

(105 ILCS 5/27A-5)

(Text of Section before amendment by P.A. 99-927)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on April 16, 2003 (the effective date of Public Act 93-3), in all new applications to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by Public Act 93-3 do not apply to charter schools existing or approved on or before April 16, 2003 (the effective date of Public Act 93-3).

(b-5) In this subsection (b-5), "virtual-schooling" means a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times.

From April 1, 2013 through December 31, 2016, there is a

moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does

not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks,

instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school. To ensure financial accountability for the use of public funds, on or before December 1 of every year of operation, each charter school shall submit to its authorizer and the State Board a copy of its audit and a copy of the Form 990 the charter school filed that year with the federal Internal Revenue Service. In addition, if deemed necessary for proper financial oversight of the charter school, an authorizer may require quarterly financial statements from each charter school.

(g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners, and its charter. A charter school is exempt from all other State laws and regulations in this Code governing public schools and local school board policies; however, a charter school is not exempt from the following:

(1) Sections 10-21.9 and 34-18.5 of this Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent

Offender Against Youth Database of applicants for employment;

(2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and 34-84a of this Code regarding discipline of students;

(3) the Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) the Abused and Neglected Child Reporting Act;

(6) the Illinois School Student Records Act;

(7) Section 10-17a of this Code regarding school report cards;

(8) the P-20 Longitudinal Education Data System Act;

(9) Section 27-23.7 of this Code regarding bullying prevention;

(10) Section 2-3.162 of this Code regarding student discipline reporting; ~~and~~

(11) Section 22-80 of this Code; and ~~—~~

(12) Section 26-18 of this Code.

The change made by Public Act 96-104 to this subsection (g) is declaratory of existing law.

(h) A charter school may negotiate and contract with a school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a

school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after April 16, 2003 (the effective date of Public Act 93-3) and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on April 16, 2003 (the effective date of Public Act 93-3) and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other

costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(k) If the charter school is approved by the Commission, then the Commission charter school is its own local education agency.

(Source: P.A. 98-16, eff. 5-24-13; 98-639, eff. 6-9-14; 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff. 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15; 99-78, eff. 7-20-15; 99-245, eff. 8-3-15; 99-325, eff. 8-10-15; 99-456, eff. 9-15-16; 99-642, eff. 7-28-16.)

(Text of Section after amendment by P.A. 99-927)

Sec. 27A-5. Charter school; legal entity; requirements.

(a) A charter school shall be a public, nonsectarian, nonreligious, non-home based, and non-profit school. A charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois.

(b) A charter school may be established under this Article by creating a new school or by converting an existing public school or attendance center to charter school status. Beginning on April 16, 2003 (the effective date of Public Act 93-3), in

all new applications to establish a charter school in a city having a population exceeding 500,000, operation of the charter school shall be limited to one campus. The changes made to this Section by Public Act 93-3 do not apply to charter schools existing or approved on or before April 16, 2003 (the effective date of Public Act 93-3).

(b-5) In this subsection (b-5), "virtual-schooling" means a cyber school where students engage in online curriculum and instruction via the Internet and electronic communication with their teachers at remote locations and with students participating at different times.

From April 1, 2013 through December 31, 2016, there is a moratorium on the establishment of charter schools with virtual-schooling components in school districts other than a school district organized under Article 34 of this Code. This moratorium does not apply to a charter school with virtual-schooling components existing or approved prior to April 1, 2013 or to the renewal of the charter of a charter school with virtual-schooling components already approved prior to April 1, 2013.

On or before March 1, 2014, the Commission shall submit to the General Assembly a report on the effect of virtual-schooling, including without limitation the effect on student performance, the costs associated with virtual-schooling, and issues with oversight. The report shall include policy recommendations for virtual-schooling.

(c) A charter school shall be administered and governed by its board of directors or other governing body in the manner provided in its charter. The governing body of a charter school shall be subject to the Freedom of Information Act and the Open Meetings Act.

(d) For purposes of this subsection (d), "non-curricular health and safety requirement" means any health and safety requirement created by statute or rule to provide, maintain, preserve, or safeguard safe or healthful conditions for students and school personnel or to eliminate, reduce, or prevent threats to the health and safety of students and school personnel. "Non-curricular health and safety requirement" does not include any course of study or specialized instructional requirement for which the State Board has established goals and learning standards or which is designed primarily to impart knowledge and skills for students to master and apply as an outcome of their education.

A charter school shall comply with all non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois. On or before September 1, 2015, the State Board shall promulgate and post on its Internet website a list of non-curricular health and safety requirements that a charter school must meet. The list shall be updated annually no later than September 1. Any charter contract between a charter school and its authorizer must contain a provision that requires the charter school to follow

the list of all non-curricular health and safety requirements promulgated by the State Board and any non-curricular health and safety requirements added by the State Board to such list during the term of the charter. Nothing in this subsection (d) precludes an authorizer from including non-curricular health and safety requirements in a charter school contract that are not contained in the list promulgated by the State Board, including non-curricular health and safety requirements of the authorizing local school board.

(e) Except as otherwise provided in the School Code, a charter school shall not charge tuition; provided that a charter school may charge reasonable fees for textbooks, instructional materials, and student activities.

(f) A charter school shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of each charter school's finances shall be conducted annually by an outside, independent contractor retained by the charter school. To ensure financial accountability for the use of public funds, on or before December 1 of every year of operation, each charter school shall submit to its authorizer and the State Board a copy of its audit and a copy of the Form 990 the charter school filed that year with the federal Internal Revenue Service. In addition, if deemed necessary for proper financial oversight of the charter school, an authorizer may require quarterly financial statements from each charter

school.

(g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, all federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English learners, and its charter. A charter school is exempt from all other State laws and regulations in this Code governing public schools and local school board policies; however, a charter school is not exempt from the following:

(1) Sections 10-21.9 and 34-18.5 of this Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database of applicants for employment;

(2) Sections 10-20.14, 10-22.6, 24-24, 34-19, and 34-84a of this Code regarding discipline of students;

(3) the Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) the Abused and Neglected Child Reporting Act;

(6) the Illinois School Student Records Act;

(7) Section 10-17a of this Code regarding school report cards;

(8) the P-20 Longitudinal Education Data System Act;

(9) Section 27-23.7 of this Code regarding bullying prevention;

(10) Section 2-3.162 of this Code regarding student discipline reporting; ~~and~~

(11) Sections 22-80 and 27-8.1 of this Code; and ~~and~~

(12) Section 26-18 of this Code.

The change made by Public Act 96-104 to this subsection (g) is declaratory of existing law.

(h) A charter school may negotiate and contract with a school district, the governing body of a State college or university or public community college, or any other public or for-profit or nonprofit private entity for: (i) the use of a school building and grounds or any other real property or facilities that the charter school desires to use or convert for use as a charter school site, (ii) the operation and maintenance thereof, and (iii) the provision of any service, activity, or undertaking that the charter school is required to perform in order to carry out the terms of its charter. However, a charter school that is established on or after April 16, 2003 (the effective date of Public Act 93-3) and that operates in a city having a population exceeding 500,000 may not contract with a for-profit entity to manage or operate the school during the period that commences on April 16, 2003 (the effective date of Public Act 93-3) and concludes at the end of the 2004-2005 school year. Except as provided in subsection (i) of this Section, a school district may charge a charter school

reasonable rent for the use of the district's buildings, grounds, and facilities. Any services for which a charter school contracts with a school district shall be provided by the district at cost. Any services for which a charter school contracts with a local school board or with the governing body of a State college or university or public community college shall be provided by the public entity at cost.

(i) In no event shall a charter school that is established by converting an existing school or attendance center to charter school status be required to pay rent for space that is deemed available, as negotiated and provided in the charter agreement, in school district facilities. However, all other costs for the operation and maintenance of school district facilities that are used by the charter school shall be subject to negotiation between the charter school and the local school board and shall be set forth in the charter.

(j) A charter school may limit student enrollment by age or grade level.

(k) If the charter school is approved by the Commission, then the Commission charter school is its own local education agency.

(Source: P.A. 98-16, eff. 5-24-13; 98-639, eff. 6-9-14; 98-669, eff. 6-26-14; 98-739, eff. 7-16-14; 98-783, eff. 1-1-15; 98-1059, eff. 8-26-14; 98-1102, eff. 8-26-14; 99-30, eff. 7-10-15; 99-78, eff. 7-20-15; 99-245, eff. 8-3-15; 99-325, eff. 8-10-15; 99-456, eff. 9-15-16; 99-642, eff. 7-28-16; 99-927,

Public Act 100-0156

HB3139 Enrolled

LRB100 09668 MLM 19837 b

eff. 6-1-17.)

Section 95. No acceleration or delay. Where this Act makes changes in a statute that is represented in this Act by text that is not yet or no longer in effect (for example, a Section represented by multiple versions), the use of that text does not accelerate or delay the taking effect of (i) the changes made by this Act or (ii) provisions derived from any other Public Act.

Appendix G

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois MTSS Network

Illinois Multi-Tiered System of Supports

At-A-Glance

What

A coordinated, statewide system of personnel development that will increase the capacity of school systems to use a multi-tiered system of supports to effectively provide research-based instruction, intervention, and assessment to improve the outcomes for all students, including those with disabilities.

Why

With the passage of Every Student Succeeds Act (ESSA) the IL MTSS-N's goal is to assist districts in building their local capacity to develop and sustain an MTSS framework. School districts that implement a multi-tiered system of supports (MTSS) are able to both improve and sustain outcomes for all students.

How

The IL MTSS-N will partner with districts, special education cooperatives, regional offices of education and parent organizations through varying degrees of training, coaching and technical assistance to improve student outcomes.

The Network has prioritized developing partnerships with Parent Organizations to increase the number of parents in Illinois to understand MTSS and increase the level of family participation in the educational decision-making process for their child.

For more information about the IL MTSS-N, please visit our website at

www.iltss.net

or contact: Julie West, Statewide Program Director, at

julie.west@iltss.net

Illinois Early Childhood (MTSS) Multi-tiered System of Supports At-A-Glance

MTSS Definition in Illinois: Multi-Tiered System of Supports is a framework for continuous improvement that is systemic, prevention focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of all learners. (IL-MTSS Network)

Purpose:

To provide MTSS guidance and resources to administrators, educators, and families in the early learning community.

To promote Pre-K through grade 12 collaboration and alignment of developmentally appropriate practices to both improve and sustain implementation of Multi-tiered System of Supports for early learners.

Process:

Facilitate a coordinated, statewide, cross sector process of capacity building, implementation fidelity, and systematic sustainability of a Multi-tiered System of Supports framework in early learning environments that provide a continuum and variety of supports and services that address children's unique needs and abilities

Practice:

Establish an early learning MTSS framework of developmentally appropriate curriculum, instruction, interventions and assessment, grounded in research and informed by data to provide high quality learning experiences for all early learners. This includes special populations such as, students with a documented disability and students who are English language learners.

Early childhood MTSS whole child targeted areas include but are not limited to: academic, social emotional, family engagement, student attendance, medical/mental health and students experiencing homelessness.



*High Quality
System of Supports
Focused on the
Whole Child*



Illinois
State Board
of Education

Early Childhood Center
of Professional Learning

 **THE CENTER:** Resources for Teaching and Learning
EClearningIL.org

Appendix H

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois State Board of Education



Introducing Ed360

2

Ed360 is a **free**, mobile-friendly, secure web application built to support student instruction through the use of the state data warehouse.

Features

- Custom, in-house developed dashboards and reports
- Single sign on via G Suite for Education
- Metrics include educator, student, class rosters, and state assessment scores with performance levels
- Opt-in Services > provide access to educational resources



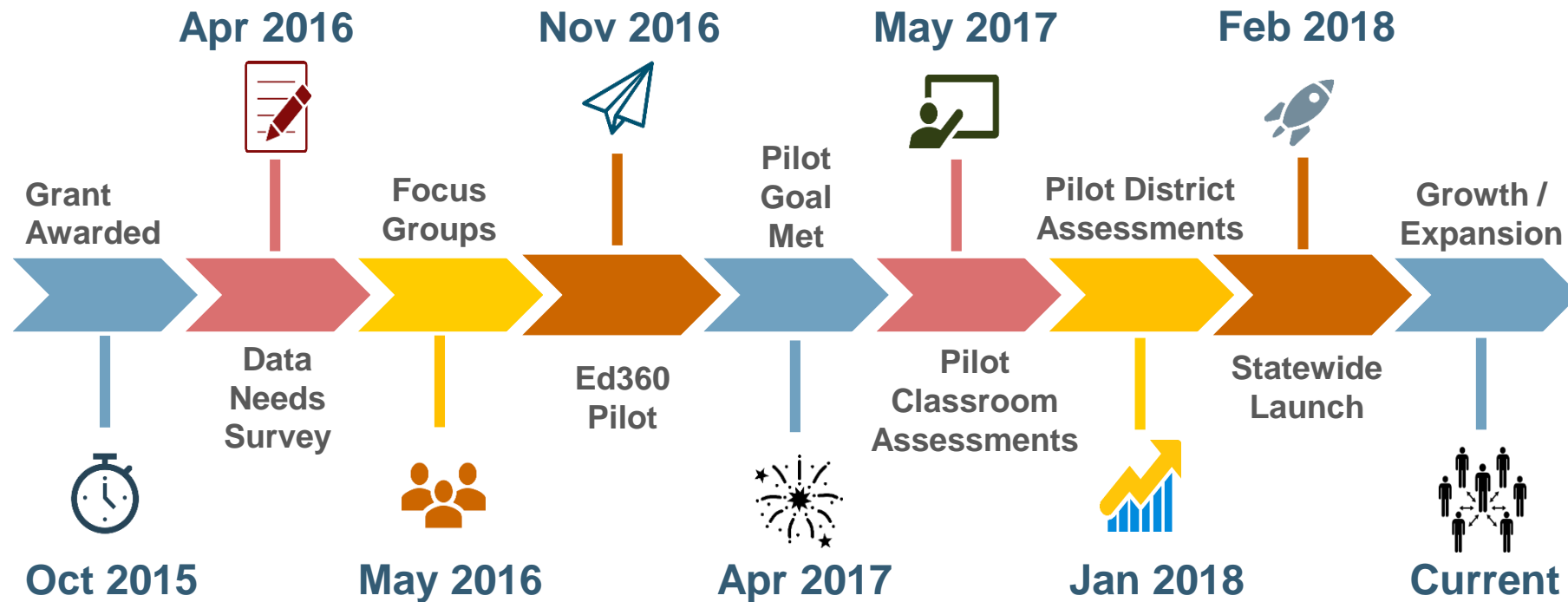
Introducing Ed360

3

Important facts

- Requires a district administrator to opt in
 - Districts decide how to implement
- No new data submissions
- Data is refreshed daily
- Role-based security following FERPA guidelines
- Ed360 vs Illinois Report Card

Ed360 Timeline



Developing Ed360

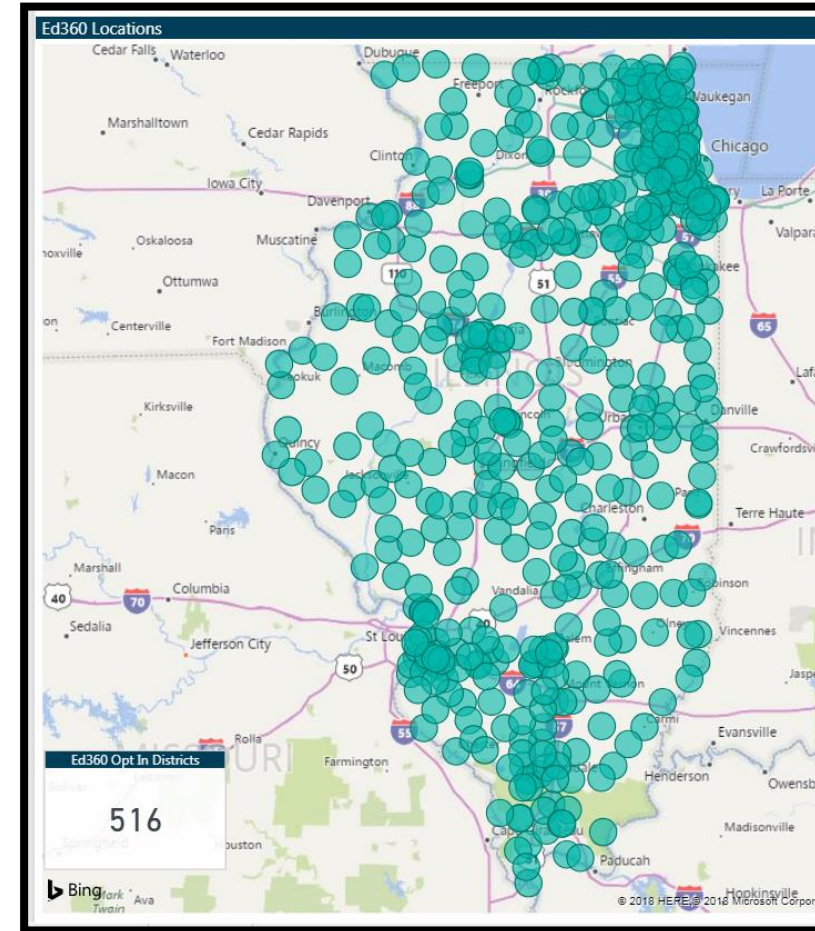
5

Outreach

- Data needs survey
- Focus groups
- On-site visits
- Webinars
- Conference presentations

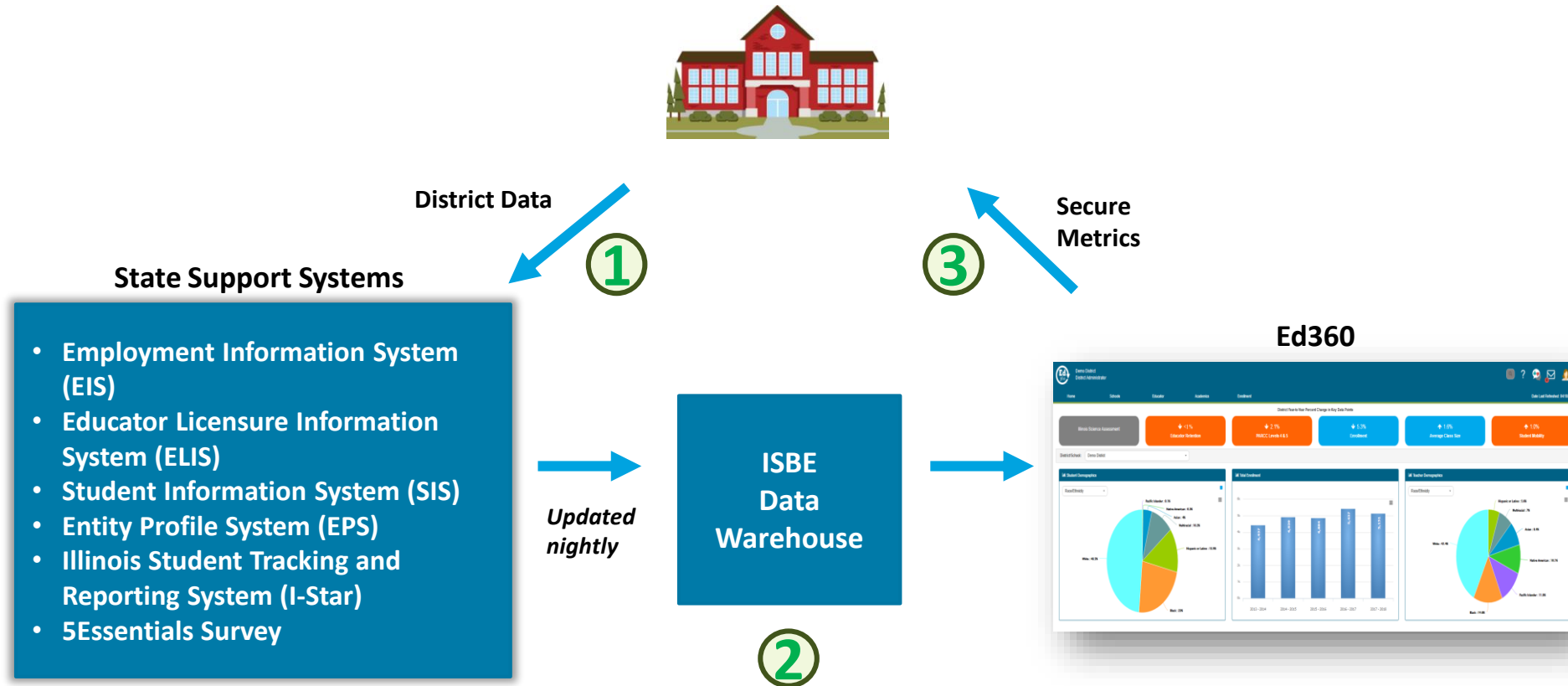
Opted In Districts

- 500+ school districts
- 2,270+ users



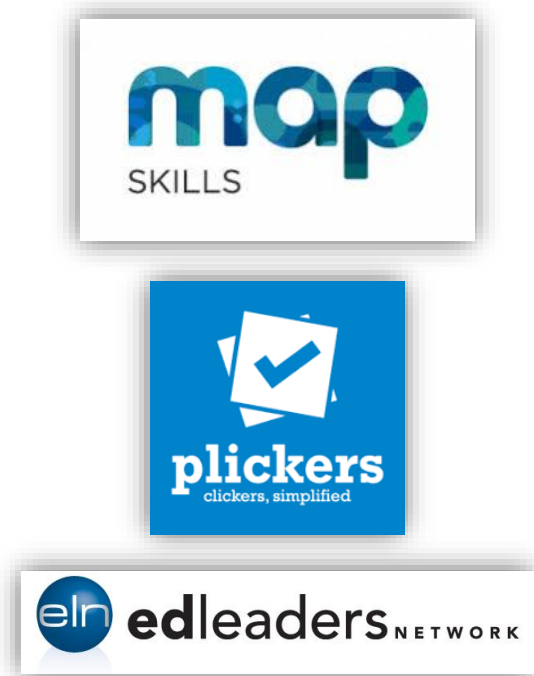
Obtaining Data for Ed360

6



Connecting the Dots

7



Integrated Resources

- Opt In Services
 - Measures of Academic Progress (MAP)
 - Classroom Assessments (Plickers)
- Ed Leaders Network (ELN)*
** coming soon*



Contact Us

8



Ed360 Outreach Team
ed360@isbe.net

Ed360 webpage
<https://www.isbe.net/ed360>



Illinois
State Board of
Education

Whole Child • Whole School • Whole Community



Illinois State Board of Education

100 W. Randolph St., Suite 14-300 • Chicago, Illinois 60601
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

February 5, 2018

Dear Colleagues,

I am excited to extend a statewide invitation for school district superintendents to opt your districts into a new data dashboard called Ed360. Ed360 is a free and mobile-friendly web application designed to empower educators with access to near real-time data from the Illinois State Board of Education (ISBE) data warehouse. Ed360 delivers the data ISBE collects year-round securely back to you in an easy-to-use interface that utilizes role-based access and follows FERPA guidelines. Visit isbe.net/ed360 for a [one-pager](#) and additional resources.

We believe better access to actionable data can build the capacity of our education system to improve student outcomes. Teachers and educational leaders can tailor supports with better knowledge of students', schools', and districts' strengths and opportunities. Ed360 helps educators, principals, counselors, superintendents, and other staff make data-informed instructional decisions and connect to relevant professional development resources.

ISBE began piloting Ed360 in 2016. We conducted focus groups and incorporated feedback from a diverse group of educators to ensure the tool would meet district needs statewide. ISBE will continue to expand Ed360's capabilities based on your feedback.

I encourage you to consider joining the 151 Illinois school districts already using Ed360 to improve efficiency, collaboration, and student outcomes. Visit ed360.isbe.net and follow the [Opt-In Guide](#) to opt your district in and customize your users and roles. You will receive an invitation to join a webinar after you opt in. Learn more about Ed360 at the statewide ESSA Conference on Feb. 13 by joining the 2 p.m. "Improving the Learning Process with Actionable Data" and 3:15 p.m. "Actionable Student Feedback in Real Time" sessions.

With more fair school funding, an accountability system rooted in equity, and now a platform for all educators to better know and meet students' individual needs, I believe we have made significant progress in creating the conditions for all students to thrive.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Smith".

Tony Smith, Ph.D.
State Superintendent of Education



Illinois State Board of Education



Ed360™ – Free, Opt-In Data Dashboard for Educators

“ Ed360™ is working to put actionable data in the hands of classroom teachers. We look forward to using Ed360™ charts, graphs, and data exports to fuel individual student growth as part of our ongoing problem solving process.”

– Dr. Tim Farquer
Superintendent
Williamsfield CUSD 210

“ Having the ability to see a student, classroom, or teacher at a glance will allow us to change the way we educate. We are very excited about Ed360™ and the potential it brings to educating our students.”

– Janette Siegel
Executive Assistant
Prairie Crossing Charter School

“ Ed360™ is a powerful tool as it combines all student data in one location, which allows for ease of access to view student growth individually, by grade level, and across a district.”

– Jessica Loustaunau
Director of Student Services
Prairie Crossing Charter School

“ The Ed360™ pilot has exceeded expectations from its initial presentation in Springfield to the pilot implementation last year. The Ed360™ team has been very responsive to the requests of its users. They have made modifications based on feedback received to make the platform powerful, yet easy to navigate for the end user.”

– Robert S. Hudson, Ed.D.
Assistant Superintendent
Aptakisic-Tripp CCSD #102

Ed360™ core features provide:

- Metrics, including educator licensure and employment data, student enrollment and course history data, classroom rosters, state assessment scores with performance levels (PARCC, SAT, ISA, and DLM results), and more
- Opt-in services, such as NWEA MAP and Plickers
- Open Education Resources, including Khan Academy Math
- Exportable data visualizations
- Role-based security following FERPA guidelines
- Easy access using district-associated GSuite or O365 credentials



Ed360™ is a mobile friendly, web application that provides accessible, actionable data for teachers, principals, district superintendents, and regional superintendents. ISBE designed Ed360™ to empower educational leaders with access to near-real time metrics, updated nightly from the ISBE data warehouse. The platform incorporates a crowd sourcing tool to gather feedback and enhancement suggestions. ISBE regularly reviews feedback to improve the system and make Ed360™ an even more powerful tool for educators to improve student outcomes. Please refer to the Opt-in Guide if you want to begin using Ed360™ to improve efficiency, collaboration, professional development, and data-informed instruction.



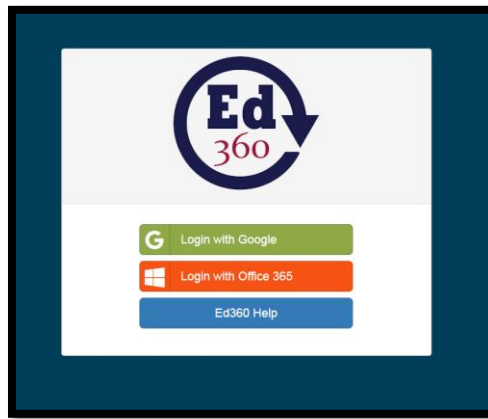
Visit the Ed360™ website at <http://www.isbe.net/ed360> to learn how to start using Ed360™ in your district. Contact ISBE at Ed360@isbe.net for more information.

Ed360 Opt-in Guide

Welcome to the Ed360 Opt-in Guide. This document will guide District Superintendents through the process of enabling Ed360 access for their staff. Follow the instructions below to ensure easy setup of your Ed360 access. Ed360 requires that each user has an active G Suite for Education or Office 365 account.

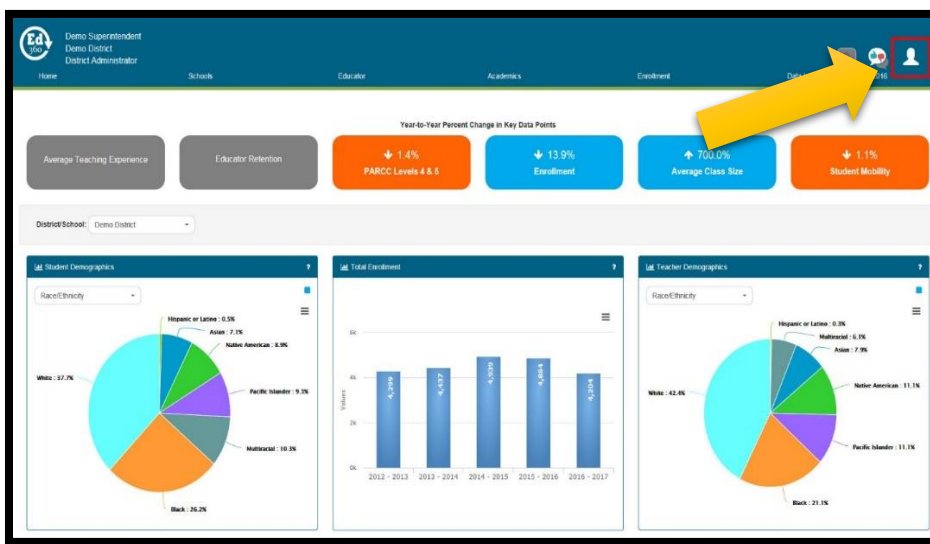
Ed360 Opt In

1. Navigate to the Ed360 log-in page (<https://ed360.isbe.net>) and log in using your G Suite or Office 365 account credentials.



2. To enable Ed360 for your district, select the Profile icon at the top right of your Ed360 dashboard.
3. Click the "Settings" button in the Profile icon popup.

Note: Only District Administrators have access to the "Settings" button under the Profile icon.



4. From the Settings page, change the dropdown box to "Opted In" to enable Ed360 for your district.

The screenshot shows a settings page with three tabs: 'Opt In Services', 'Educator Security', and 'Visual Customization'. The 'Opt In Services' tab is active. Below the tabs is the heading 'Start Using Ed360'. A paragraph of text explains that Ed360 is an analytic and reporting tool and that its use is voluntary. It states that by clicking the 'Opt In' button, administrative and instructional staff will have access to Ed360 based on their position code and assignment location. Below this text is a button labeled 'Enable Ed360 for your school district'. A dropdown menu is open from this button, showing two options: 'Opted In' (highlighted in blue) and 'Not Opted In'. A red box highlights the dropdown menu, and a yellow arrow points to the 'Opted In' option. Below the dropdown, the text 'Your District is not opted in yet' is visible.

Managing Ed360 User Accounts

After enabling the Opt-In, most staff will have access to Ed360 based on the Employment Information System (EIS) position data. However, some staff may not have the level of access they need or they will not have access at all. Most licensed staff (teachers and principals) will be able to log in to Ed360 using their G Suite or Office 365 account credentials. In many cases, access levels for Ed360 are defaulted based on employee positions reported to EIS. For example, District Superintendent positions in EIS are automatically assigned a default Ed360 role of District Administrator.

More examples of Ed360 Default Role Assignments:

EIS Positions	Default Ed360 Access Levels
Assistant/Associate District Superintendent	District Administrator (districtwide access)
Principal	School Administrator (schoolwide access)
Assistant Principal	School Administrator (schoolwide access)
Teacher	Teacher (teacher classroom access)
Special Education Teacher	Teacher (teacher classroom access)
School Counselor	General Access (no student data access)

View all EIS positions and Ed360 role relationships at <https://www.isbe.net/Documents/position-codes.pdf>.

You may change access levels of employees by logging into EIS and updating Ed360 Roles. The examples below will help you assign the correct level of access to district staff. **In all cases, EIS requires that each position have an Illinois Education Identification Number (IEIN).** Create an IEIN by establishing an account in the Educator Licensure Information System (ELIS).

SCENARIO #1 – Increasing access to Ed360 data for an existing EIS position

A School Counselor needs access to student-level data for their school, but the Ed360 default role of General Access does not permit access to student data. After obtaining approval from a district administrator, an employee who has EIS access can change the School Counselor position record for the Ed360 Role from General Access to School Administrator. This will grant the School Counselor access to student-level data.

SCENARIO #2 – Adding new users to Ed360 using the Ed360 User position in EIS

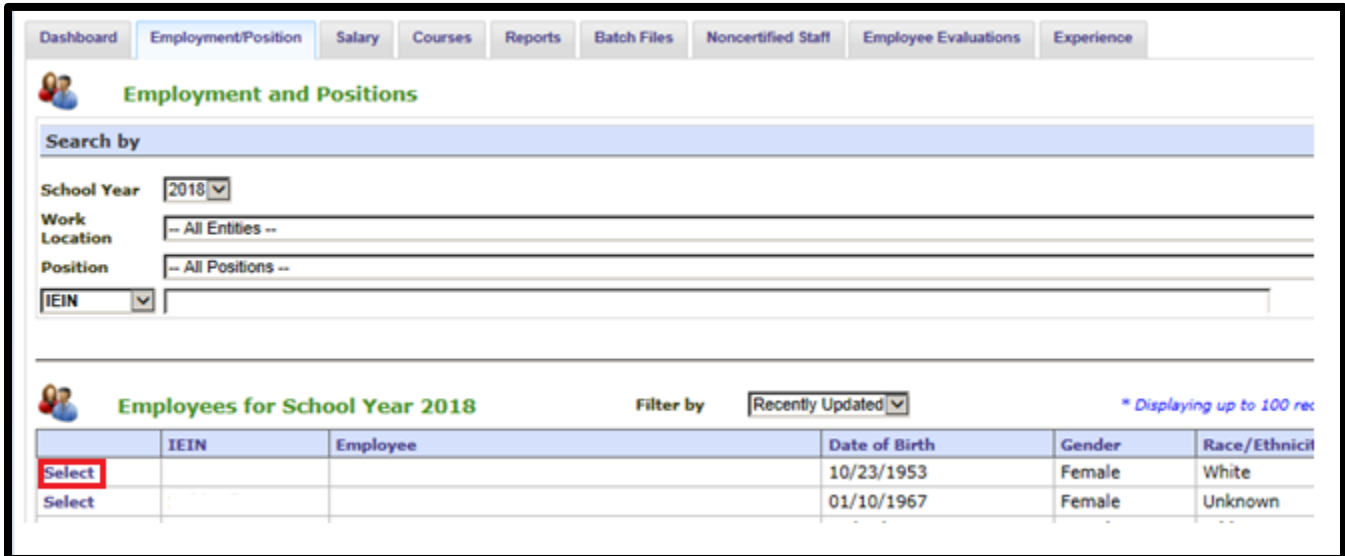
A Director of Assessment needs access to student-level data for their district, but there is no related position in EIS for assessment directors. After obtaining approval from a district administrator, an employee who has EIS access can add the Director of Assessment using the Ed360 user position and assign the appropriate Ed360 Role for the new user.

The next section provides a step-by-step guide to adding users to Ed360.

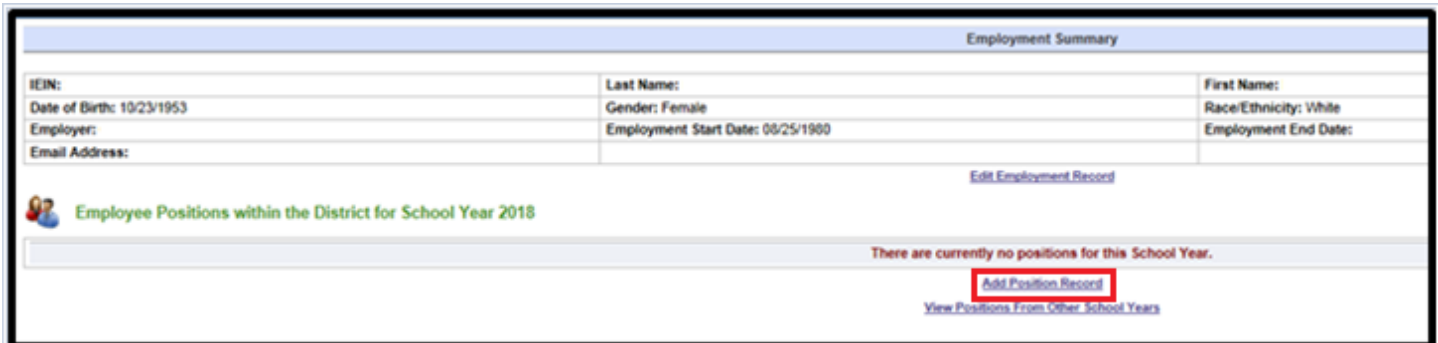
1. Log in to IWAS and access EIS. EIS will open on the Dashboard tab. Click the Employment/Position tab.



2. A list of employees will appear under the Employees for School Year 2018 header. Click the 'select' button to access a particular employee's record.



3. Click Add Position Record.



- If this is a licensed employee, the Position Category and Position fields should be populated according to their licensed position and the Ed360 Role will default according to the chosen Position Category and Position field. Once the appropriate fields are populated, select OK. *{If this is an employee who does not hold a license, please refer to Step 5.}*

For example, Marie, a Principal, is a licensed employee. The Position Category field in EIS should be populated as “Regular Education Administrative” and the Position field should be populated as “Principal.” This defaults the Ed360 Role to “School Administrator.” After obtaining approval from a district administrator, an employee who has EIS access can change the Ed360 Role if it is determined that Marie needs a different access level.

Note: The Position End Date box cannot be populated with a future date; therefore, it is rarely populated at the same time as the other position information.

Positions for School Year 2018

*Position Category: Regular Education Administrative

*Position: Principal

*Time Frame: Regular School Year

*Start Date: 08/01/2017

End Date: [Empty]

*Ed360 Role: School Administrator (Default)

Buttons: Cancel, OK

The Positions for School Year 2018 box will close and the screen will display the position information. *Please follow the EIS Basics Training Course guides or contact the EIS team for further questions about EIS data submission. Additionally, please refer to the EIS Data Elements Position document, which provides the Ed360 Role that will default for all EIS licensed positions.*

Employee Positions within the District for School Year 2018							
	Position Code	Position	Time Frame	Locations	FTE (E)	Position Start Date	Position End Date
Edit / Remove	103	Principal	Regular School Year	<p>There are currently no Work Locations for this Position.</p> <p>Add Work Location Record</p>	0.00	8/1/2017	
<p>Add Position Record</p> <p>View Positions From Other School Years</p>							

- If this is an employee who does not hold a license, but has an IEIN for the purpose of connecting EIS to their Ed360 account, the Position Category and Position fields should be set to "Ed360 User." The Ed360 Role will also need to be selected from the dropdown options. *Note: The "Ed360 User" should only be utilized as the Position if the employee does not have a licensed EIS position.*

For example, Edward works in a non-licensed position, but his administrator decided that he needs access to Ed360. The Position Category and Position fields in EIS should be populated as "Ed360 User," which will trigger the Ed360 Role field to offer "Teacher," "School Administrator," and "District Administrator" as options. After obtaining approval from a district administrator, an employee who has EIS access will pick the appropriate option. The level of access to assign the Ed360 User is a district decision (i.e., local control). Once the appropriate fields are populated, select OK.

{Note: The Position End Date box cannot be populated with a future date; therefore, it is rarely populated at the same time as the other position information.}

The Positions for School Year 2018 box will close and will display the position information. *Please follow the EIS Basics Training Course guides or contact the EIS team for further questions about EIS data submission.*

Employee Positions within the District for School Year 2018							
	Position Code	Position	Time Frame	Locations	FTE (X)	Position Start Date	Position End Date
Edit / Remove	902	Ed360 User	Regular School Year	There are currently no Work Locations for this Position.	0.00	8/21/2017	
				Add Work Location Record			
				Add Position Record			
				View Positions From Other School Years			

For inquiries about Ed360, please email ed360@isbe.net.

Appendix I

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



CTU Analysis of Teacher Vacancies

Examining the potential correlations between vacancy rates and various socio-economic indicators

Presentation to the Illinois Attendance Commission 4/19/2018

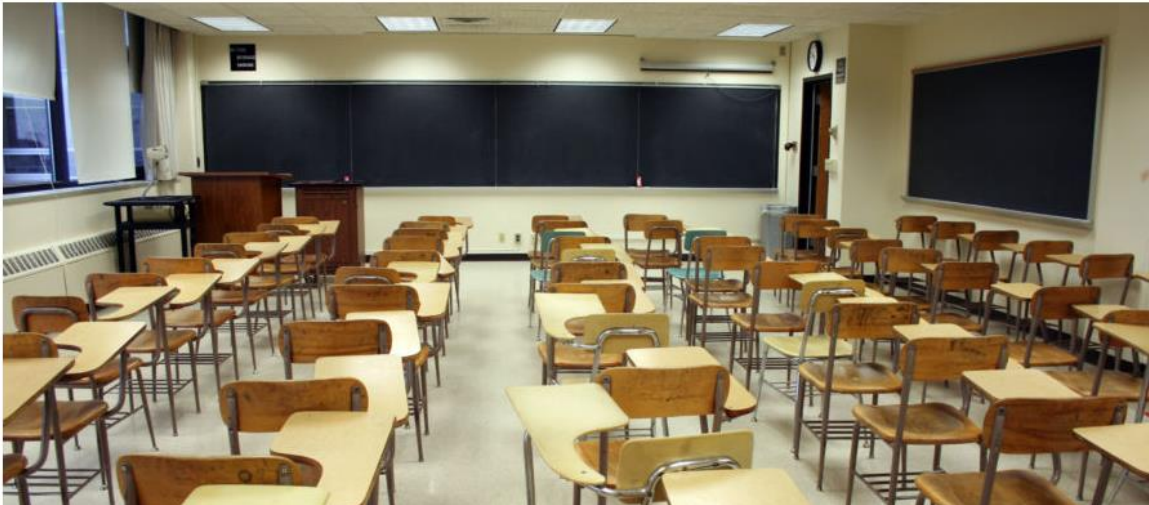
Purpose of Study

- Unfilled teacher and support staff vacancies create added strain on schools
- Vacancies are concentrated in specific communities
- Reasons for vacancies vary:
 - School-based (administrators not pro-actively hiring)
 - District-based (CPS barriers/delays in the hiring process)
 - Community-based (perceived or real poverty, violence or parental involvement issues)
- Initial analysis looked at long-term vacancies (July – June 2015)
- Recent analysis prompted by media inquiry

■ CLASSROOMS WITHOUT TEACHERS

In many large school districts, hundreds of teaching positions were unfilled as school year began

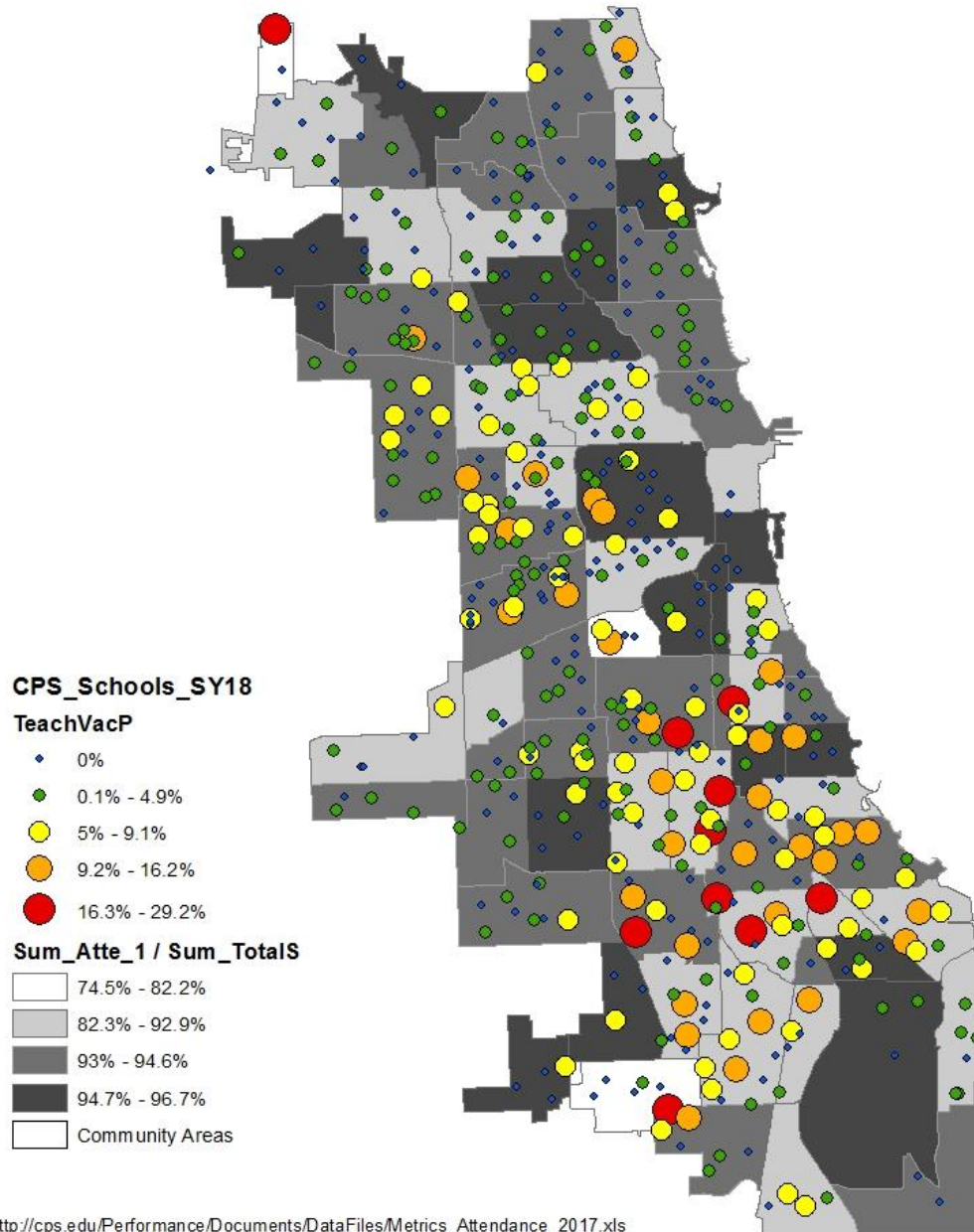
BY MATT BARNUM - JANUARY 9, 2018



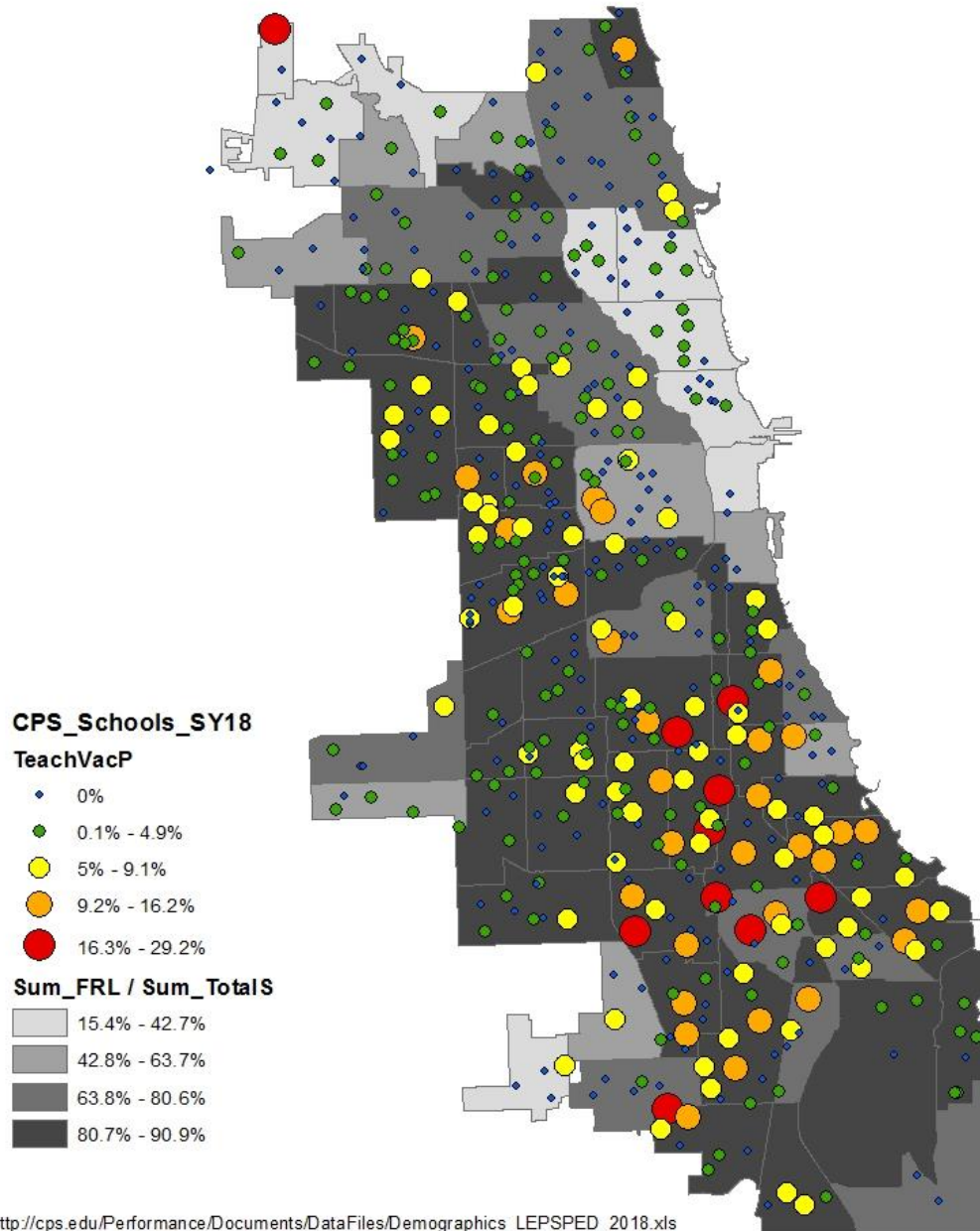
A spokesperson for Chicago Public Schools said funding issues that left principals unsure of how much money they would have to hire teachers were at the root of the high vacancy rate.

<https://www.chalkbeat.org/posts/us/2018/01/09/in-many-large-school-districts-hundreds-of-teaching-positions-were-unfilled-as-school-year-began/>

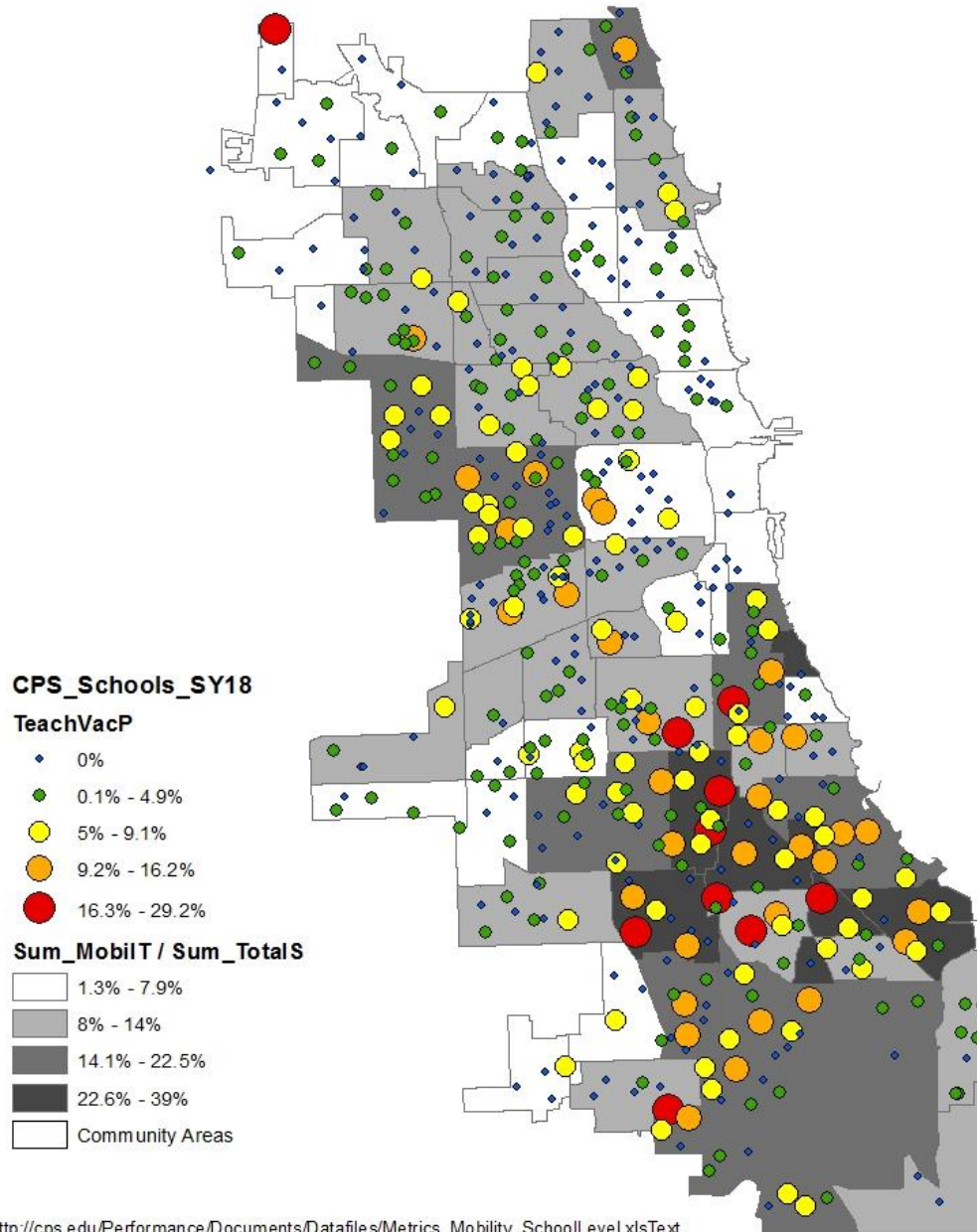
CPS Attendance & Teacher Vacancy Rates as of 12/31/17



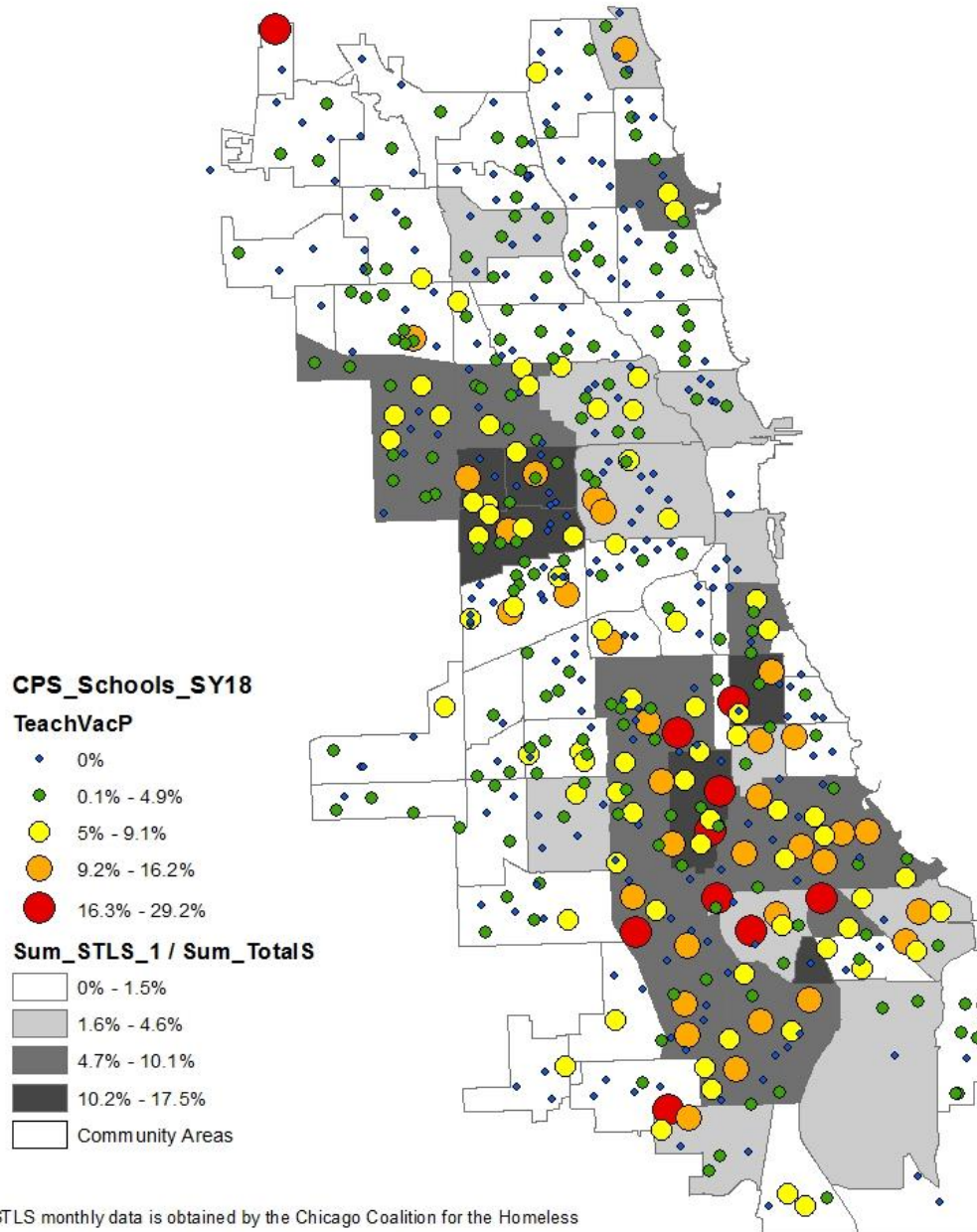
CPS FRL & Teacher Vacancy Rates as of 12/31/17



CPS Student Mobility & Teacher Vacancy Rates as of 12/31/17



CPS STLS & Teacher Vacancy Rates as of 12/31/17

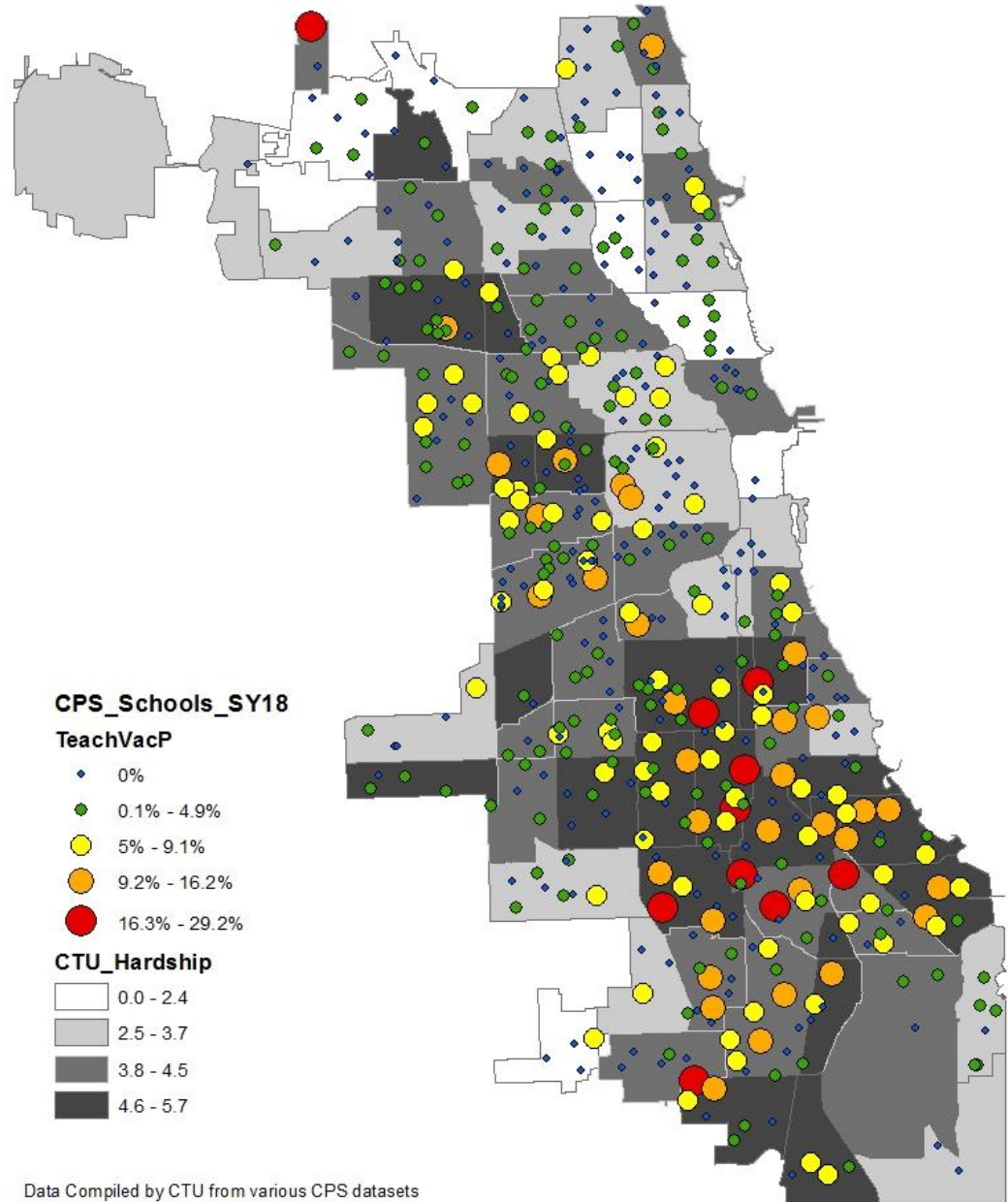


STLS monthly data is obtained by the Chicago Coalition for the Homeless

http://cps.edu/About_CPS/At-a-glance/Documents/EmployeePositionRoster_12312017.xls

CTU Hardship Score & Teacher Vacancy Rates as of 12/31/17

Variable	HS	ES
School: Community	"Strong" or "Very Strong"	
Parent-Teacher Partnership	"Strong" or "Very Strong"	
Mobility	> 11.8%	> 18/3%
Attendance	< 88%	< 94.8%
% STLS	> 6%	
FY18 Per Pupil \$\$	< \$9,697	< \$9,116
Black %	> 60%	
Latino %	> 60%	
ELL %	> 10.6%	> 23.3%
FRL %	> 84.7%	> 76.3%



Data Compiled by CTU from various CPS datasets

http://cps.edu/About_CPS/At-a-glance/Documents/EmployeePositionRoster_12312017.xls

Community Hardship Score & Teacher Vacancy Rates as of 12/31/17

Variables

% Crowded Housing

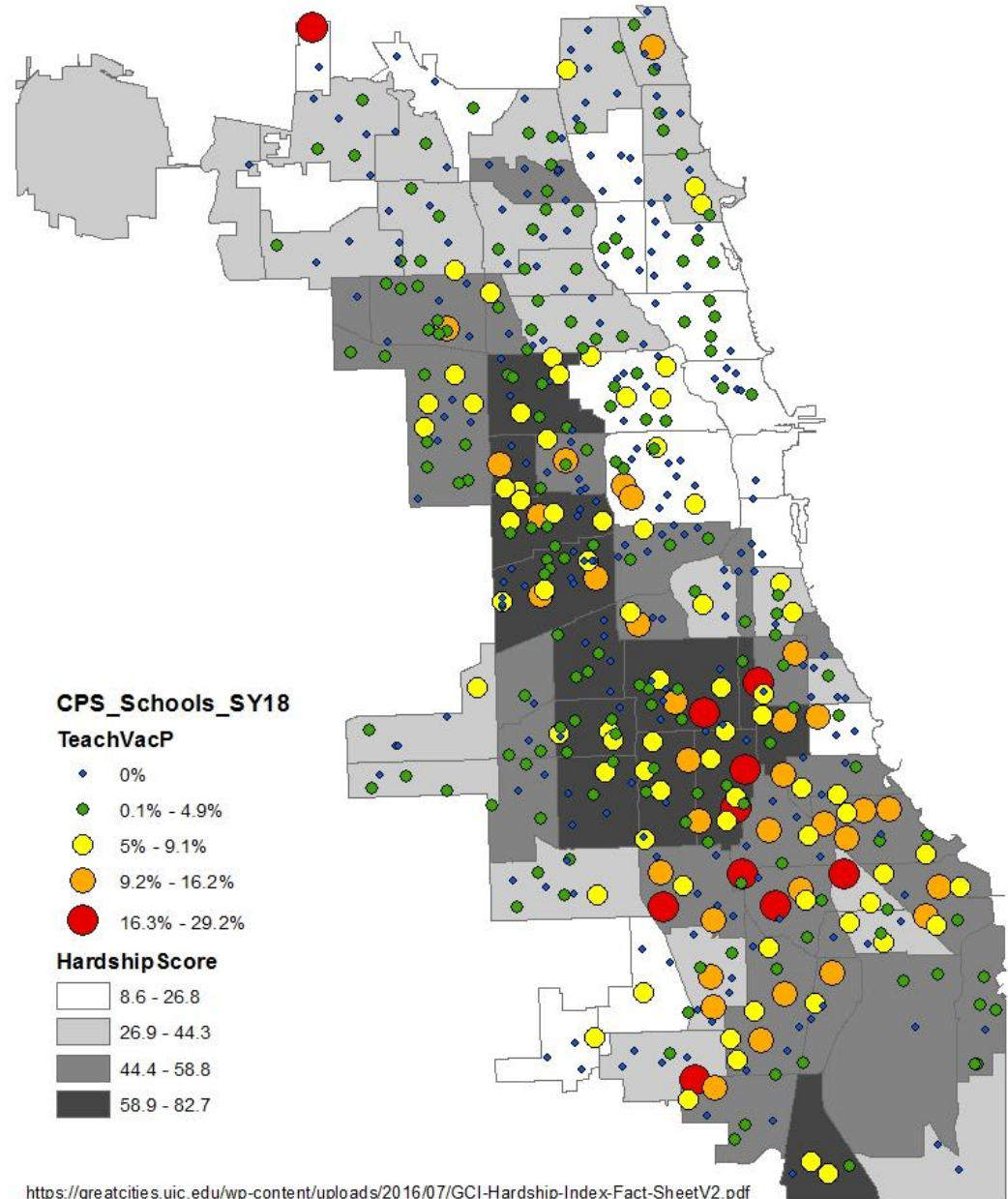
% Households in Poverty

% Population 16+ Unemployed

% Population 25+ no HS Diploma

% < 18 or > 64

Per Capita Income



Appendix J

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Senate Bill 1947

Enrolled as Public Act 100-0465

Evidenced-Based Funding for Student Success Act

Can be accessed via the following link:

<http://www.ilga.gov/legislation/publicacts/100/PDF/100-0465.pdf>

Appendix K

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

House Bill 5812

Enrolled as Public Act 100-0582

Evidenced-Based Funding

Can be accessed via the following link:

<http://www.ilga.gov/legislation/publicacts/100/PDF/100-0582.pdf>

Appendix L

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

MEMORANDUM

To: District Superintendents
Regional Superintendents of Schools

From: Ralph Grimm, Acting Chief Education Officer

Re: Definition of an Instructional Day

Date: November 9, 2018

The implementation of [Public Act 100-0465](#) has resulted in the Illinois State Board of Education (ISBE) receiving a number of questions from the field regarding requirements for a minimum number of instructional hours or minutes for a day to be considered a day of student attendance. This memorandum seeks to provide preliminary clarification to those inquiries and provide districts with support for their approach to student engagement and learning. Additional guidance on this particular issue will be forthcoming. We also have received questions regarding chronic absenteeism and student absences; additional guidance on those issues will also be forthcoming.

Background

Signed into law on August 31, 2017, [Public Act 100-0465](#), also known as the Evidence-Based Funding for Student Success Act (the "Act"), made sweeping changes to education funding in Illinois. In making changes to state financial support to schools, the Act also repealed Section 18-8.05 of the School Code, which required an instructional day to be a minimum of five hours. As such, there is no current statutory minimum number of hours or minutes that constitutes an instructional day. This change provides districts with maximum flexibility to ensure that student needs determine the method and timelines of instructional days rather than the needs of regulatory and compliance systems.

What constitutes an instructional day?

As noted above, there is no statutory minimum number of hours or minutes that constitutes an instructional day. Districts should work with their school boards and collective bargaining units to define an instructional day, keeping in mind that all decisions should be made based on what will improve outcomes for students.

Must all instruction be classroom-based?

No. An instructional day need not be confined to classroom-based instruction. Students learn in a variety of ways and settings. Districts may define student engagement and student learning in any number or combination of ways: classroom instruction, online instruction, independent research projects, work-based learning and internships, to name a few. ISBE encourages districts to use the flexibility afforded in law to innovate with respect to new ways of engaging students in learning that center on student competencies and mastery of subject matter.

What constitutes student attendance?

Attendance can be counted when the student is participating in learning anywhere and anytime. Students who are engaged in learning for any portion of an instructional day may be counted for purposes of attendance.

What constitutes a student absence?

Students are absent when they have not engaged in learning, as defined by the district, for a given instructional day.

Must all students be engaged in educational programming and learning for the same schedule each day?

No. Students learn in a variety of ways and environments. They may have different schedules and modes of instruction, depending upon individual student needs.

How are Individualized Education Programs (IEPs) impacted by the flexibility afforded by the Act?

Instructional and related services within IEPs designed to meet the needs of students with disabilities are not impacted by the changes in law. The needs of the students, as specifically detailed in his/her IEP, provide the basis for the method, mode, and timelines of instruction.

How is truancy impacted by this flexibility?

Pursuant to Section 26-2a of the School Code, “[a] ‘truant’ is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days.” [[105 ILCS 5/26-2a](#)] Therefore, a student who has not engaged in learning, as defined by the district, without valid cause for more than 1% but less than 5% of the past 180 school days is considered to be truant.

What are considered valid causes for student absences?

Pursuant to Section 26-2a of the School Code, a “[v]alid cause for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” [[105 ILCS 5/26-2a](#)]

What is chronic absenteeism?

As defined in Section 26-18 of the School Code, “ ‘chronic absence’ means absences that total 10% or more of school days of the most recent academic school year, including absences with and without a valid cause and out-of-school suspensions for an enrolled student.” [[105 ILCS 5/26-18](#)]

Have changes been made to the required number of days in the school calendar?

Pursuant to Section 10-19 of the School Code, districts must have a “minimum term of at least 185 days to insure 176 days of actual pupil attendance.” [[105 ILCS 5/10-19](#)] The Act eliminated certain provisions related to teacher inservice trainings and parent-teacher conferences being creditable toward a district’s minimum number of instructional days. Section 3-11 of the School Code remains unchanged. It allows the regional superintendent to “arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences, not more than 4 days annually. Of those 4 days, 2 days may be used as a teacher’s and educational support personnel workshop, when approved by the regional superintendent, up to 2 days may be used for conducting parent-teacher conferences, or up to

2 days may be utilized as parental institute days as provided in Section 10-22.18d. Educational support personnel may be exempt from a workshop if the workshop is not relevant to the work they do. A school district may use one of its 4 institute days on the last day of the school term.” [\[105 ILCS 5/3-11\]](#)

How will this affect submission of school calendars?

ISBE will change the calendar system for the 2019-20 school year to collect the number of days in a calendar, but will no longer require that calendars reflect the number of minutes in an instructional day.

Is there a need to code half days on school calendars?

No. Districts are free to determine the minimum number of hours for instructional days. Any day reported by a district to involve student engagement and learning will be recognized as an instructional day, regardless of the length of the day or method of student participation.

The law previously allowed school districts to plan for 174 instructional days with specific combinations of instructional minutes, teacher inservice trainings, and parent-teacher conferences. Is this still allowed?

No. The Act made significant modifications to the structure of instructional time but no longer allows for a calendar with fewer than 176 instructional days. However, calendar provisions are in transition, so districts that have approved calendars for 174 instructional days for the 2018-19 school year will not be required to modify calendars for this school year.

Must a district modify the current (2018-19) school year calendar if it does not have 176 days?

No. A district’s 2018-19 school year calendar currently approved and on file with ISBE will be accepted as filed for this school year.

How are collective bargaining agreements impacted?

Districts are encouraged to work with legal counsel to determine how this flexibility impacts collective bargaining agreements.

Must districts make up interrupted days?

A district will not be required to make up instructional days interrupted due to reasons beyond their control (e.g., weather-related issues), provided student learning has occurred. Districts are encouraged to make efforts to maintain the continuity of the learning environment during such interrupted days, where possible, when all students have access.

Must a school district make any changes to current instructional times and formatting in response to these changes?

No. Districts are not required to make any changes to instructional times in response to the flexibility afforded by the Act. Decisions as to whether or not to make changes should be based on student outcomes and the best interests of the children being served.

For More Information

Should you have questions or concerns, please email instructionalday@isbe.net and we will provide technical assistance and support.



Flexibility to Define an Instructional Day

School districts in Illinois now have maximum flexibility to define instructional days based on students' needs.



FUNDING ON ENROLLMENT

Public Act 100-0465, also known as the Evidence-Based Funding for Student Success Act (the "Act"), made sweeping changes to education funding in Illinois when it became law on August 31, 2017. The Act based state funding on student enrollment, rather than attendance. The Act sun-setted Section 18-8.05 of the School Code, which had defined a day of attendance as a minimum of five instructional hours. Funding schools on enrollment provides school districts the resources to support all students, especially students in need of support to increase students' attendance.



DEFINING A SCHOOL DAY

Districts, school boards, and collective bargaining units can work together to define an instructional day, making decisions rooted in improving outcomes for all students.



RETHINKING INSTRUCTION

Students learn in a variety of ways and settings. Districts may define student engagement and

student learning differently, such as through a combination of classroom instruction, online instruction, independent research projects, work-based learning, and internships. ISBE encourages districts to use the flexibility afforded in law to innovate new ways of teaching and learning that center on competencies and mastery of subject matter.



STUDENT ATTENDANCE AND ABSENCES

Students are in attendance when they are participating in learning – anywhere and anytime. Students are absent when they have not engaged in learning, as defined by the school district, on a given instructional day.



CALENDAR REQUIREMENTS

All school calendars must include at least 176 instructional days. Districts with approved calendars for the 2018-19 school year do not need to modify their current calendars but should ensure they include at least 176 instructional days for next school year.

Email questions to instructionalday@isbe.net, and view the full guidance sent on November 9, 2018, at the link below.

Visit

tinyurl.com/ISBE-InstructionalDay





ISBE on the Road

Flexibility to Define an Instructional Day

ISBE is hitting the road! We have received a number of questions from the field regarding locally defining an instructional day. We are coming to you to answer your questions.

DECEMBER 4

CARBONDALE HIGH SCHOOL

1301 E. Walnut St.
Carbondale, IL
4-6 p.m.

DECEMBER 5

SILAS WILLARD ELEMENTARY SCHOOL

495 E. Fremont St.
Galesburg, IL
4-6 p.m.

DECEMBER 6

DUPAGE COUNTY REGIONAL OFFICE OF EDUCATION

421 N. County Farm Rd.
Wheaton, IL
4-6 p.m.

DECEMBER 10

WILLIAMS ELEMENTARY

1709 S. 9th St.
Mattoon, IL
4-6 p.m.

DECEMBER 12

SPRINGFIELD PUBLIC SCHOOL DISTRICT 186 BOARD ROOM

1900 W. Monroe St.
Springfield, IL
4-6 p.m.

DECEMBER 13

ST. CLAIR REGIONAL OFFICE OF EDUCATION

1000 S. Illinois St.
Belleville, IL
4-6 p.m.

DECEMBER 13

HOMWOOD-FLOSSMOOR HIGH SCHOOL, S. BUILDING, TEACHING AND LEARNING CENTER

999 Kedzie Avenue
Flossmoor, IL
4-6 p.m.

WE ARE HERE TO HELP

Join us at the following events to ask questions and share your successes and challenges in using instructional day flexibility.

Visit

tinyurl.com/ISBE-InstructionalDay



Appendix M

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 26-2a as follows:

(105 ILCS 5/26-2a) (from Ch. 122, par. 26-2a)

Sec. 26-2a. A "truant" is defined as a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days ~~a school day or portion thereof.~~

"Valid cause" for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.

"Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.

"Truant minor" is defined as a chronic truant to whom

supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.

A "dropout" is defined as any child enrolled in grades 9 through 12 whose name has been removed from the district enrollment roster for any reason other than the student's death, extended illness, removal for medical non-compliance, expulsion, aging out, graduation, or completion of a program of studies and who has not transferred to another public or private school and is not known to be home-schooled by his or her parents or guardians or continuing school in another country.

"Religion" for the purposes of this Article, includes all aspects of religious observance and practice, as well as belief.

(Source: P.A. 96-1423, eff. 8-3-10; 97-218, eff. 7-28-11.)

Section 99. Effective date. This Act takes effect July 1, 2018.

Appendix N

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Summary of Best Practices Work Group Survey Results

Communication:

Attendance expectations and state regulations should be clearly specified in communiques to students and parents.

Attendance Data Monitoring:

Attendance is to be carefully monitored and districts/schools should react in real time to an emerging pattern of chronic absence and instances of truancy.

After an absence event triggers a school/district response, follow-up must be conducted to ensure sustained improvement or prevent additional occurrences of absence or truancy.

Family Engagement:

Family engagement should be a priority overall to ensure students derive the maximum benefit from their school experience through the partnership of their teachers and parents. In the event of a problem that interferes with a student's ability to achieve academically, the parents should be notified immediately and engaged as partners in solutions and remedies.

Student Interventions:

Rather than alienate or discourage a student who has missed class time and assignments due to excessive absences or a truancy, teachers should attempt to meet the student half-way through tutoring sessions and adjustments to the assignments' volume and due date.

Tiered interventions for academic support and/or behavioral remedies need to be provided to students who miss an excessive number of school days as the means to improve their academic and developmental outcomes.

Individual or group counseling should be made available to students with chronic absence problems.

Staff and/or peer mentoring provides a beneficial means of interaction for students who are otherwise lacking in positive social interaction opportunities at school.

Recognize progress or sustained effort with awards or small prizes.

Incorporate the needs of students with disabilities in their IEPs to ensure their obstacles to regular school attendance are addressed.

Maintain a catalogue of community, government, and faith-based agencies and programs to refer students and/or their families to the appropriate external resources.

Teachers and other school/district staff should be receptive to clues that a student's attendance problems may be due to substance abuse, domestic abuse, or homelessness and be able to respond with appropriate supports within or outside the school/district.

Students who are involved with the criminal justice system should be provided with re-engagement supports such as counseling, tutoring, alternative educational programming, homebound services, and pathways to resources for student and family.

What are you doing within your district/school to provide academic support to students at risk for chronic absence? (334 responses)

Intervention	Percent of Responses Mentioned
Mentors	35.6%
Tutoring	15.3%
Family Engagement	15.3%
Follow-up after Absence	13.6%
Incentives and Motivation	13.6%
Did Not Know	6.8%

Tutoring/Education:

1. Tutoring is available within the schools/districts of most respondents before, during, and after school.
2. Other extra academic support is offered in a variety of ways to help students complete missing assignments. Teachers expressed a willingness to accept late and/or abbreviated assignments in order to encourage students with chronic attendance problems to not feel defeated by the daunting task of catching up. Teachers made themselves and their classrooms available to these students before, during, and after the school day.
3. The wide use of Google Classroom enables these assignment recovery activities.
4. Credit recovery classes were available in some districts.

Family Engagement

1. Regular and frequent parent outreach was a frequent response in reference to academic supports for chronically absent students.
2. Parents are generally contacted by telephone when a student is not in school. Some districts indicated attendance letters may be sent out also.
3. Classroom teachers engage in parental outreach when attendance problems surface. As attendance and/or truancy problems worsen and academic outcomes are diminished, parents are contacted by school administrators and interventionists such as counselors and social workers.
4. Parents are encouraged to attend meetings with school professionals to collaborate on solutions for child's missed school days and academic consequences.
5. Family need for resources is determined by professional staff. Solutions may consist of something as practical as alarm clocks and bus tokens. Other responses are more complicated and may include referrals for mental/physical health supports and government/community agency resources.

Follow-up After Absence

1. Teachers overwhelmingly responded that they allow students to come in early, stay late, or use lunch time to complete work.
2. Many respondents related being very forgiving about missed work and trying to support the student through extra help, abbreviated assignments, extra time, etc.
3. Teachers and other district staff report the importance of ongoing dialogue with students and parents when attendance has become an issue in order to solve the problem and sustain improvement.

4. Teachers of older students cited the importance of meetings with students to discuss academics and absence.
5. Chronic problems are referred to outreach workers or to the ROE truancy staff.
6. Parent helpers and classroom aides provide support to students who have missed school.

Mentoring

1. Peer mentoring/peer buddies are assigned to provide some informal, more relaxed support from a fellow student.
2. Some districts reported in-district mentors to meet with students and follow up with home visits.

Incentives and Motivation

1. Many districts indicated that incentives and awards are provided for good attendance.
2. Others indicated a comprehensive communication program exists to promote attendance and gain parental support.

Interventions and Counseling

1. Counseling was identified as a resource by nearly all respondents: individual counseling sessions, meetings with counselors and administrative staff, and meetings that include family members.
2. RTI was often cited as an academic support for students with chronic absence difficulties (Google Classroom, hands-on activities, web-based programs, etc.).
3. Tiered interventions were additionally cited to address behaviors associated with absenteeism and truancy and stem the occurrence (social/emotional learning).
4. One-to-one check-in with a staff member, usually the counselor, was an oft-used intervention.
5. Right Track Truancy Program with ROEs was mentioned several times.
6. Freshmen learning communities exist in some districts for ninth grade transition enhancement.
7. Student services departments provide small team student interventions for chronically absent students in some districts.
8. Collaboration with the judicial system, neighborhood resources, and agencies to support parents and students for the purpose of intervention and prevention of absenteeism
9. Social worker goes to the house to determine why student is missing school.
10. Support periods built into schedule.
11. Check and Connect (a dropout prevention program which originated at the University of Minnesota, running funding through ALOP).

What are you doing within your district/school to engage families of students at risk for chronic absence? (330 responses)

Intervention	Percent of Interventions Mentioned
Family Engagement	23.6%
Follow-up After Absence	22.7%
Incentives and Motivation	19.1%
Mentors	10.2%

Team Meetings	5.3%
Truancy/ROE/State's Attorneys' Office	4.0%
Education	3.6%
Did Not Know	6.2%

Communication:

1. Many districts emphasize the importance of regular school attendance/graduation.
2. Most districts specify attendance expectations in School Handbook. Some have parents sign off on the district/school attendance policy.
3. Many respondents cited an alliance with faith community to spread the message of the importance of school attendance.

Engagement:

1. Parent/community events are held in many districts complete with food and childcare to discuss absenteeism and truancy prevention. Parents are also encouraged to attend all school events for a sense of community.
2. Most district respondents explained there is frequent parent contact in person or via telephone and email, and teachers are encouraged to have weekly contact with parents of failing/absent students.
3. Home visits are conducted to facilitate conversations with families at-risk.
4. Thank you notes are sent to parents of students with good or improved attendance.
5. Some districts have family resource personnel who interact with families at school or in the home.
6. Many district/school respondents said they consider parents as partners.

Follow-up after Absence:

1. Nearly every respondent said phone calls are made to the home immediately when a child misses school by the teacher or an assigned attendance representative.
2. Districts indicated a heightened response after successive days of absence or if a pattern emerges that indicates the path to a chronic absence problem. At this stage, the attempts to contact the families are handled by designated resource and administrative staff.
3. The school counselor and/or social worker are always involved when absence becomes a problem.
4. Some districts set an imperative of a face-to-face meeting with parents and the student after a certain number of absences. Meetings include resource staff and may include administration based on the severity and cause of the problem.
5. Meetings are scheduled so social workers, counselors, deans, and principals can outline supports for families of chronically absent or truant students, formulate ideas for parents to motivate their children, and develop attendance plans in concert with the parents.

Mentoring:

1. Many respondents expressed the need to cultivate relationships with school personnel or peers for troubled students to build trust and discuss concerns

2. Adult mentors are assigned to encourage students, build their confidence, and help develop a positive outlook toward school
3. Peer buddies may be assigned for positive student interaction and heightened communication.
4. Administrators check in weekly with students with attendance problems.
5. Some districts have student services teams that provide a variety of supports: check-in, homework assistance, and counseling.

Incentives and Motivation:

1. Many districts offer assistance with transportation.
2. Others say they personalize the process for students by assigning them to staff members for daily check-in. Others emphasized the importance of children being personally greeted when they arrive at school.
3. Student contracts and recognition for improved attendance were cited as incentives.
4. Other motivational elements included school-wide classroom competitions based on rates of school attendance, open gym for those with good attendance, and attendance certificates at honors assemblies

What are you doing within your district/school to support students with documented disabilities who are at risk for chronic absence? (322 responses)

Intervention	Percent of Interventions Mentioned
Targeted Interventions in IEP or 504	26.0%
Same as Regular Education	23.1%
Family Engagement	19.2%
Tutoring/Homebound Services	17.3%
Follow-up/Motivation	9.6%
Transportation	4.8%

1. Many respondents indicated the district/school response to the chronic absence patterns of students with disabilities was the same as is provided to all students.
2. Other respondents, however, addressed the lack of self-esteem and motivation among these students, owing to their disabilities, as contributing factors to the patterns of absence. Responses from this group of educators reflected a concern for the provision of additional supports for these students and their families and the necessity of building strong relationships with them:
 - a. Need support and encouragement to come to school
 - b. Should be a strong connection between these families and school
 - c. Any missed school day is a major setback for these students
 - d. Accommodations may be necessary that relate to their disabilities
 - e. Discussion of alternative scheduling
 - f. Engage outside agencies for additional services and supports
 - g. Decide if homebound services are necessary.

3. Another difference was the suggestion from many districts to consider the specific needs of a student with a disability who is chronically absent when drafting the IEP to ensure all the student’s needs are met in the plan for the child’s education.

What are you doing within your district/school to provide mental health services to students at risk for chronic absence? (306 responses)

Intervention	Percent of Interventions Mentioned
School Counselor	26.9%
Outside Resources	22.1%
School Social Worker/Psychologist	16.3%
Evidence -based Practices	10.6%
Other	15.4%
Unaware	8.7%

1. Counseling
2. Social work
3. Support groups for students facing similar issues
4. Outside agencies
5. Tiered interventions
6. Evaluations by outside crisis counselors
7. Regular staff meetings convened to discuss individual students’ need for services in school or externally
8. Research-based practices such as the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program, Anger Coping, and Bounce Back Project.
 - a. CBITS is “a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.” – CBITS Home Page
 - b. “Anger Coping is a social-relations intervention is designed to inhibit responses of violence and aggravation from aggressive/rejected and nonaggressive/rejected boys. Rejected children were defined as those disliked by their peers and deficient in leadership skills. The intervention includes elements of positive social skills training and cognitive-behavioral treatment, that promote deliberate, non-impulsive problem-solving.” – from Child Trends
 - c. “The Bounce Back Project is a unique collaborative of physicians, nurses, hospital leaders, and staff who seek to impact the lives of individuals, communities, and organizations by promoting health through happiness. Numerous studies have shown using simple tools to help us retrain our minds to focus on the positive can increase feelings of well-being and decrease feelings of depression. These tools can also open us to the possibility of greater social connections, improved sleep, enhanced memory, and stronger immune system function.” – Bounce Back Project Home Page
9. Many addressed the issue that students’ mental health problems exceed district/school staffing resources and impede students’ abilities to function at or even attend school.

Students are dealing with grief, depression, bi-polar disorder, post-traumatic stress disorder, extreme stress, and a variety of other mental health challenges. Respondents indicated the necessity of building connections with outside government and community-based agencies to ensure students are served.

What are you doing within your district/school to provide substance abuse services to students at risk for chronic absence? (282 responses)

Intervention	Percent of Interventions Mentioned
Outside Resources	48.2%
School Counseling	33.7%
Tutoring	1.2%
Nothing	16.9%

1. Many elementary school respondents indicated there is very little information incorporated into the curriculum or little training provided to the teachers on substance abuse. Problems that arise are referred to a school counselor.
2. Nearly all district/school respondents indicated that although substance abuse is included in the health curriculum, there is additional programming that is conducted through contractual arrangements with outside agencies through which speakers are brought in for prevention and education efforts.
3. When a student's addiction is apparent, most respondents indicated that a referral would be made to a local governmental, mental health, or therapeutic agency as well as the local police department. The community connection is of paramount importance to access practitioners who deal with substance abuse on a daily basis.
4. None of the responses referenced whether or not the student with a substance abuse problem was chronically absent or truant.

What are you doing within your district/school to provide support to students affected by domestic abuse who are at risk for chronic absence? (283 responses)

Intervention	Percent of Interventions Mentioned
Community Services	35.5%
Nothing or DCFS	29.0%
School Counseling	23.7%
School Social Worker	10.8%
Tutoring	1.1%

1. Many respondents indicated that as mandatory reporters of domestic abuse, they would report to a school counselor who would contact DCFS as well as the local police department if they suspected a student was a victim of domestic abuse.
2. Students affected by domestic violence would either receive counseling services within the school or be referred to an outside provider.
3. Families would be referred to an outside provider or service.

What are you doing within your district/school to provide support to homeless students who are at risk for chronic absence? (296 responses)

Intervention	Percent of Interventions Mentioned
Homeless Liaison	31.8%
Community Resources	27.1%
School Counseling	19.6%
Staff Awareness	15.0%
Tutoring/Credit Recovery	4.7%
Communication with Family	1.9%
Do Not Know	10.4%

1. Many districts reported the availability of a homeless liaison, usually a social worker, to step in and support the families of students experiencing homelessness. This support may include school supplies, clothing, food, transportation, and referrals to community agencies that have the capacity to provide greater levels of assistance.
2. In districts without a designated homeless liaison, social workers receive referrals from teachers to provide supports to homeless children and their families and steer them to the community agencies for housing alternatives, among other supports.
3. Respondents additionally indicate a level of personal involvement with homeless students and the provision of clothing, food, and supplies to students. Other district families are asked for contributions of clothing, food, and other supplies.
4. Responses from many indicated district personnel are all aware of the legal protections afforded the homeless.

What are you doing within your district/school to provide support to students who are/were incarcerated? (271 responses)

Intervention	Percent of Interventions Mentioned
Communication with Parent/Probation	17.1%
Alternative School/Credit Recovery	17.0%
Community Services	15.8%
School Counseling	9.7%
Re-Entry Services	8.5%
Nothing/Unaware	31.7%

1. Many respondents replied that student incarceration is not applicable to their district population.
2. Some respondents indicated that they work within the juvenile system with law enforcement and provide assignments and instructional materials when permitted, either through social workers or, in rare cases, communicating with the student directly via telephone, computer, or detention center visits.
3. Some respondents related what happens upon a student's release from incarceration and the efforts that are undertaken to provide the student with re-engagement supports such as

counseling, tutoring, alternative educational programming, homebound services, pathways to resources for student and family, and working with probation officers.

Appendix O

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Illinois ESSA Plan Executive Summary

March 12, 2018



Illinois
State Board of
Education

INTRODUCTION

WHAT IS ESSA?

The Every Student Succeeds Act (ESSA) is the reauthorization of the 50-year-old Elementary and Secondary Education Act, the country's national education law and longstanding commitment to equal opportunity for all students. President Barack Obama signed the bipartisan measure into law on December 10, 2015. ESSA tasks individual states to create a plan to ensure every child is learning and on the path to college and career.

ESSA charged each state with engaging with local stakeholders and communities to create a plan that includes ambitious long-term goals, supports for low-performing schools, challenging academic standards and assessments, and universal indicators of school quality and student progress. The plan must account for the needs of special student populations, such as migratory children, youth in the state's care, English Learners, children experiencing homelessness, and children in rural areas. The plan must also address how the state uses federal funds to ensure equitable access to excellent teachers and to provide students a well-rounded education.

WHAT IS THE ILLINOIS ESSA PLAN?

The vision of the Illinois State Board of Education (ISBE) is for Illinois to be a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure. All children deserve a quality education that helps them build the capacity to access opportunities of interest to them. ISBE has outlined ambitious and essential goals as the North Star for the Illinois ESSA Plan:

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

The Illinois ESSA Plan establishes a 15-year timeline to meet our four academic goals (the second through fourth bullets above).

Supporting students in achieving our state goals begins and ends with equity. The Illinois ESSA Plan represents the belief of ISBE and our stakeholders that the students with the greatest needs deserve the greatest share of our public education resources. Grounding our work in the practice of equity will ensure

that we provide all students with the supports they need to succeed from pre-K through high school and onto purposeful lives.

All students need safe and inclusive schools and challenging and individualized curriculum and instruction. Even so, each student comes to the classroom with different strengths. Equity requires that each child receives the attention, resources, access, and supports he or she needs to become socially and economically secure adults.

Equity must occur as we create the inclusionary conditions for whole schools, whole communities, and whole systems to work together. Students and schools are nested in communities with vastly different histories and resources. Achieving our goals requires a comprehensive approach to supporting students' cognitive growth, social and emotional development, and physical well-being. Illinois is committed to providing integrated, differentiated, transparent, and equitable supports to school districts.

The Illinois ESSA Plan aligns to the state's cross-agency goal of at least 60 percent of Illinoisans having high-quality degrees or credentials by 2025.

ISBE wanted to develop a state plan that reflected the ideas of those who are closest to the work and so sought out the voices, values, and vision of stakeholders and practitioners. The participation of diverse educators, communities, and advocates made the Illinois ESSA Plan durable. The process of writing the plan brought together people from across the state passionate about creating an equitable and supportive system for Illinois students, educators, schools, and communities. ISBE hosted more than 100 meetings and received input through more than 6,000 public comments. ISBE heard from thousands of educators and educational leaders over more than 16 months of gathering feedback, all of which strengthened our state's ESSA plan.

The Illinois State Board of Education submitted the Illinois ESSA Plan to the U.S. Department of Education (ED) on April 1, 2017. ED approved the plan on August 30, 2017. ESSA requires that we revisit our state plan every four years. ISBE is continuing to dialogue with stakeholders and communities as we implement and learn.

Please find a summary of the key elements of the Illinois ESSA Plan below. The complete and approved Illinois ESSA Plan, previous drafts of the plan, feedback from ED, and additional resources are available on the ISBE website at www.isbe.net/essa.

IL-EMPOWER

The Illinois ESSA Plan introduces IL-EMPOWER, the new statewide structure of support for capacity development with schools and districts. The structure is designed to improve student outcomes by leveraging schools' strengths and building school staffs' capacity. ISBE believes the educators closest to students have the most valuable insight into their strengths, challenges, context, and change history. This insight is a pillar upon which differentiated supports are developed.

Children learn and develop in the school, the community, and the home. IL-EMPOWER recognizes students' unique circumstances and, in partnership with learning providers, guides schools through a process to meet the needs of the whole child – including social-emotional and physical health and development.

IL-EMPOWER replaces the single-provider model currently in place and empowers schools with greater choice and collaboration in the school improvement process. The IL-EMPOWER structure promotes collaboration and peer-to-peer learning, informed by data from the IL-EMPOWER needs assessment and equity analysis, as vehicles for educator-led and state-supported school improvement.

Educators and educational leaders participate in a collaborative process within their schools, districts, and communities to identify areas for supports. These areas include Curriculum and Instruction, Governance and Management, and Climate and Culture. The school's strengths and challenges guide the individualized supports provided through IL-EMPOWER. ISBE provides a network of pre-approved, quality-vetted, and cost-controlled Professional Learning Partners to serve as options for the IL-EMPOWER school teams. IL-EMPOWER allows schools, districts, partners, and ISBE to work together to ensure that we meet the needs of each child fully and equitably to achieve set goals.

Several dozen districts are participating in an IL-EMPOWER pilot over the course of the 2017-18 school year in order to further refine the specific implementation expectations for the statewide launch of IL-EMPOWER in the 2018-19 school year.

Each school's overall performance – across a set of balanced indicators and considering each student demographic group's individual performance – corresponds to one of four tiers. The designations reinforce our shared responsibility to support all students in meeting our common, high expectations. Each tier contains specific opportunities for growth and support.

The designations, criteria, and opportunities for each tier include:

- **Tier 1: Exemplary School**

A school that has **no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.** Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 2: Commendable School**

A school that has **no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.** Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 3: Underperforming School**

A school in which **one or more student demographic groups are performing at or below the level of the “all students” group in the lowest 5 percent of all schools**. Schools that receive a Tier 3: Underperforming School designation will receive targeted support.

- **Tier 4: Lowest-Performing School**

A school that is in the **lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less**. Schools identified as “Tier 4: Lowest Performing” receive “Comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER.

Schools will receive their designations annually beginning with the 2018-19 school year. The identification of cohorts to receive Targeted and Comprehensive services occurs every three years.

The tier designations provide families and communities a clear understanding of how well their schools are serving their students. ISBE will include school designations on the Illinois Report Card at www.illinoisreportcard.com. ISBE believes in empowering families, communities, and educators with holistic and transparent information on school performance.

MEANINGFUL DIFFERENTIATION OF PROGRESS

The Illinois ESSA Plan establishes common, high expectations for all students through the identification of challenging state standards, as well as measures of interim progress and long-term goals. The IL-EMPOWER differentiated system of supports builds schools’ capacity to meet students’ individual needs in reaching those high expectations. A balanced set of indicators measures our progress toward equity.

Our stakeholders identified key principles to guide the design of the progress indicators. The Illinois ESSA Plan includes indicators that are educative, providing information the school community can learn from; equitable, recognizing the unequal circumstances of Illinois’ students and educators; and non-punitive in the identification and support of schools.

The balanced set of indicators looks at the whole school to see how well our schools are supporting students in meeting our common, high expectations. The set of indicators includes 10 different measures of academic progress and student success. The system endeavors to provide a more complete and nuanced picture of the learning environment and student outcomes at every school.

The Illinois ESSA Plan, which resulted from deep dialogue with stakeholders, weights student growth more heavily than student attainment. Academic indicators comprise 75 percent of a school’s total score, while other student success or school quality indicators comprise 25 percent.

The high school grades and the preschool through eighth grades have different sets of indicators. Each indicator has a specific weight on a 100-point scale.

	Academic Indicators (75%)	School Quality/Student Success Indicators (25%)
P-8	<ul style="list-style-type: none"> • PARCC and DLM-AA (2018-19: ELA 10%, Math 10%; thereafter: ELA 7.5%, Math 7.5%) • Growth (Linear Regression) (50%) • English Learner Proficiency (ACCESS) (5%) • Science (ISA) (2018-19: 0%; thereafter: 5%) 	<ul style="list-style-type: none"> • Chronic Absenteeism (10%) • Climate Survey (Participation) (5%) • Fine Arts (2018-19: 0%; \geq0% by 2021-22) • Preschool to Second Grade Indicator (5%) • Elementary/Middle Indicator (5%)
High School	<ul style="list-style-type: none"> • SAT (2018-19: ELA 10%, Math 10%; thereafter: ELA 7.5%, Math 7.5%) • Graduation (4-, 5-, and 6-year Rates) (50%) • English Learner Proficiency (ACCESS) (5%) • Science (ISA) (2018-19: 0%; thereafter: 5%) 	<ul style="list-style-type: none"> • Chronic Absenteeism (7.5%) • Climate Survey (Participation) (6.25%) • College and Career Readiness (6.25%) • Fine Arts (2018-19: 0%, \geq0% by 2021-22)

Note: ISBE and working groups are determining the definitions of the growth, preschool to second grade, elementary/middle, and college and career readiness indicators. Federal law requires all states to administer statewide assessments in certain subjects and grades.

The system also measures the academic progress of individual student demographic groups across the 10 indicators. We include and value every student to hold ourselves accountable for meeting all students’ needs. The student demographic groups include:

- Economically disadvantaged students
- Students with disabilities
- Students formerly with a disability
- English Learners
- Former English Learners
- Racial and ethnic groups
 - Hispanic or Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or More Races

Schools with any student demographic group performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I schools qualify for either the “Tier 3: Underperforming” designation and “Targeted” supports or the “Tier 4: Lowest Performing” designation and “Comprehensive” supports.

Note: A demographic group must consist of at least 20 students in order to factor into a school’s summative designation.

SUPPORTING ALL STUDENTS

All children deserve to feel safe and connected to their peers and to caring adults. Further, all children deserve a sense of belonging and purpose, fostered by individual attention and relevant and rigorous content. Children also come to school each day with individual strengths and interests. The Illinois ESSA Plan focuses on the strengths of a child and of her or his school and community and outlines a path for educators and educational leaders to layer and differentiate supports. The objective is to meet the individual needs of every child, no matter his or her starting point.

Language Instruction for English Learners

The Illinois ESSA Plan establishes the goal of each English Learner (EL) to reach language proficiency within five years of her or his identification. Districts, through administration of a home language survey, identify students to receive EL services. Students must take an English language development assessment annually. An EL student no longer receives EL services once she or he attains language proficiency. ISBE continues to monitor the performance and progress of former EL students annually through 12th grade.

The shift to EL performance accountability under ESSA from Title III to Title I requires the coordination and integration of supports. ISBE will work closely with districts to ensure the appropriate transition and integration required to support EL students successfully.

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

ISBE works with other state agencies and school districts to coordinate services and create comprehensive strategies to re-engage youth in the state’s care. ISBE’s programs provide essential educational support services to ensure the success of youth. Services include orientation, tutoring, mentoring opportunities, counseling, psychological and social work services, and instruction and training in alternative schools and learning centers. These services support educational continuity for adjudicated or incarcerated youth. Youth may audit or attend postsecondary courses in an institutional setting. Work-site partnerships and job placement services also help youth transition successfully from education to employment.

ISBE, districts, and other state agencies support community services that make youth less likely to re-offend and reduce the likelihood of re-entry and recidivism. ISBE and districts meet the educational needs of youth in the state’s care by re-engaging, reigniting, and assisting in the student’s transition back to the

community. ISBE's programs and the services in the community aim to ensure youth in the state's care have the same opportunities to achieve as if they were in their local district.

Students Experiencing Homelessness: McKinney-Vento Act

ISBE has established procedures to ensure all children and youth experiencing homelessness receive the same opportunities to learn and succeed as all other children and youth. Homelessness has increased over the past five years, making cross-coordination of programs even more essential.

Illinois has a state coordinator for the education of homeless children and youth who oversees the Office of the Coordinator and each region's lead area liaisons. The lead area liaisons provide professional development and technical assistance to homeless liaisons employed by local education agencies and school staff in an effort to remove barriers to equitably educating children experiencing homelessness.

Students who Move Frequently: Migrant Education Program

Students who qualify for the Migrant Education Program (MEP) move frequently, on their own or with parents and family members who participate in agricultural work. Illinois' MEP identifies eligible children and youth and coordinates with local, state, and federal education programs to develop a service delivery plan with distinct strategies and measurable program outcomes. Educational support services fall into the following areas: reading and mathematics; school readiness; high school graduation services to secondary-aged youth, including students who have dropped out of school and other out-of-school youth; and ancillary support services.

MEP continually adjusts to meet the unique needs of children who move frequently. Additionally, Illinois participates in several multistate consortia that seek to improve identification and recruitment, policies, and educational services for students participating in MEP. Illinois also convenes a Migrant Parent Advisory Group at the state level, and local projects convene parent groups to provide feedback on how the MEP could better meet their children's needs.

21st Century Community Learning Centers

Funding for 21st Century Community Learning Centers (CCLC) supports academic enrichment opportunities during non-school hours, particularly for students who attend high-poverty and low-performing schools.

Programs supported by this funding provide art, music, character building activities, physical education, and other enrichment activities to students to help them understand real-world applications of key academic concepts and engage in their learning in new and different ways. The 21st CCLC programs provide literacy, computer training, and other educational services for the families of participating children. The 21st CCLC also act as a magnet for other philanthropic and social service programs and funds to support students' social-emotional and physical health and remove barriers to learning.

Rural and Low-Income School Program

ISBE works with rural districts in meeting the needs of rural, low-income schools. ISBE's Rural and Low-Income School Program coordinates with other programs in order to improve students' academic

achievement and decrease dropout rates by increasing parent and family engagement, supporting effective academic instruction, supporting effective language instruction for English Learners and students who have immigrated, and increasing academic enrichment and other supports for students. The program aims to help students in rural, low-income schools meet the state's rigorous learning standards and graduate well-rounded and prepared for college and career.

SUPPORTING EXCELLENT EDUCATORS

Illinois' excellent teachers drive student learning and support the growth of the whole child. The civic and economic success of our state depends on thriving schools powered by equitable access to excellent educators. The care and creativity exhibited by educators and educational leaders help produce the conditions for students to feel included and challenged. Illinois needs to do more to develop and retain highly prepared and effective educators. The Illinois ESSA Plan describes one prong in a multi-pronged approach to ensure all students have access to a well-rounded education and relevant and rigorous instruction in all content areas.

Teachers across Illinois shared their values and thinking in the development of the Illinois ESSA Plan. They expressed a need for better preparation before entering the classroom and more meaningful leadership opportunities throughout their teaching careers.

Educator feedback informed the development of two grants for districts:

- **Fostering Teacher Leadership:** ISBE will launch a competitive grant program wherein educators will propose 30-, 60-, and 90-day research projects focused on specific problems of practice.
- **Supporting Teacher Preparation:** ISBE created the Innovative Fieldwork competitive grant program, which will provide funding for districts and institutions of higher education with approved teacher preparation programs to partner and develop innovative approaches to fieldwork requirements. The innovative fieldwork will provide candidates rich and extended opportunities to work with, learn from, and practice their developing craft with practicing teachers.

Additionally, ISBE developed and piloted Ed360, a free, optional, data dashboard for educators. Ed360 empowers educators with access to near real-time data on student performance and context, as well as corresponding professional learning opportunities and classroom instructional resources. ISBE will launch Ed360 statewide in February of 2018. More information is available at www.isbe.net/ed360.

TRANSPARENT DISTRICT SPENDING

For the first time, ESSA requires all districts to report per-pupil expenditure data at not only the district level but also at the school level, disaggregated by source of funds, beginning with school year 2018-19 data. This reporting will give the state, districts, and local communities an unprecedented opportunity to assess, celebrate, and advocate for improved equity in funding between individual schools and to better understand the relationship between student outcomes and financial investments. Clearer financial data, coupled with a strong understanding of context, will allow leaders to make data-driven decisions for the benefit of children.

To implement this new requirement, ISBE convened an advisory group of 25 superintendents, school business officials, and representatives from various statewide organizations. The advisory group designed its own value proposition to highlight the opportunities contained within the new site-based data and established guiding principles to reflect the needs of diverse districts as they implement site-based expenditure reporting for the first time. The group reached its first major implementation milestone on January 30, 2018, with the release of [guidance](#) that sets the state's expectations for reporting.

ISBE will anchor its support to districts in an important guiding principle of the advisory group: districts know their data best and can tell their own story. The guidance and training will grant districts flexibility while still yielding meaningful data for communities' consideration. ISBE defines its role as encouraging inquiry while protecting local ownership of the data and the story they tell.

CONCLUSION

This is an exciting time for education in Illinois. Achieving our state goals begins and ends with equity. The Illinois ESSA Plan sets us firmly on the path toward all students graduating with the skills, confidence, attitudes, and knowledge to thrive in college and career. Practicing equity as a grounding principle will ensure that we can provide all students with the supports they need to learn and thrive. ESSA requires that we revisit our state plan every four years. ISBE will continue to have a dialogue with stakeholders and communities as we implement and learn.

Find more information about ESSA on the ISBE website at www.isbe.net/essa.

Note: ISBE will receive recommendations for the approach to calculate growth and the procedures for averaging the individual indicators into a summative designation from the Technical Advisory Council in May 2018. ISBE will share the recommendations for public comment with final board action in June. Per ESSA, prior to the 2018-19 school year, ISBE will identify schools receiving comprehensive supports beginning in the 2018-19 school year. ISBE will add new details and updates to this executive summary as implementation moves forward.

Appendix P

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

What Now?

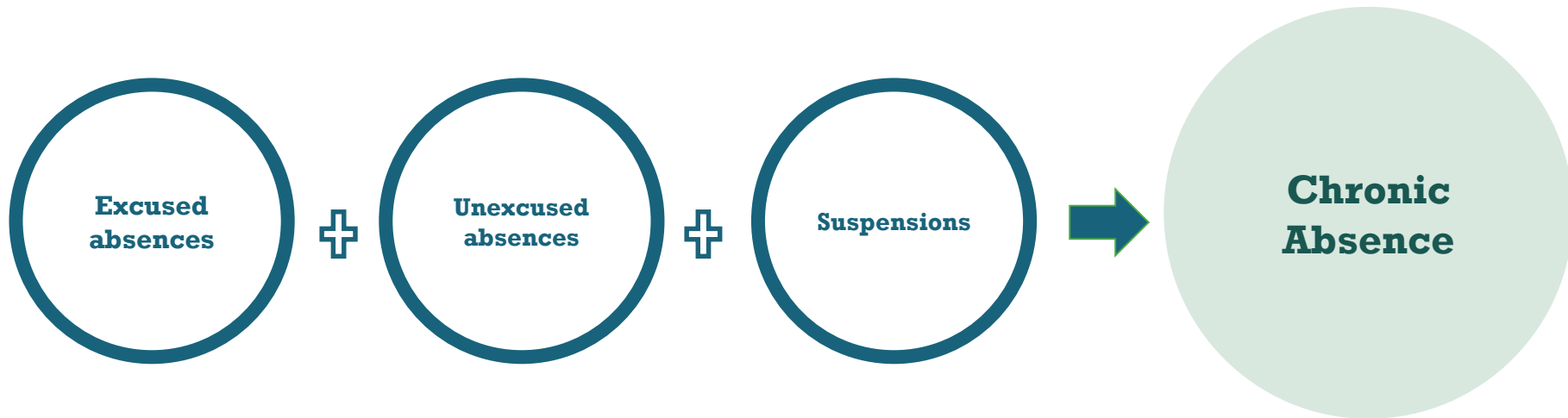
Addressing Chronic Absence As Part of ESSA Implementation





What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



Reflects New Paradigm on Attendance

Truancy

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more punitive solutions

Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses prevention-focused, trauma informed, problem solving strategies



Student Attendance is Strongly Associated with Academic Success

K-1st Grade: Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

3rd Grade: Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success: Students who attend school regularly are more likely to have passing grades in middle school

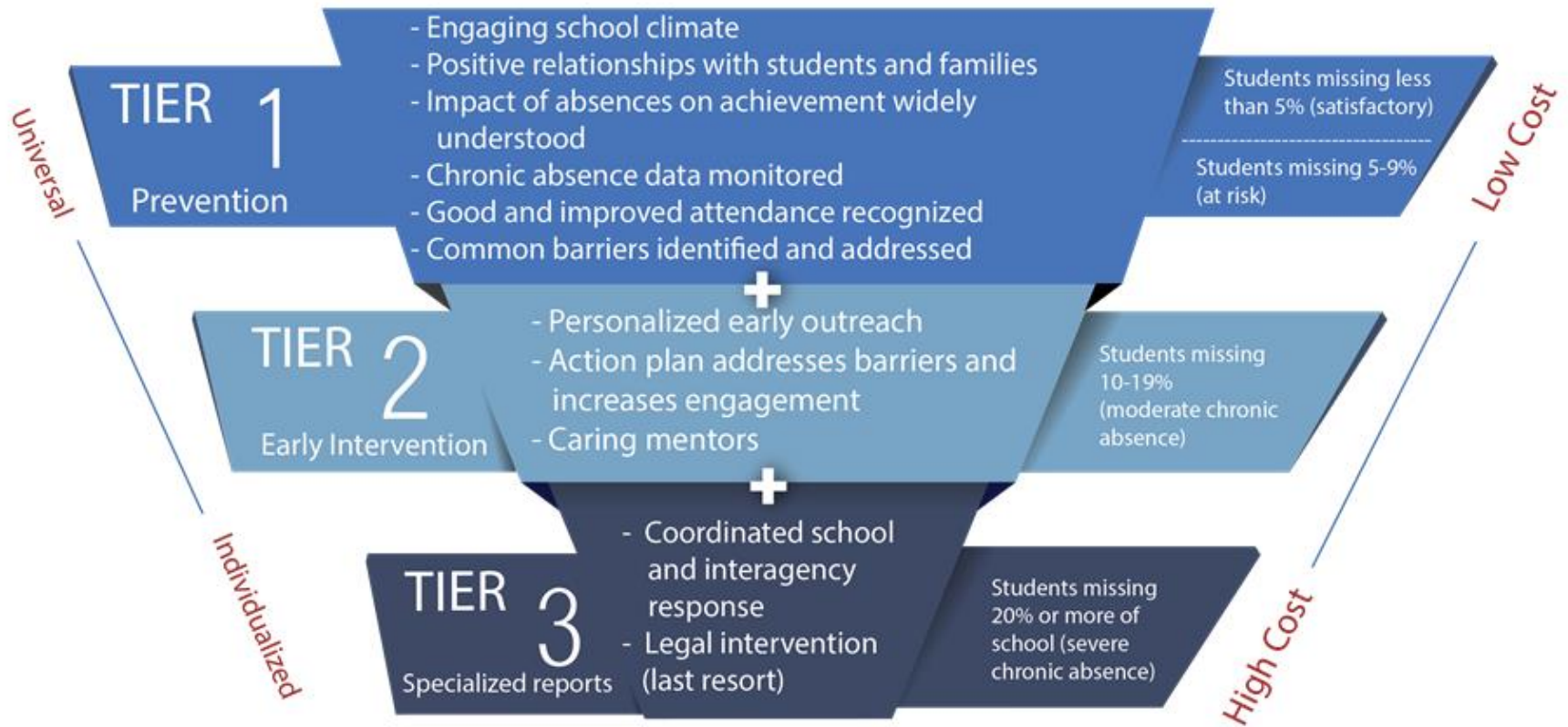
High School Completion: Students who attend school regularly are more likely to graduate from high school

College Completion: Students who attend school regularly in high school are more likely to persist in college and graduate

Children living in poverty are more likely to be chronically absent at earlier ages, for multiple years, and less able to make up for the time lost in the classroom



Invest in Prevention and Early Intervention



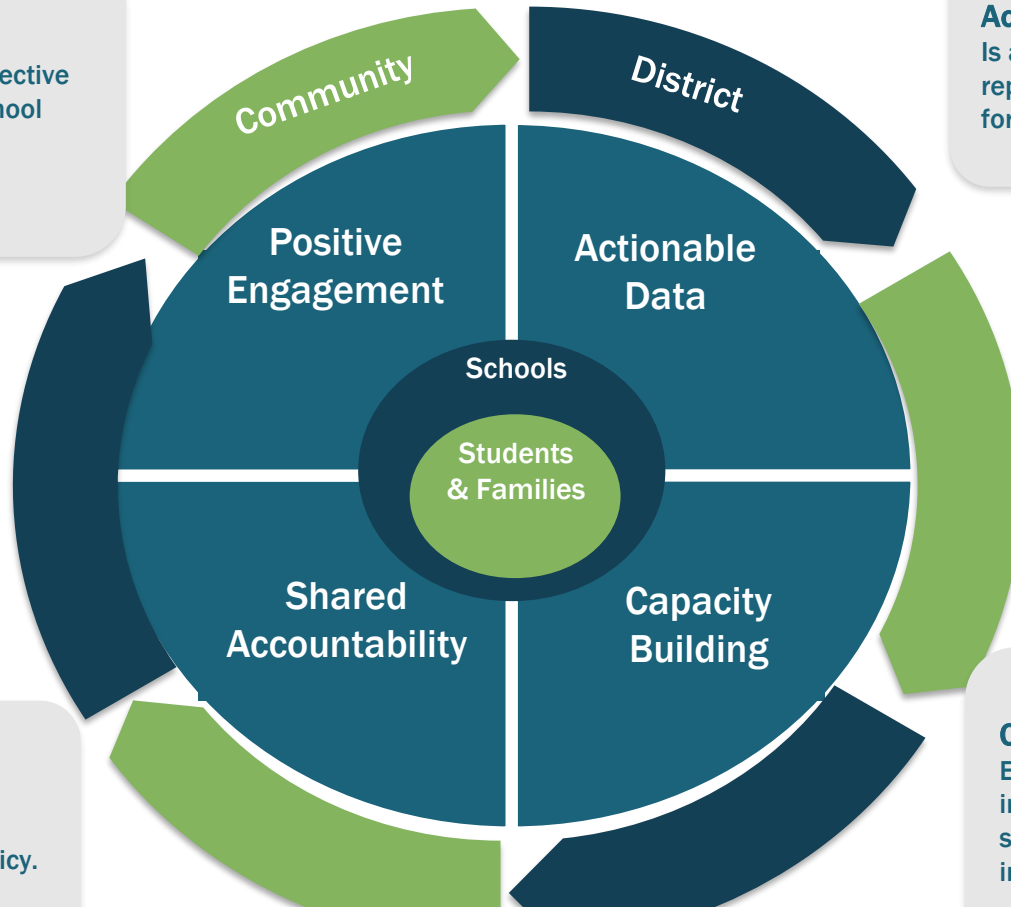
Take a Data Driven Systemic Approach

Positive Engagement:

Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data:

Is accurate, accessible, and regularly reported in an understandable format.



Shared Accountability:

Ensures chronic absence is monitored & reinforced by policy.

Capacity Building

Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Strategic Partnerships

Between district and community partners address specific attendance barriers and mobilize support for all ingredients.



ESSA Implementation Offers Unprecedented Opportunities and Challenges

Spring 2018

- States establish business rules to ensure attendance data is accurate, consistent and reliable

Summer 2018 – Fall 2018

- States establish rating systems and targets for school accountability.
- States develop their school report cards
- LEAs create ESSA plans

Winter 2019

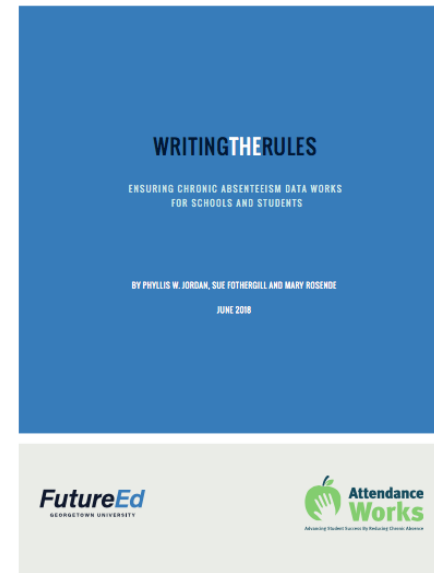
- The bottom 5% of low performing schools will be identified and will be required to conduct a needs assessment

Spring 2019

- Schools build chronic absence into school improvement plans

Writing the Rules, Ensuring Quality

- Without consistent definitions for key terms, it's hard to compare data
- Without effective auditing and training procedures, it's hard to ensure data quality



June 2018 Report with
Attendance Works

Definitions Within Definitions

- **Define a school day:** Students are absent after missing at least half the school day
- **Define an absence:** Counts should include excused, unexcused and disciplinary absences; allow few uncounted absences
- **Define a student:** Counts should include all students who have been in school at least 10 days; states should set firm disenrollment policies

What is a school day?

- In California, students are considered present if they show up for at least 1 class period
- In DC, students need to attend 80% of the school day to be present
- In several states, school boards set their own definition, making comparison difficult

Recommendation: Consider students absent after missing at least half the school day

What is an absence?

- Are schools counting all absences: excused, unexcused and disciplinary?
- Do states or districts allow schools not to count certain missed days: for sports events, visiting the state fair?
- How do schools count absences for chronically ill or disabled students?

Recommendation: Include excused, unexcused and disciplinary absences; allow few uncounted absences

Who is a student?

- How long must a student attend a school before being counted on the rolls? Some states say 45-60 days. Federal guidelines suggest 10 days
- How quickly can schools remove students who don't show up?
- Is there a process in place to prevent schools from disenrolling and re-enrolling students?
- **Recommendation:** Include all students who have been in school at least 10 days; set firm disenrollment policies

Ensuring Data Quality

- Setting up data systems to audit and catch anomalies
- Providing public access to chronic absenteeism records
- Training attendance clerks and teachers to record attendance accurately
- Equipping school and district leaders to use the data effectively

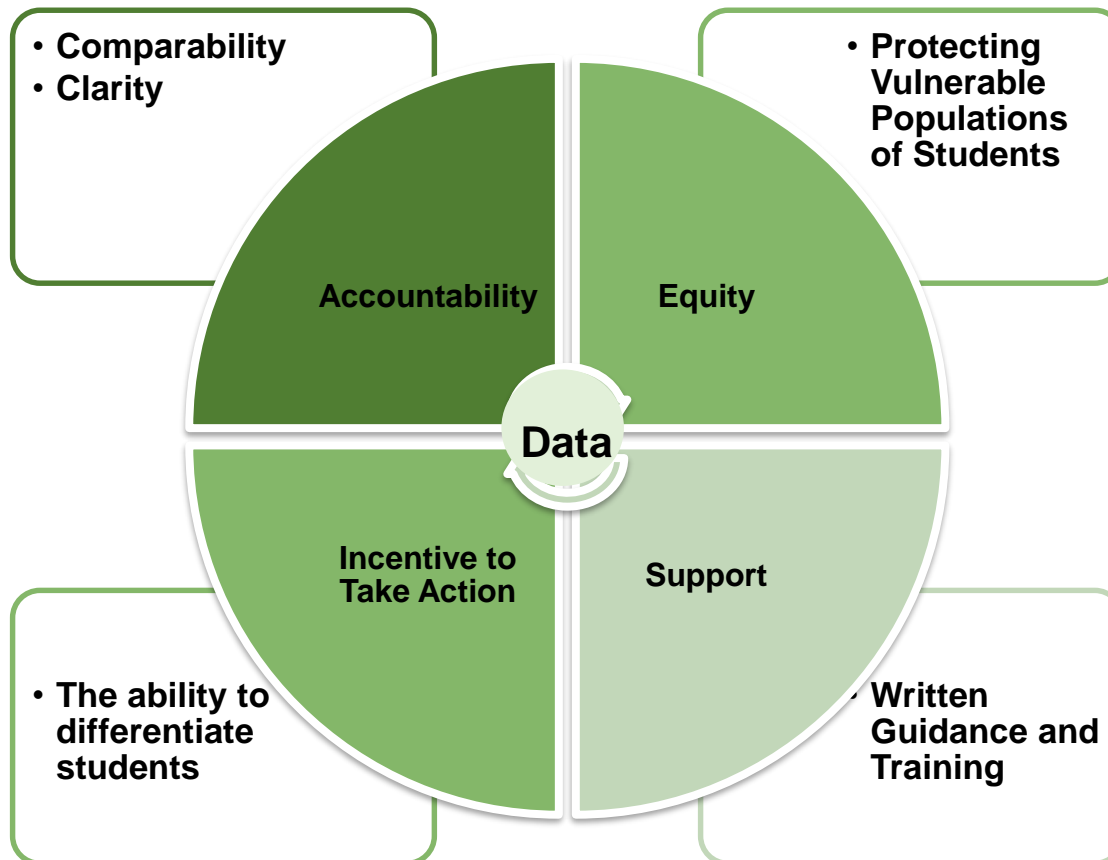
A Framework for ESSA Policy Decisions for Chronic Absence



Most States are using the 10% definition of chronic absence but depending on the decisions that states make there will be variability in how effectively the measure can be used to support school quality and student success.

What is a day of attendance?

Ed Facts: A student is considered present for the day if they attended at least 50% of the time.



Appendix Q

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Early Childhood Professional Learning

 **THE CENTER:** Resources for Teaching and Learning

[EClearningIL.org](https://eclearningil.org)

Supporting best practice in early childhood education with free professional development workshops and webinars, resources, and information that promotes high quality outcomes for young children and their families.

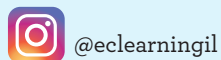
Visit the **Early Childhood Professional Learning** website to:

- Explore professional learning opportunities for Illinois early childhood professionals
- Discover professional resources to support early childhood programs
- Find information on organizations that provide professional learning and resources for early childhood educators
- Connect with The Center: Resources for Teaching and Learning Library



Contact us at ec@cntrmail.org
224-366-8525

All ECPL trainings are approved as part of the Gateways to Opportunity Registry.
Early Childhood Professional Learning is funded by the Illinois State Board of Education (ISBE).



Early Childhood Professional Learning

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that support high quality learning
environments and experiences
for all children

Family Engagement



Provide comprehensive services to address the needs of families and help families set and achieve ambitious goals

Offer parent education opportunities that support parents in meeting the needs of their children and achieving family goals



Engage parents as leaders and maintains an active Parent Advisory Council inclusive of a diverse range of parent perspectives

Supports parents in transitioning their child to kindergarten

Community Involvement

Collaboration with other members of the early childhood community



Community outreach to identify, educate and engage the most hard to reach families



Innovations in Overcoming Enrollment and Attendance Barriers

April 9, 2018

4:00 pm - 5:30pm

Early Childhood Professional Learning



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Appendix R

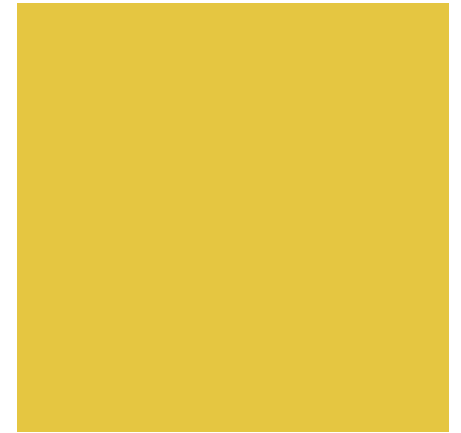
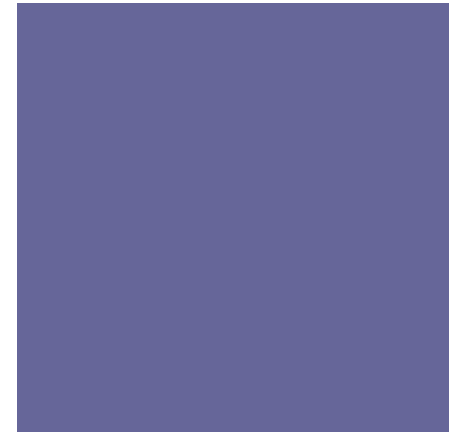
Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



illinois
action for
children



Reducing Chronic Absenteeism in North Lawndale

North Lawndale Community Connections
Rarzail Jones, Program Manager



Outline of Today's Discussion



- Outcomes and origins of our efforts to reduce chronic absenteeism in Chicago's North Lawndale neighborhood
- Intersecting barriers to regular attendance for this population
- Our strategy and approach to removing attendance barriers
- Next phase of our work
- How districts and states might help scale effective approaches



Origins of Chronic Absenteeism work in North Lawndale?



- **2015**- The Steans Family Foundation requested services from IAFC as part of the Foundation's North Lawndale READS Initiative, a comprehensive effort to get North Lawndale students reading at grade level by 3rd grade
- Goal of services: to significantly reduce chronic absenteeism among PreK – 3rd graders in North Lawndale schools



Why was Illinois Action for Children selected to do this work?

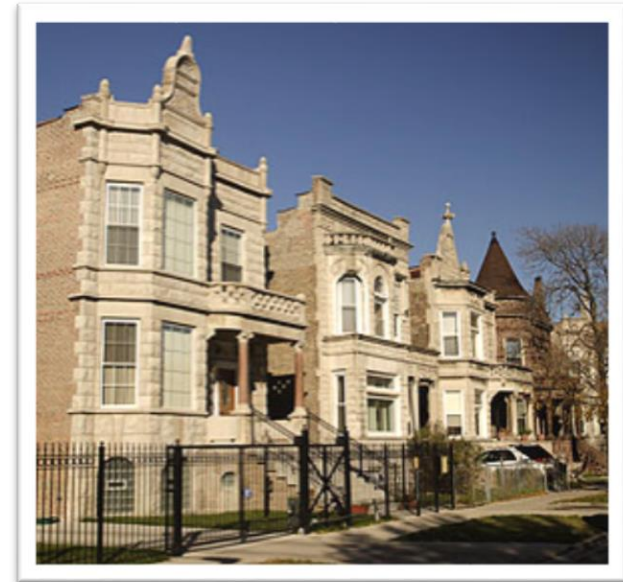


- **Mission:** Illinois Action for Children is a catalyst for organizing, developing and supporting strong families and powerful communities where children matter most.
- **We achieve this mission through a cycle of:**
 - Direct Services to Families
 - Community Systems Development
 - Public Policy & Advocacy



History of IAFC's Work in North Lawndale

- **2010**- Launched North Lawndale Community Connections Program through Steans Family Foundation grant
 - Focus on family-strengthening through goal-setting, coaching, and social service referrals
- **2013**- Launched Early Childhood Collaboration (North Lawndale Innovation Zone)
 - Funded through Race to the Top- Early Learning Challenge Grant / Focus on Enrollment of Priority Children
- Illinois Action for Children has focused on North Lawndale as a learning laboratory to incubate effective approaches to strengthening families in the city's most vulnerable communities





IAFC's Core Strategies to Reduce Chronic Absenteeism

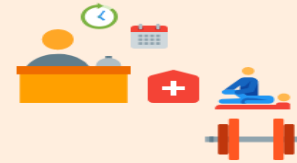


- Support a school-wide culture of attendance
- Use data to identify CA students, shape interventions and continuously improve
- Engage families through trusting relationships and on-going contact
- Cultivate community partnerships to meet complex and overlapping family needs





Illinois Action for Children: Addressing Chronic Absenteeism



Did you know that Illinois Action for Children (IACF) uses core strategies in its chronic absenteeism work? Building relationships and engaging families, building school and community partnerships, using data-informed strategies and continuous quality improvement.

Here are a few related statistics that support IACF's strategies on combating Chronic absenteeism.

1

63%

of students who received IACF services hit growth benchmarks on MAP Reading assessments



2

+6%

average gain in attendance with IACF services, which translates to approximately **11 extra days of school**.



3

2nd Graders

growth corresponded to **1.4 years of growth**



4

3rd Graders

growth corresponded to **1 year of growth**



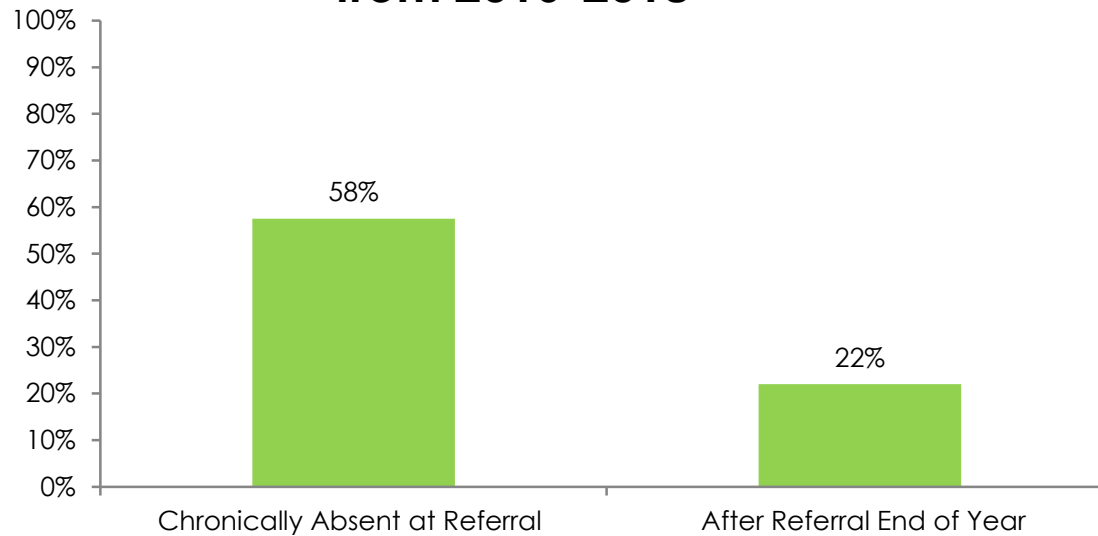
5

Students who received IACF services improved their attendance, which led to more learning in the classroom, which translates into growth and achievement on literacy assessments.





IAFC caseload Reductions in chronic absenteeism from 2016-2018*



Although 58% of students were chronically absent at time of referral, only 22% remained chronically absent by the end of the year.



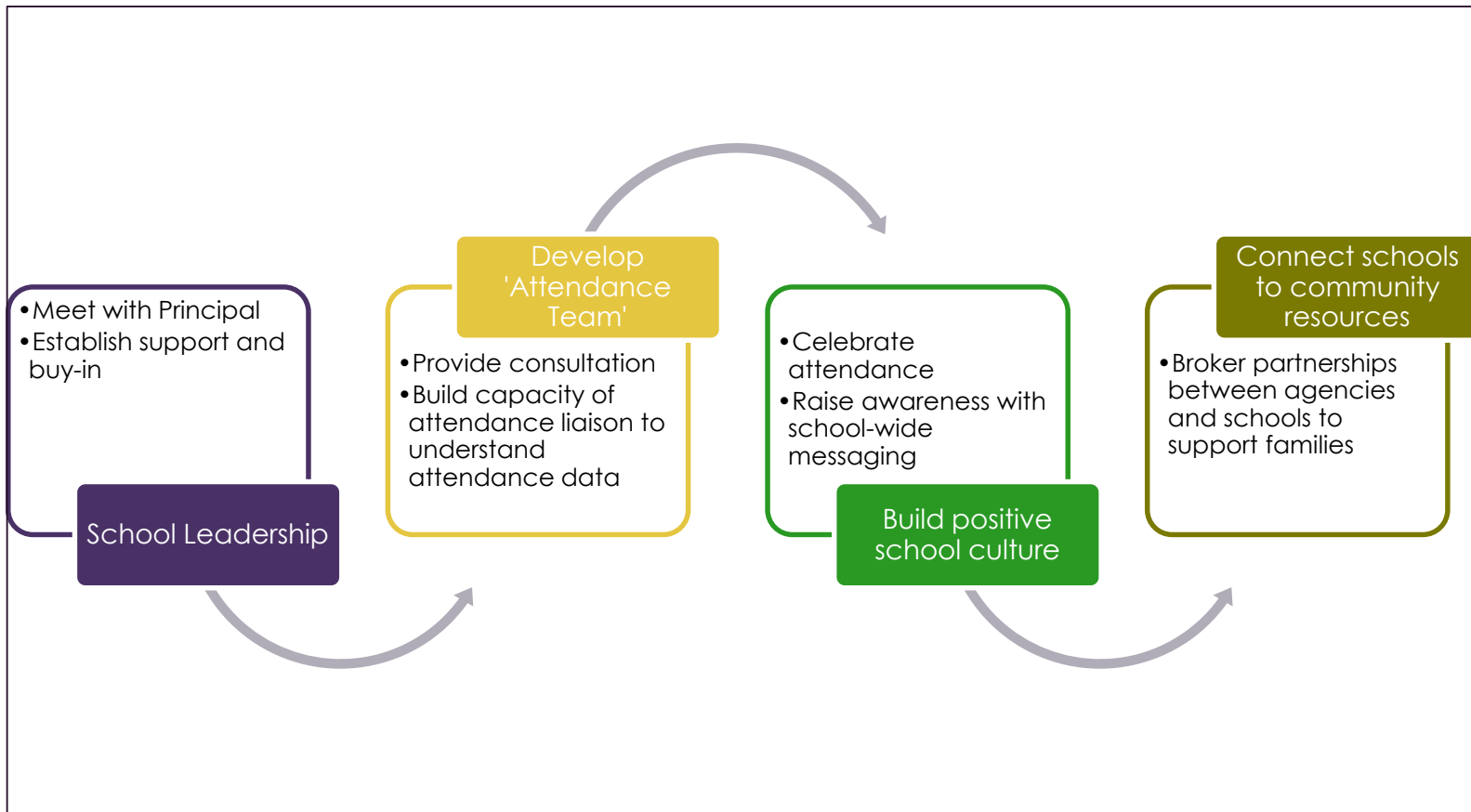
Other important results from our work



- Almost 25 families received Jobs
- More than half of our families were connected to community events, school family engagements and social networks
- We enrolled 21 families in Pre-K and Home Visiting Birth- 3 programs



How IAFC Supports a School-Wide Culture of Attendance

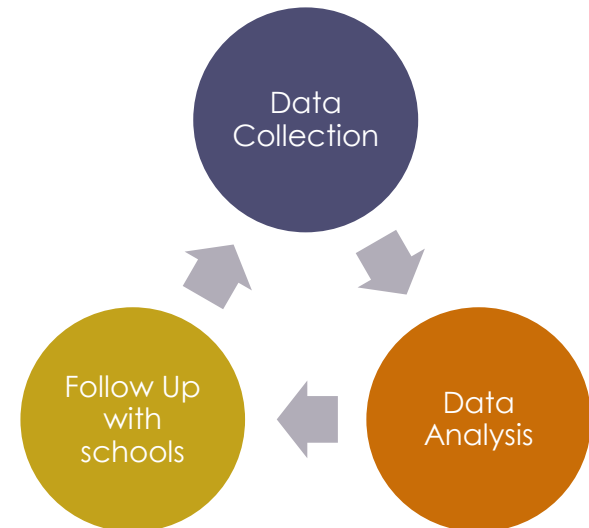




How IAFC Uses Data to Get Results and Continuously Improve



- Data Collection Process
 - Weekly collection of pre-K – 3rd grade attendance
- Data Analysis Process
 - Case manager looks through attendance to check for any missed days
- Follow-Up





Engaging Families through Trusting Relationships – Guiding Principles

- Outreach to families as respectful, supportive advocates
- Belief that families want the best for their children
- Staff with cultural competence, lived experience
- Reliable, consistent, relentless follow-up
- Address barriers that families face without judgement





How IAFC removes family barriers to regular attendance



Family Barriers	Tactics	Examples of Community Partners
Lack of Social Networks	Car pools	
Work Hours	New jobs	North Lawndale Employment Network
Transportation	Ventra Cards/ Car pools	
Inadequate/unstable housing	Resources on renter's rights	
Illness /Chronic Illness	Connection to health organizations	Respiratory Health Association
Children's anxiety	Connect to counselor	JPA
Lack of Awareness -Attendance Trends & Impact	Nudge letters School-wide messaging	
Inadequate clothing	Provide winter coats, boots, uniforms	Cradles to Crayons



Conclusions



- Efforts to reduce chronic absenteeism through the Steans Family Foundation's NL READS project has been working to great effect for students and their families
 - Increases in attendance
 - Significant gains in reading performance
 - Families receive important supports resulting in
 - employment
 - more stable housing
 - preschool enrollment
 - better healthcare

All of these benefits are positively correlated with higher academic achievement and reduced social costs in the long term



Key Findings



- A school-wide culture of attendance and family case management supported overall attendance gains in participating schools
- These results would not have been possible without the guiding principles and intensive work with families that have intersecting barriers
- Schools cannot do this work without high-quality partnerships



Next Phase of Chronic Absenteeism Work



- More targeted and intensive capacity-building at schools
- Piloting a transfer of some of the work
- Identifying the right roles, responsibilities, and resources
 - School leaders
 - School teams
 - Parent groups
 - Community partners
 - District



Potential roles and accountability for district leadership



- Ensure quality attendance data in every school
- Create an algorithm to identify students at risk of chronic absenteeism and automate district-wide nudge letters
- Support a messaging campaign targeting neighborhoods with demographics similar to North Lawndale
- Identify high-quality community organizations to support schools and families; supplement the cost of their supports to schools
- Create standards and accountability not only for attendance results, but also for school and district tactics that will improve those results



For more information, contact us!



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Appendix S

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Draft
Illinois State Board of Education
Family Engagement Framework
A Guide for Illinois School Districts, Schools and Families



● ● ●

This guide brings together research, best practices, and program requirements and can be a resource for district/school leaders and families to use in planning, implementing, and evaluating family engagement practices that directly improve student outcomes.

● ● ●



Table of Contents

Message from State Superintendent Dr. Christopher Koch	3
Introduction	5
Overview	7
Research Review	
Developing a Family Engagement System	9
Building a Welcoming Environment	13
Enhancing Communication	16
Including Parents in Decision Making	18
Family Engagement Standards of Effective Practice.	19
Principle 1: Develop a Family Engagement System	20
Principle 2: Build a Welcoming Environment	22
Principle 3: Enhance Communication	23
Principle 4: Include Parents in Decision Making	24
Integrating Family Engagement Matrix.	25
Comprehensive Planning	25
Leadership	26
Curriculum	27
Assessment	27
Instruction	28
Professional Development	29
Conditions for Learning	30
Family and Community	31
Legislative Requirement/Reference	33
Summary and Future Implications and Field Notes	37

Acknowledgements

[Quick Links for Family Engagement Resources](#)

ISBE Family Engagement

English Language Learning

Early Childhood Education

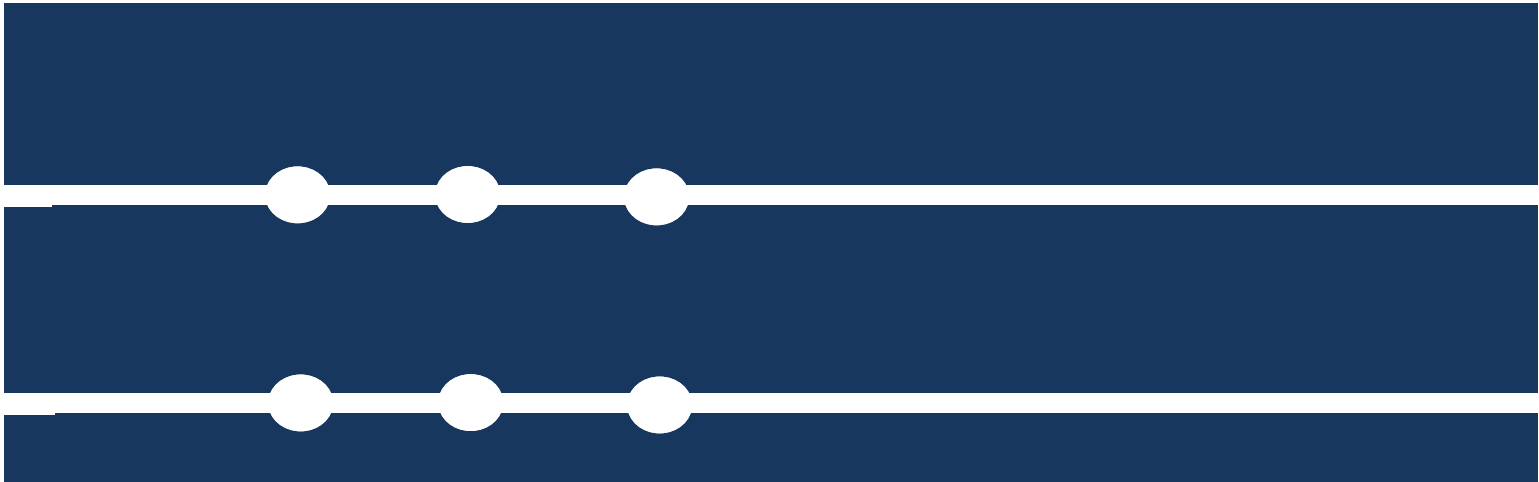
Learning Supports

Special Education and Support



The Family Engagement Framework Guide (Guide) was developed by an ISBE cross-divisional team and in partnership with the American Institutes for Research as well as the Academic Development Institute. The development of this guide was a collaborative effort to bring together research, best practices, legislative requirements and provide resources that integrate family engagement into the school improvement process. This tool is for school districts and schools to use in developing and expanding school-family partnerships to support student learning and healthy development.

Please share the Family Engagement Framework Guide with school board members, parent involvement coordinators, school administrators, coaches, families, and community partners to strengthen family engagement and build relationships among critical partners in the education of students.



Introduction

Purpose

The Family Engagement Framework Guide (Guide) was developed by an ISBE cross-divisional team and in partnership with the American Institutes for Research as well as the Academic Development Institute. The development of this guide was a collaborative effort to bring together research, best practices, legislative requirements and provide resources that integrate family engagement into the school improvement process. This tool is for school districts and schools to use in developing and expanding school-family partnerships to support student learning and healthy development.

Development Process

In 2009, the Illinois State Board of Education (ISBE) convened a strategic planning meeting that led to the development of an internal committee charged with creating a research-based family engagement framework that was linked to the Eight Essential of Continuous School Improvement. The committee developed a multi-tiered crosswalk that examined the following:

- current research
- national models for family engagement, that included the National PTA and USDE framework for school/family partnerships
- federal and state requirements
- state assessment tools including the Five Essentials and Indicator 8 NCSEAM Survey
- Illinois Interactive Report Card family engagement indicators
- current agency practices, policies, and goals

The Illinois State Board of Education acknowledges that there are a number of quality family engagement frameworks and standards used across the nation. ISBE found strengths in many of these tools but found a need to expand and build upon the work, emphasizing evidence based practices that are **systemic, integrated, and sustainable**.

The synthesis of the research was a significant driver in the development of the family engagement principles. The principles provide the foundation for the required work needed to engage families in meaningful ways. The committee also worked to ensure that the framework connected to existing systems. Research clearly shows that when families, communities, and schools partner to build educational and

support systems for children, those systems are stronger and more effective.

Framework Components

Components of the Guide Include:

- Family Engagement Framework Overview
- Research Review
- Family Engagement Standards
- Integrating Family Engagement Matrix
- Legislative Requirements/References
- Summary, Future Implications and Field Notes

Overview

The overview provides a snapshot of the Framework and how districts and schools can engage families in supporting learning and healthy development. The overview begins with a visionary paragraph that describes family engagement and highlights that family engagement is not solely about activities but encompasses systems, practices, and policies that support family engagement efforts **for the purpose of improving student learning and healthy development**. Included in the overview is an introduction to why family engagement is important, where it takes place, and how some of the more significant evidence-based practices are organized under the following themes or principles: Developing a Family Engagement System, Building a Welcoming Environment, Enhancing Communication, and Including Parents in Decision-Making. The overview also highlights that the evidence based practices are ongoing, not hierarchical, and can overlap with other principles.

Research Review

ISBE spent a significant amount of time reviewing, analyzing, and synthesizing research on family engagement, giving more weight to more rigorous studies that demonstrated a statistically positive relationship between the practices and student outcomes. During the review process, it became apparent that there were some overarching themes or principles in which family engagement could be organized. The principles found to have more significant bodies of evidence include: Developing a Family Engagement System, Building a Welcoming and Supportive Environment, Enhancing Communication, and Including Parents in Decision Making. These became the foundation for the Framework.

Family Engagement Standards of Effective Practice

This component of the Guide provides more specific guidance to educators, families and communities as they plan, implement, and evaluate family engagement strategies. The best practices outlined are organized under the 4 principles and are more global in nature and all encompassing vs. specific to a certain population or federal/state requirement. The structure is as follows:

1. Principle (global)
 - 1A Standard (more specific)
 - 1A1 Descriptor (even greater specificity, however, not all standards have them)

Although these Standards of Effective Practice are helpful in providing guidance on how to engage families, they do not adequately address what content districts/schools should engage families around. The Integrating Family Engagement Matrix component brings together all of these pieces.

Integrating Family Engagement Matrix

The Integrating Family Engagement Matrix attempts to integrate family engagement best practices and legislative requirements with the work that is occurring across all aspects of building effective schools and as part of the continuous improvement process. This document specifically provides guiding questions for districts/schools to consider as they jointly plan, implement, and evaluate family engagement strategies across each of the 8 Essential Elements (Comprehensive Planning, Curriculum, Instruction, Assessment, Leadership, Conditions for Learning, Professional Development, and Family and Community).

Legislative Requirements/References

There are a number of legislative requirements in place through Title I, Title III, IDEA, and the IL School Code. The Legislative Requirements/References component expands upon the required family engagement activities outlined in the Integrating Family Engagement Matrix component of the Guide. The Legislative Requirements are organized by the 8 Essential Elements and the citations for the specific laws and regulations follow each requirement. It is important to note that the requirements highlighted in the Guide are not all inclusive and the actual pieces of legislation should be referenced.

Summary, Future Implications and Field Notes

This component of the Guide stresses the importance of integrating family engagement with the continuous improvement process to ensure the work is goal-directed, positive, culturally responsive, respectful, systemic and comprehensive. In addition, this section points out that there are multiple pathways for engaging families and that regardless of the pathway chosen, activities should fit the unique context of the community. This component goes on to highlight how two different communities are approaching family engagement.

Next Steps

This guide is a foundational resource that can help districts, schools and communities with: developing common language for family engagement; improving coordination within systems, communities, districts, and schools; and strengthening capacity to leverage resources and partnerships. While the Illinois State Board of Education is excited to release the Family Engagement Framework Guide, this is only an initial step to improving family and school partnerships across the state of Illinois. To begin with, ISBE is in the process of identifying communication channels for dissemination of materials and developing a continuous feedback loop so that the field can provide input related to the Framework and professional development needs. ISBE also recognizes that in order to successfully support districts/schools with their efforts, integration of the Framework into existing systems and structures, including the Statewide System of Support, is essential. As additional materials and resources become available, ISBE will post them on their website and ensure that the field is informed.

Family Engagement Framework Overview

What is family engagement?

It is widely acknowledged that learning begins at birth and takes place in the home, school, and community. Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

Why do we engage families?

The Illinois State Board of Education works to ensure that every student is prepared to succeed in careers and postsecondary education. Likewise, parents and communities also share the same desires for their children. When families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase. Research indicates that when parents are engaged with their children's education, whether in school or at home, students do better academically. Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002).

For more research, see the Family Engagement Research Reviews beginning on page 7

¹ The term "parent" includes, in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). [Section 9101(31), ESEA.]

Where do partnerships with families happen?

Integrating family engagement efforts with learning and healthy development is important to achieving positive student outcomes. Multiple opportunities exist for districts and schools to partner with families which include but are not limited to:

- promoting academic, physical, social, emotional, behavioral development and a positive school climate;
- engaging and re-engaging learners; and
- addressing barriers to learning.

Family engagement efforts are integrated and/or supported by the 8 Essential Elements for Effective Education. The elements provide a framework for building successful school systems and implementing a continuous school improvement process. The 8 Essential Elements adopted by ISBE's Statewide System of Support include: Comprehensive Planning, Curriculum, Instruction, Assessment, Leadership, Conditions for Learning, Professional Development, and Family and Community. Families are engaged in activities related to:

- At-home learning opportunities
- Promoting family assets
- State, district, school, and classroom level opportunities
- Individual educational programming

To learn more, see Integrating Family Engagement Matrix beginning on page 23

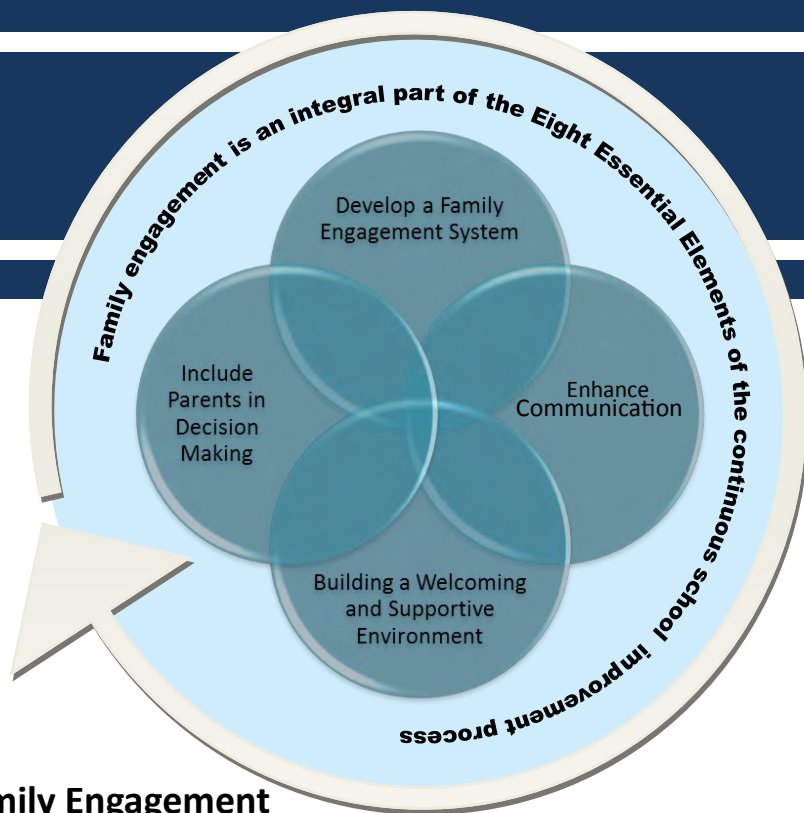
How to engage families

Families are engaged by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents¹ in decision making. Effective family engagement efforts occur on an ongoing basis and are embedded in school policies and practices.

For more information, see the next page as well as the Family Engagement Standards of Effective Practice beginning on page 17

How to engage families cont.

Districts and schools partner with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication and including parents in decision making. The ways families are engaged occur on a regular basis and are seen across the 8 Essential Elements of effective education. When families, communities, and schools partner to build educational and support systems for children, those systems are stronger and more effective.



Principles for Family Engagement

Develop a Family Engagement System

Standards Summary:

- Includes a shared vision that drives policies and practices
- Connects to district and school improvement process
- Coordinates and integrates into existing structures and processes
- Families' socio-cultural, linguistic, and educational needs are incorporated into improvement plans
- Provides support and guidance from leaders from development to implementation
- Allocates/reallocates resources
- Collects and utilizes data
- Builds capacity
- Partners with families
- Collaborates with community organizations

Build a Welcoming and Supportive Environment

Standards Summary:

- Acknowledges a shared responsibility for learning and healthy development of students
- Establishes relational trust
- Reaches out to families to support student learning and healthy development
- Responds to student and family needs
- Effectively engages families from diverse backgrounds
- Builds on family assets (*strength-based*)
- Shares student accomplishments with his/her family

Enhance Communication

Standards Summary:

- Promotes ongoing meaningful two-way exchange of information
- Ensures communication is clear and constructive
- Commits to making sure communication is accessible to all and in the languages of families
- Provides various approaches in which communication is relayed to families
- Provides information pertaining to parental rights
- Communicates about how families can enhance learning and healthy development, including information about their students' and schools' progress
- Communicates district/school/classroom policies and practices

Include Parents in Decision Making

Standards Summary:

- Empowers parents to be involved
- Solicits input from families includes parents in the district/school continuous improvement process
- Jointly develops and reviews programming for families to support learning and healthy development
- Engages parents to participate in problem solving discussions related to their child

Research Review: Developing a Family Engagement System

Substantial research findings reinforce the need for education systems to encourage and support parental involvement. Research has repeatedly demonstrated the positive impact parent involvement, whether in school or at home, has on academic outcomes. Regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills (Henderson & Mapp, 2002). In addition, when people across multiple contexts (e.g., family and school) foster the cognitive, social, emotional, and behavioral competencies of children and adolescents, youth development and outcomes improve (Benson, et.al, 2003; and Cook, et.al, 2002).

Unfortunately, a number of districts and schools have approached family engagement in a random and piecemeal way, often times leading to family engagement efforts that are fragmented and marginalized, resulting in less than desirable outcomes. There is now emerging evidence that when districts and schools develop systemic structures that strategically encourage meaningful family and community engagement as an integral part of school improvement efforts, there is significant impact on student learning and how schools function (Blank, Berg, & Melaville, 2006; Bryk, et.al, 2010, and Marschall, 2006). Weiss et.al, concurs that family engagement should be **systemic, integrated, and sustained**. In order to achieve this, family engagement must be: a core component of educational goals; embedded into existing structures and processes to meet these goals; and operated with adequate resources to ensure that effective strategies can be implemented with fidelity and sustained (2010).

Commitment to Family Engagement

Paramount to a successful family engagement system is the district's and school's commitment to family engagement. A study of Department of Defense schools showed that a culture which fosters shared responsibility for all students and stakeholders and a "corporate commitment" to supporting families improves safety and well-being for all students. This study also revealed that the achievement gap among white students and students of color is lower among DoD schools than in the states (Smrekar, Gurthrie, Owens & Sims, 2001). Another study by Lopez, et.al, 2001, found that the primary

reason schools were successful in involving migrant families was that school personnel were individually and systemically committed to meeting the various needs of the families. Districts and schools can begin to express this commitment by jointly developing a vision/mission for family engagement that is shared with all stakeholders and drives policies and practices.


Leadership

Effective partnerships are created when district and school leadership set the tone and expectations for meaningful partnerships with families and support is provided through both policy and practice (Blank et al., 2006; Bryk et al., 2010; and Fege, 2006). Administrators could demonstrate this by: allocating and reallocating resources for family engagement efforts; ensuring family engagement policies are updated; embedding family engagement efforts into the district/school improvement process; finding ways to integrate family engagement efforts into existing systems, policies and practices; modeling positive interactions with families; and ensuring that programming is in place to build the capacity of staff and families to effectively partner with each other to improve student outcomes.

Capacity Building

Many administrators, teachers and pupil support personnel enter the education system with little to no training on how to engage families to further support student learning and healthy development. Likewise, families often find it difficult to partner with schools in a meaningful way for various reasons. Some of these reasons may relate to a limited understanding of: student/family expectations, how they can support student learning and healthy development, and how schools operate. Therefore, it is necessary to train school personnel and parents to increase their capacity to work together.

Core elements of a professional development system for family engagement include: standards; curriculum that advances skills, knowledge and attitudes; collaboration among various stakeholders; continuing professional development; and evaluation for learning and continuous improvement (Casper et.al, 2011). Researchers have also identified core implementation components that support practitioners, such



as educators, in high-fidelity behavior. These components (also called “implementation drivers”) include but are not limited to in-service training and ongoing coaching and consultation (Fixen & Blase, 1993). Professional development on family engagement should also adhere to these implementation components with a content focus on:

- Developing family engagement systems
- Building welcoming and supportive environments
- Enhancing communication with families
- Including parents in the decision making process

In addition, data should be utilized to determine professional development needs pertaining to family engagement and family engagement strategies should be incorporated into professional development opportunities across all areas of focus. Of particular importance is assessing cultural biases and developing professional development opportunities to address them. Biases, even unconscious ones, by educators can discourage families from participating and harm any existing partnerships between educators and families (Barajas & Ronnkvist, 2007; Fram, Miller-Cribbs, & Van Horn, 2007).

Families will also present capacity building needs related to engagement that should be addressed. Research has found that parents’ personal self-efficacy has a significant impact on whether or not they will engage in activities that support their children’s learning and healthy development (Eccles & Harold, 1996; Grolnick et al., 1997; Sheldon, 2002; Bandura et al., 1996; and Shumow & Lomax, 2002). Personal self-efficacy refers to a parent’s belief that he/she has the necessary knowledge and skill sets required by the activity as well as the belief that it will result in positive outcomes for his/her child. Districts and school personnel can help build self-efficacy by:

- promoting family assets, including their cultural and linguistic backgrounds
- helping parents understand and interpret rules, laws, and policies related to their rights and responsibilities in their child(ren)’s education
- showing family members how they can support learning at home
- helping parents understand data and how it is used to inform instruction

Community Partnership

Community organizations can be a critical resource in supporting student learning and healthy development. A large body of research has demonstrated that community-based parent support programs, operated in a family-centered manner, increase parents’ self-efficacy and competence (Dunst, et.al, 2006; and Dunst, et.al, 2008). This research also indicates that community-based parent support programs can positively impact the social and emotional development of young children (Dunst and Trivette, 2005; and Layzer, et.al, 2001).

A number of community organizations and districts are increasingly partnering together to leverage their resources to address student learning and healthy development and promote family engagement. As a result of these efforts, families are more connected to both schools and these community organizations and efforts are more coordinated across multiple settings. Research is revealing that the community schools model, specifically, has increased family engagement and has improved student learning, attendance, behavior, and development (Coalition for Community Schools, 2009).

Accountability

According to Epstein, in order for family engagement efforts to have the greatest impact and to ensure sustainability, strategies for collecting and analyzing family engagement data must be part of the processes for continual and ongoing improvement (2007). Not only do district and school personnel need to have access to the data, but they also need to have the capacity to use family engagement data in a meaningful way. Likewise, research is starting to show that when district and school personnel help parents understand student and school-wide data in a way that leads to increased knowledge and informed action, family engagement increases and student outcomes improve (Taveras, et.al 2010).

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Notes

Research Review: Building a Welcoming Environment

Although many districts and schools recognize the importance of family engagement in supporting the learning and healthy development of students, many struggle with how to engage families. The saying “if you build it, they will come” does not ring true for many family engagement activities and it is not because parents do not care about their children’s education (Mapp, 2003; Delgado-Gaitan, 2004; Quiocho & Daoud, 2006).

So, why do families become engaged? One contributing factor is a welcoming and supportive environment. According to research by Hoover-Dempsey, et al. (2005), a welcoming environment is one of the most influential indicators of family engagement. Schools that cultivate relational trust, actively reach out to families, respond to family and student needs, and give attention to cultural-sensitivity (all components of a welcoming and supportive environment) have higher levels of family engagement (Bryk, et al., 2010, Epstein & Van Voorhis, 2001).

Relational Trust

Researchers have found that cultivating relational trust is essential to building a welcoming and supportive environment. In addition, relational trust is foundational for school professionals, parents, and community leaders to initiate and sustain efforts at building the essential supports for school improvement. When relational trust is present and school personnel feel supported, they feel safe to try new practices and reach out to parents (Bryk, et al., 2010). A longitudinal study of over 400 elementary schools in Chicago found that relational trust can be established through respectful interactions, personal regard for others, and the demonstration of competence in core role responsibilities and personal integrity. The following behaviors were present in schools with high levels of relational trust:

- genuine listening to what each person has to say and taking other people’s views into account in subsequent actions;
- when disagreements occur, opinions were respected;
- people extending themselves beyond the formal requirements of a job definition or a union contract;
- transparency;
- reaching out to others;
- competency in core role responsibilities; and
- follow through on commitments.

Outreach


Another key motivator to parents’ decisions to become involved is receiving invitations from teachers. Epstein and colleagues (Epstein, & Van Voorhis, 2001, Dauber & Epstein, 1993, Kohl, et al., 2002) found that teacher attitudes about parents and teacher invitations to parents had a significant impact on parents’ decisions to become involved, especially for parents from lower-socioeconomic backgrounds, Latino families, and those whose children are enrolled in English-as-a second-language programs (Griffith, 2001, Closson, et al., 2004). According to Henderson and Mapp, when teachers reported high levels of outreach to parents, test scores improved at a significantly higher rate than when teachers reported low levels of outreach (2002). In one study of high-risk elementary students (Kohl, et al., 2002), there were strong positive links between teacher outreach efforts and parents’ decisions to become involved. They found several key components to involvement. Parents were more likely to be involved when they:

- enjoyed talking with the teacher;
- were comfortable asking questions; and
- had the belief that the teacher really cared about their child and was interested in their suggestions and ideas about the child’s learning.

Other studies have found that when invitations are specific, targeted, and within the range of activities that parents could reasonably manage; parents were more likely to be productively involved in student homework (Balli, et al., 1998). Invitations from teachers to attend parent workshops have also resulted in increased levels of parent involvement and improved outcomes for students in math and reading (Pratt, et al., 1992).

Responsiveness

Parents’ perceptions related to the time, energy, skills, and knowledge necessary to support their child’s learning have significant influence on parents’ decisions to become involved. Socio-economic backgrounds and family cultures and circumstances also play a role in involvement. Families experiencing circumstances in which resources are scarce, family values and priorities differ from the school system, and knowledge of school expectations and policies is limited face additional barriers to involvement.



Research has shown that when schools are responsive to family needs, they have higher levels of family engagement. Family engagement strategies should reflect careful consideration to the diverse populations served (Colombo, 2006) and give specific attention to family members' time and their financial or educational limitations so that partnerships can form and thrive (Mantzicopoulos, 2003; McWayne et al., 2004). Likewise, in order for partnerships to cultivate, attention to cultural-sensitivity is necessary (Quioco & Daoud, 2006; Wong & Hughes, 2006, Valdes, 1999). Districts and schools can improve responsiveness and parental involvement by:

- learning about the children and families in their community;
- utilizing a strength-base approach when responding to student and family needs; and
- inviting parents from diverse background to participate in specific and targeted activities.

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Notes

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Research Review: Enhancing Communication

According to a study by Christenson, et al., most effective interventions to promote academic and social development of children are those where parents and school personnel work together to implement interventions utilizing a two-way exchange of information and those involving communication between school and home (1997). Paramount to effective communication are the beliefs that: supporting student learning and healthy development is a shared responsibility; all parents can positively impact student outcomes; and parental input and diverse perspectives are valuable (Souto-Manning, M & Swick, K, 2006; Swick, 2003). In addition, when families are engaged in ways that are linked to learning and healthy development, students make greater gains (Henderson, and Mapp, 2002). District and school personnel can support this by sharing information and having a dialogue with parents about:

- the Common Core and IL Learning Standards
- the curriculum used to address the standards
- expectations and classroom activities
- the strategies teachers are using to promote students' academic, physical, social, emotional, and behavioral development
- how parents can enhance student learning and healthy development
- the types of summative and formative assessments that will be used each year
- school-wide data and the implications
- their students' and school's progress
- any academic, physical, social, emotional, or behavioral concerns in a timely manner
- any strategies that have been implemented to address barrier(s) to learning

Epstein, M., et al. suggests that teachers proactively communicate with families before any problems are identified. Recommendations include:

- sending positive emails or notes home that highlight the student's strengths;
- providing a parent signature log with the child's homework assignments;
- communicating regularly by phone; and
- inviting parents to participate in school events.

However, when social, emotional, behavioral or academic

concerns are identified, teachers need to communicate these concerns to the parent and describe any strategies implemented in the classroom to address the barrier(s) to learning. The teacher should also invite the family in solving any school related concerns (2008).

Cultural Considerations

It is critical that programs use communication practices that are sensitive to the diverse language and cultural backgrounds of the families they serve. Sohn and Wang (2006) found that Korean born mothers, even those who spoke English well, had difficulty communicating with teachers face-to-face. Due to their strong reading and English grammar skills, their preference was to communicate with teachers through email or program letters. Rous et al. (2003) also found that families who do not speak English well may have difficulty understanding phone conversations as they are unable to rely on non-verbal cues. Lastly, DuPraw and Axner (1997) and Rous et al. (2003) found vast cultural differences in communication styles and nonverbal behavior across families in their studies. These differences, however, should not be viewed as insurmountable barriers. Awareness of cultural differences, as well as similarities, can help people communicate with each other more effectively.

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Notes

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Research Review: Include Parents in Decision-Making

More research is now emerging that indicates that when parents are included in the decision making process, parental involvement increases and student outcomes improve. Henderson and Mapp found that when parents advocate for their children, their children are more confident at school, take on more and achieve more (2002). A study on Conjoint Behavioral Consultation in which a structured, detailed, and collaborative approach (between schools and families) to decision making and intervention implementation was investigated, findings revealed the process to be effective in addressing various developmental concerns for at-risk children in Head-Start settings (Sheridan, Clarke, Marti, Burt, Rohlk, 2005). In addition, Walber, et al. found that when parents, teachers, administrators, and program developers collaborate in the development of parent involvement programs, student achievement significantly increased (1981).

The empirical research on parental involvement in school decision making is somewhat limited. There are, however, some studies that indicate that taking parental input into account when making school-wide decisions may result in increased parental involvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). This may be due to the higher levels of relational trust that occur when including parents in the decision-making process. District and school personnel can solicit parental input through parent forums, dialogue, and surveys.

Educators are in a position to promote parental input in the decision-making process for individual students. Likewise, input can be solicited and taken into account when considering school improvement efforts. District and school personnel can play a significant role in empowering parents to be involved in the decision-making process. Lopez recommends that educators empower parents by enhancing their understanding of data to promote change (2002, Spring).

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Notes

Family Engagement Standards for Effective Practice

The Illinois State Board of Education developed Family Engagement Standards of Effective Practice to provide guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate family engagement strategies.

These Standards are advisory in nature.

The Family Engagement Standards of Effective Practice were based on research and are organized as follows:

Principles

All of the Standards fall under 4 main Principles.

- 1. Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.**
- 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.**
- 3. District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.**
- 4. District and school personnel include parents in the decision-making process.**

Standards

The Standards are more specific statements but still fairly global in nature.

Descriptors

Some, but not all, Standards have Descriptors which provide even greater specificity.

Family engagement must be linked to learning and healthy development

In order to make positive impact on student achievement and school improvement, family engagement systems, policies and practices must be linked to learning and healthy development. For more information on how, please refer to the “Integrating Family Engagement Matrix”. The matrix is intended to provide more specific guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate family engagement strategies across multiple areas (8 Essential Elements) to support student achievement and close academic achievement gaps.

Principle 1: Develop a Family Engagement System



Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

Standards:

- 1A. A jointly developed **vision/mission for family engagement** is shared with all stakeholders and drives policies and practices.
- 1B. Family engagement system, policies and practices are embedded into the district/school **continuous improvement process**.
 - 1B.1. Family engagement system, policies and practices are **coordinated and integrated** into existing structures and processes.
- 1C. Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan.
- 1D. District and school **leadership support** the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs.
 - 1D.1. District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes.
 - 1D.2. District and school leadership understand and promote the implementation of required and effective family engagement practices.
 - 1D.3. District and school leadership model positive interactions with parents.
 - 1D.4. District and school leadership **allocate/ reallocate resources** for family engagement efforts.
 - 1D.5. District and school leadership recognize the significance of native language and culture to support student learning and strives to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
- 1E. The implementation of family engagement efforts is **monitored and evaluated** through an on-going data collection system.
 - 1E.1. District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.
 - 1E.2. District and school personnel have access to timely and useful family engagement data.
 - 1E.3. District and school personnel have the capacity to use family engagement data in a meaningful way.
- 1F. District and school personnel **build the capacity of staff** to effectively engage families in supporting student learning and healthy development.
 - 1F.1. Data is utilized to determine professional development needs pertaining to family engagement.
 - 1F.2. Professional development efforts incorporate effective family engagement practices.
 - 1F.3. Effective professional development strategies are utilized to build the capacity of district/school personnel.
 - 1F.4. Districts/schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds.
- 1G. District and school personnel **build the capacity of families** to meaningfully engage in activities that support student learning and healthy development.
 - 1G.1. District and school personnel help build the capacity of parents to support learning at home.
 - 1G.2. District and school personnel help parents understand data and how it is used to inform instruction.

Principle 3: Enhance Communication



District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.

Standards:

- 3A. District and school personnel ensure that communication is clear, constructive, and ongoing.
 - 3A.1. District and school personnel make certain that communication is **accessible to all and in the languages of families**.
 - 3A.2. District and school personnel use a variety of ways to communicate with families.
- 3B. District and school personnel provide information pertaining to parental rights.
- 3C. District and school personnel ensure that communication is **linked to student learning and healthy development**.
 - 3C.1. District and school personnel share information about how standards and curriculum are used by teachers.
 - 3C.2. District and school personnel help families understand student expectations and classroom activities.
 - 3C.3. Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development.
 - 3C.4. District and school personnel communicate with families about how they can enhance student learning and healthy development.
 - 3C.5. District and school personnel inform parents of the types of summative and formative assessments that will be used each year.
 - 3C.6. District and school personnel share school-wide data with families and communities.
 - 3C.7. District and school personnel communicate regularly with parents about their students' and school's progress.
 - 3C.8. District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner.
 - 3C.9. District and school personnel share with parents any strategies implemented to address barriers to learning.
- 3D. District and school personnel communicate district/school/classroom policies and practices.



Notes

Integrating Family Engagement Matrix

Integrating family engagement efforts across all educational areas (8 Essential Elements) and linking them to learning and healthy development are paramount to achieving positive student outcomes.

The 8 Essential Elements include Comprehensive Planning; Leadership; Curriculum; Instruction; Assessment; Professional Development; Conditions for Learning; Family and Community.

This matrix highlights the relationship of best practices as well as the legislative requirements for family engagement with the 8 Essential Elements for Effective Education and offers guiding questions for districts/schools to consider as they jointly plan, implement, and evaluate family engagement efforts across all educational areas.

Comprehensive Planning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Comprehensive Planning</u></p> <p>Comprehensive planning is the process of engaging community stakeholders to:</p> <ul style="list-style-type: none"> • Collect and analyze data; • Define district or school goals; • Identify management structures; • Research effective strategies and activities to meet those goals; • Develop methods to implement the strategies and activities; and • Evaluate the success of that implementation. 	<ul style="list-style-type: none"> • Is district/school-wide data shared with parents in a meaningful way? • How do families provide input on school improvement efforts? • Is data on family engagement collected by the district/school? • Are family engagement indicators assessed by the district/school improvement team? • Are family engagement indicators selected and addressed by the district/school improvement team? • What is currently known about cultural groups and linguistic minorities in your district and how does the district learn about these groups? • How are family engagement systems, policies and practices coordinated and integrated into existing structures and processes? 	<ul style="list-style-type: none"> • Family input is solicited and taken into account when developing district and school improvement plans. (<i>Standard 4B.</i>) • Family engagement efforts are embedded into the continuous improvement process. (<i>Standard 1B.</i>) • Families’ socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan. (<i>Standard 1C.</i>) • Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (<i>Standard 1B.1.</i>) 	<ul style="list-style-type: none"> • Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)] • Coordinate and integrate parent involvement strategies [20 USC 6318(a)(2)(D)] • Coordinate and integrate parent involvement activities [20 USC 6318(e)(4)] • Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 United States Code (USC) 6318(a)(2)(B)]. • Evaluate the content and effectiveness of the parent involvement policy [Refers specifically to Title I, 20 USC 6318(a)(2)(E)] <div data-bbox="1235 1734 1528 1927" style="background-color: #1a3d54; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Leadership

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Leadership</u></p> <p>Leaders create and sustain organizational direction, expectations, and a system that promotes excellence.</p>	<ul style="list-style-type: none"> • Has a family engagement system been developed? • Do policies and practices reflect effective family engagement strategies? How are required and effective family engagement practices promoted by district/school leadership? • How does the district/school leadership leverage their partnerships with families to improve student outcomes? • Are resources allocated for the implementation of a family engagement system? • Are positive interactions with families modeled by the district/school leadership? • How is cultural knowledge about families integrated and updated in policies and practices? • Is input solicited from parents and taken it into account when making decisions for school improvement? • Is the family engagement system evaluated and is data used for continuous improvement? • What measures do districts/schools take to promote transparency and accountability? 	<ul style="list-style-type: none"> • District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes. <i>(Standard 1D.1.)</i> • District and school leadership support the development and implementation of an effective family engagement system. <i>(Standard 1D.)</i> • District and school leadership understand and promote the implementation of required and effective family engagement practices. <i>(Standard 1D.3.)</i> • District and school leadership leverage their partnerships with families to improve student outcomes. <i>(Standard 1H.1.)</i> • District and school leadership allocate/reallocate resources for family engagement efforts. <i>(Standard 1D.4.)</i> • District and school leadership model positive interactions with families. <i>(Standard 1D.2.)</i> • District and school leadership recognize the significance of native language and culture to support student learning and strive to build a culture of equity and inclusiveness for linguistically and culturally diverse populations. <i>(Standard 1D.5.)</i> • District and school personnel solicit input from families and take it into account when making decisions. <i>(Standard 4B.)</i> • The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system. <i>(Standard 1E.)</i> 	<ul style="list-style-type: none"> • Consult parents as programs are being developed [20 USC 7424 (c)]. • Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 USC 7012(e) (2)]. • Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]. • Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)]. • Inform parents of English learners how they can be involved in the education of their children [20 USC 7012(e) (1)]. • Meet parent notification requirements (20 USC 7012(b)) • Conduct parent input meetings and/or surveys with the required response rate ([20 USC 1416(a) (3)(A)]. • Provide other reasonable support for parent involvement activities as parents may request [20 USC 6318(e)(14)]. • Ensure administrators meet parental involvement requirements before they receive their certificates and endorsements. (105 ILCS 5/21-7.1) <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



Notes

Curriculum

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Curriculum</u> A school or district curriculum is an educational plan that defines what the expectations are for the content, knowledge, and skills to be learned as well as the resources to be employed for documenting student progress and achievement.</p>	<ul style="list-style-type: none"> • How are families supported in becoming knowledgeable about the curriculum, standards, and expectations for their children? • Do families have an opportunity to provide input on the curriculum? • What venues and systems are being utilized to keep families regularly informed of classroom activities and assignments? 	<ul style="list-style-type: none"> • District and school personnel ensure that communication is linked to student learning and healthy development. (<i>Standard 3C.</i>) • District and school personnel share information about how standards and curriculum are used by teachers. (<i>Standard 3C.1.</i>) • District and school leadership regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (<i>Standard 1H.3.</i>) • District and school personnel help families understand student expectations and classroom activities. (<i>Standard 3C.2.</i>) 	<ul style="list-style-type: none"> • Inform parents of English learners how they can be involved in the education of their children [20 USC 7012€ (1)]. <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Assessment

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Assessment</u> Assessment is the process of judging and measuring the students' acquisition of the intended content, knowledge, and skills as set out in the curriculum.</p>	<ul style="list-style-type: none"> • How is information about assessments shared with parents? • How are parent opinions/ observations invited? • How do district/school personnel help parents understand the data? • How are non-English speaking parents supported in understanding assessment information? • How often do teachers communicate with parents about their students' progress? • Do teachers inform parents of student accomplishments as well as issues? 	<ul style="list-style-type: none"> • District and school personnel inform parents of the types of summative and formative assessments that will be used each year. (Standard 3C.5.) • District and school personnel invite parent opinions/ observations. (Standard 4B.) • District and school personnel share school-wide data with families and communities. (Standard 3C.6.) • District and school personnel help parents understand data and how it is used to inform instruction. (Standard 1G.2.) • District and school personnel communicate regularly with parents about their students' and school's progress. (Standard 3C.7.) 	<ul style="list-style-type: none"> • Provide training and resources to parents on: <ul style="list-style-type: none"> • content standards; • academic achievement standards; • academic assessment; • parent involvement requirements; • monitoring academic progress; • working with teachers. [20 USC 6318(e)(1)] • Parents have the right to request an independent educational evaluation of their child at district expense when they disagree with the evaluation conducted. • [23 IAC 226.180, Independent Educational Evaluation] • [Section 14-8.02 (b) of the School Code, (105 ILCS 5/14-8.02)] <div style="background-color: #1a3d4d; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Instruction

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Instruction</u> Instruction refers to how teachers implement purposeful, planned methods, strategies, and activities to teach curriculum so students achieve mastery of standards.</p>	<ul style="list-style-type: none"> • How are families supported in developing skills that further enhance their children’s learning? • What tools and resources are provided to support at home learning? • Do district and school personnel solicit input from families to enhance student engagement? • Do district/school personnel communicate concerns to parents in a timely manner? • Are parents included in the problem-solving process? • Do district/school personnel consult with families if situations of cross-cultural or linguistic conflict happen in the school/classroom? 	<ul style="list-style-type: none"> • Teachers inform parents of the strategies they are using to promote students’ academic, physical, social, emotional, and behavioral development. (Standard 3C.3.) • District and school personnel help build the capacity of parents to support learning at home. (Standard 1G.1.) • District and school personnel regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (Standard 1H.3.) • District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.) • District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.) • District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.) 	<ul style="list-style-type: none"> • Provide training and resources to parents on <ul style="list-style-type: none"> • content standards; • academic achievement standards; • academic assessment; • parent involvement requirements; • monitoring academic progress; • working with teachers. [20 USC 6318(e)(1)] • Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)] • Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)]. • Student Achievement has been prepared with review and advice from appropriate parent/community advisory committees [20 USC 6312(g)(1)(B)(2), 20 USC 7012]. <div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



Notes

Professional Development

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Professional Development</u> A continuous improvement approach to professional development builds on scientific, evidence-based research, incorporates innovative instructional practices, engages teachers in new curricular designs, explores assessment techniques, and requires educators to develop needed skills in areas identified in the plan.</p>	<ul style="list-style-type: none"> • How are professional development needs for family engagement assessed? Is family input considered? • What professional development opportunities on family engagement are currently available? Are they aligned with effective family engagement practices? • Are effective professional development strategies utilized to build the capacity of district/school personnel on engaging families in the educational process (e.g., collaborative learning communities, coaching)? • Is current professional development on family engagement effective? • How do districts/schools build the cultural proficiency of their staff? 	<ul style="list-style-type: none"> • District and school personnel build the capacity of staff to effectively engage families in supporting student learning and healthy development. (Standard 1F.) • Data is utilized to determine professional development needs pertaining to family engagement. (Standard 1F.1.) • Professional development efforts incorporate effective family engagement practices. (Standard 1F.2.) • Effective professional development strategies are utilized to build the capacity of district/school personnel. (Standard 1F.3.) • Districts and schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds. (Standard 1F.4.) 	<ul style="list-style-type: none"> • Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school [20 USC 6318(e)(3)] <div style="background-color: #1a3d54; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



Notes:

Conditions for Learning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Conditions for Learning</u> Conditions for Learning are the factors that ensure an optimal learning environment that promotes healthy development; addresses barriers to teaching and learning; and supports student motivation and re-engages the disengaged student.</p>	<ul style="list-style-type: none"> • How well do district/school personnel know the children and families in the community? Are they aware and do they acknowledge the assets as well as the risk factors in the community? • Are families listened to? Are their opinions taken into account? • How do district/school personnel show that they care about the well-being of their students, their families, and the community? • How do district/school personnel positively respond to families from different cultures? • What accommodations (e.g. translation services, interpreter) are available to ensure that all families can engage in the educational process? • What community resources are available to promote family assets and enable family engagement in the educational process? • How do districts/schools/ share classroom policies and practices with parents? How often are they shared? • Are parents aware of the strategies teachers use to promote learning and healthy development? • Are parents given multiple opportunities to provide input and engage in activities that support their students' learning and healthy development? • Are procedures in place that allow for family participation in classroom activities? • How often do district/school personnel personally reach out to families and extend an invitation? • What strategies are used to further develop the capacity of families to support their students' learning and healthy development? • Do district/school personnel communicate concerns to parents in a timely manner? Are parents included in the problem-solving process? • Does your school survey parents on school climate? • How do district/school personnel support parents' understanding of rules, laws, and policies for family engagement? 	<ul style="list-style-type: none"> • District and school personnel learn about the children and families in the community. (Standard 2D.1.) • District and school personnel develop relational trust with families and community members. (Standard 2B.) • District and school personnel effectively engage parents from diverse backgrounds. (Standard 2D.2.) • District and school personnel make certain that communication is accessible to all and in the languages of families. (Standard 3A.1.) • District and school personnel promote family assets, including their cultural and linguistic backgrounds. (Standard 1G.3.) • District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I.) • District and school personnel communicate district/school/ classroom policies and practices. (Standard 3D.) • Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development. (Standard 3C.3.) • District and school personnel reach out to families to support student learning and healthy development. (Standard 2C.) • District/school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.) • District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.) • District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.) • Districts and schools invite parent opinions on school climate. (Standard 4B.1.) • District and school personnel build the capacity of parents to understand and interpret rules, laws, and policies for family engagement. (Standard 1G.4.) 	<ul style="list-style-type: none"> • Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)]. • Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]. • Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)]. • Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)] • Involve family and community members representative of the student population [20 USC 1400 § 650]. • Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities [20 USC 6318(a)(2)(E)]. • Permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. (820 ILCS 147/5) <div style="text-align: center; background-color: #1a3d4d; color: white; padding: 10px; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Family and Community

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p>Family and Community Stakeholders maintain significant involvement in the development, implementation, plan review, parent involvement practices and compacts, and ongoing communications about student achievement. Family activities provide academic enrichment and learning support to help students meet state learning standards.</p>	<ul style="list-style-type: none"> • What is the district’s vision/mission for family engagement? Was it jointly developed with families? How is it shared with stakeholders? • How are family engagement practices embedded within the district/school improvement process? • How does the district/school ensure that the family engagement system policies and practices are coordinated and integrated into existing structures and processes? • How are required and effective family engagement practices promoted by district/school leadership? • Are adequate resources available for the implementation of a family engagement system? • How are family engagement efforts monitored and evaluated? • What professional development opportunities are currently available? Are they aligned with effective family engagement practices? • How are families supported in developing skills that enhance their children’s learning? • How do district/school personnel support parents’ understanding of rules, laws, and policies for family engagement? • Are parents given multiple opportunities to provide input and engage in activities that support their students’ learning? • What community resources are available to promote family assets and enable family engagement in the educational process? • What strategies are utilized to foster a welcoming environment for families? • In what ways do district and school personnel reach out to families? • What communication strategies are utilized to engage parents in the educational process? • Is communication accessible to all? Are translation services and interpreters available as needed? • Are families included in the decision-making process? • Do parent leaders jointly develop parent involvement programming with district/school personnel? 	<ul style="list-style-type: none"> • A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices. (Standard 1A.) • Family engagement system, policies and practices are embedded into the district/school continuous improvement process. (Standard 1B.) • Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (Standard 1B.1.) • District and school leadership support the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs. (Standard 1D.) • District and school leadership allocate/reallocate resources for family engagement efforts. (Standard 1D.4.) • The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system. (Standard 1E.) • District and school personnel build the capacity of staff to effectively engage families in student learning and healthy development. (Standard 1F.) • District and school personnel build the capacity of families to meaningfully engage in activities that support student learning and healthy development. (Standard 1G.) • District and school personnel partner with families to support student learning and healthy development. (Standard 1H.) • District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I) • District and school personnel foster a welcoming environment that is responsive to student and family needs. (Principle 2) • District and school personnel engage in ongoing, meaningful two-way-exchanges with families to support student learning and healthy development. (Principle 3) • District and school personnel include parents in the decision-making process. (Principle 4) 	<ul style="list-style-type: none"> • Develop and review with and distribute to parents a written parent involvement policy [20 USC 6318(a)(2)] • Include parents in the decisions regarding how funds are allotted for parent involvement activities [20 USC 6318(3)(8)]. • Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 USC 6318(a)(2)(B)]. • Involve family and community members representative of the student population [20 USC 1400 § 650]. • Provide targeted training and resources to advisory committee members [20 USC 6312(g)(4)] • A school district may utilize up to two days allowed by law for teachers’ institutes to conduct parental institutes for the parents and guardians of children attending the district. 105 ILCS 5/10-22.18d) (from Ch. 122, par. 10-22.18d) • School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. (105 ILCS 5/14C-10) • A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents at least once a year. [34 CFR 300.504] • A parent of a student with a disability is an IEP team member and participates in the development of the IEP. [34 CFR 300.321] • The IEP Team must demonstrate that they considered the concerns of the parents for enhancing the education of their child. [34 CFR 300.324] <div data-bbox="1240 1745 1531 1934" style="background-color: #003366; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Legislative Requirements/References

The Legislative Requirements/References of the Family Engagement Framework describes specific mandated school and/or district actions that fall under each Essential Element. Citations for specific laws and regulations follow each required activity.

Comprehensive Planning

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Coordinate and integrate parent involvement strategies under

- Title I;
- Head Start/Early Head Start;
- Even Start;
- Parents as Teachers;
- Home Interaction Program for Preschool Youngsters; state preschools. [20 USC 6318(a)(2)(D)]

Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making. [20 United States Code (USC) 6318(a)(2)(B)]

Evaluate the content and effectiveness of the parent involvement policy:

- Identify barriers to participation, especially for diverse parents.
- Use findings to design more effective strategies.
- Revise parent involvement policies, as needed. [Refers specifically to Title I, 20 USC 6318(a)(2)(E)]

Coordinate and integrate parent involvement activities with

- public preschool;
- other public educational programs;
- parent resource centers. [20 USC 6318(e)(4)]

Leadership

Consult parents as programs are being developed. [20 USC 7424(c)]

Send notice of and hold regular meetings to obtain recommendations of parents of English learners. [20 USC 7012(e)(2)]

Provide parents with timely information about schools and students in a language and format that they can understand. [20 USC 6318(f)]

Provide parent involvement policy to parents in an understandable and uniform format. [20 USC 6318(a)(2) and (f)]

Inform parents of English learners how they can be involved in the education of their children. [20 USC 7012(e)(1)]

Meet parent notification requirements (under Titles I, III, IX, and X; Federal Education Rights and Privacy Act; and IDEA). [20 USC 7012(b)]

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Provide other reasonable support for parent involvement activities as parents may request. [20 USC 6318(e)(14)]

No administrative certificates and endorsements will be issued only to those who have: (i) an understanding of the knowledge called for in establishing productive parent-school relationships and of the procedures fostering the involvement which such relationships demand; As used in this subsection: "establishing productive parent-school relationships" means the ability to maintain effective communication between parents and school personnel, to encourage parental involvement in schooling, and to motivate school personnel to engage parents in encouraging student achievement, including the development of programs and policies which serve to accomplish this purpose. [(105 ILCS 5/21-7.1)]

Disclaimer: Please note that this is not an exhaustive list of legislative requirements. Districts and schools should reference the actual regulations to ensure adherence to the law.

Curriculum

Inform parents of English learners how they can be involved in the education of their children.

[20 USC 7012(e)(1)]

Instruction

Provide training and resources to parents on

- content standards;
- academic achievement standards;
- academic assessment;
- parent involvement requirements;
- monitoring academic progress;
- working with teachers.

[20 USC 6318(e)(1)]

Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers. [20 USC 6381(e)(4)]

Student Achievement has been prepared with review and advice from appropriate parent/community advisory committees. 20 USC 6312(g)(1)(B)(2), 20 USC 7012]

Special Education Legislative Mandates:

Agency shall obtain informed consent from the parent prior to providing any special education and related services. [34 CFR 300.300, Parental Consent]

IEP teams consider the strengths of the child and the concerns of the parents when developing IEP activities and goals. [34 CFR 300.322, Parent Participation]

A parent may revoke consent for the district to provide special education services at any time after the initial consent for services has been provided. Revocation may be provided orally or in writing. [23 IAC 226.540; 34 CFR 300.300, Parental Consent]

Assessment

Provide training and resources to parents on

- content standards;
- academic achievement standards;
- academic assessment;
- parent involvement requirements;
- monitoring academic progress;
- working with teachers.

[20 USC 6318(e)(1)]

Special Education Legislative Mandates:

Parents have the right to request an independent educational evaluation of their child at district expense when they disagree with the evaluation conducted.

[23 IAC 226.180, Independent Educational Evaluation]

[Section 14-8.02 (b) of the School Code, (105 ILCS 5/14-8.02)]

[34 CFR 300.502, Independent Educational Evaluation]

- Parent may request an initial evaluation to determine a child's eligibility for special education services.
- Agency proposing to conduct an initial evaluation to determine child's eligibility for special education shall obtain informed consent from the parent prior to the evaluation being conducted (unless the conditions under 34 CFR 300.302[a][2] for a ward of the State are met) [23 IAC 226.110, Evaluation Procedures] [34 CFR 300.300, Parental Consent] [34 CFR 300.301, Initial Evaluation] [Section 14-8.02 of the School Code, (105 ILCS 5/14-8.02)]

Agency shall provide notice to parents about any proposed evaluation procedures. [23 IAC 226.110, Evaluation Procedures]

Agency shall make reasonable effort to obtain consent prior to conducting a *re-evaluation*. Agency must document reasonable efforts to obtain consent. [34 CFR 300.300, Parental Consent]

Professional Development

Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school. [20 USC 6318(e)(3)]

Conditions for Learning

Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers. [20 USC 6381(e)(4)]

Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]

Provide parent involvement policy to parents in an understandable and uniform format. [20 USC 6318(a)(2) and (f)]

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Involve family and community members representative of the student population. [20 USC 1400 § 650]

Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities. [20 USC 6318(a)(2)(E)]

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. [820 ILCS 147/5]

Special Education Legislative Mandates:

The school must notify parents of students with disabilities immediately if their child receives a suspension, and provide the parents with a full statement of the reasons for the suspension, and their right to a review of the decision. [105 ILCS 5/10-22.6, Suspension or Expulsion of Pupils]

School personnel can consider a change of placement for a student with a disability that violates a code of student conduct. [34 C.F.R. 300.530(a), Authority of School Personnel]

Family and Community

Develop and review with and distribute to parents a written parent involvement policy [20 USC 6318(a)(2)] describing how the LEA will:

- involve parents in program planning, review, and activities
- build capacity for parent involvement;
- coordinate and integrate parent involvement strategies across programs;
- conduct an annual evaluation of the impact of the parent involvement policy, including
- improvement in academic achievement;
- barriers to parent participation;
- strategies for effective parent involvement.

Include parents in the decisions regarding how funds are allotted for parent involvement activities. [20 USC 6318(3)(8)]

Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making. [20 USC 6318(a)(2)(B)]

Involve family and community members representative of the student population. [20 USC 1400 § 650]

Provide targeted training and resources to advisory committee members. [20 USC 6312(g)(4)]

A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes for the parents and guardians of children attending the district. Parental institutes shall provide information on such topics as the district shall deem necessary to achieve the following purposes:

- Enhance parental involvement in the education of the district's students; (2) Improve parental communication and involvement with the district;
 - Enhance parental knowledge of child development, district programs, school conditions, and societal problems threatening students; and
 - Improve parental skill development.
- (105 ILCS 5/10-22.18d) (from Ch. 122, par. 10-22.18d)

School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. Each school district shall, accordingly, establish a parent advisory committee which affords parents the opportunity effectively to express their views and which ensures that such programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs. Such committees shall be composed of parents of children enrolled in transitional bilingual education programs, transitional bilingual education teachers, counselors, and representatives from community groups; provided, however, that a majority of each committee shall be parents of children enrolled in the transitional bilingual education program. Once established, these committees shall autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (105 ILCS 5/14C-10)

Special Education Legislative Mandates:

A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents at least once a year. [34 CFR 300.504]

A parent of a student with a disability is an IEP team member and participates in the development of the IEP. [34 CFR 300.321]

Agency must take steps to ensure that a parent of a student with a disability is present at each IEP meeting and offered the opportunity to participate. [34 CFR 300.322]

The IEP Team must demonstrate that they considered the concerns of the parents for enhancing the education of their child. [34 CFR 300.324]

Agency must take whatever action is necessary to ensure that the parent understands the proceeding of the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [23 IAC 226.530]

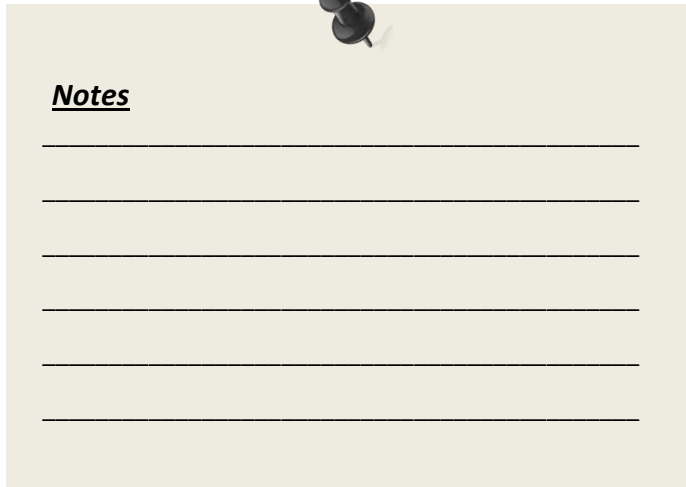
Agency must obtain a one-time written consent from the parent prior to accessing the child’s or the parent’s public

benefits or insurance for the first time. Agency must provide written notification to the child’s parents, explaining all of the protections available to parents under Part B, as described in 34 CFR §300.154(d)(2)(v), *before* accessing public benefits or insurance for the first time and annually thereafter. [34 CFR 300.154(d)]

Schools must provide custodial and non-custodial parents access to their children’s records unless there is a court order, law, or legal document (such as a divorce decree or custody order) that terminates a parent’s rights. [34 CFR 300.613, Access Rights] [Family Educational Rights and Privacy Act (FERPA), (20 U.S.C. 1232g; 34 CFR Part 99)] [Illinois School Student Records Act, 105 ILCS 10/1 and following]

The rights and responsibilities for special education services that are given to parents will belong to the student at age 18. In addition, the district must inform the parents and student of the student’s right to delegate decision-making to another adult individual.

At least one year before turning 18, the parents and the student will receive notices in writing from the school about the change. [23 IAC 226.690, Transfer of Parental Rights] [105 ILCS 5/14-6-10, Transfer of Parental Rights at the Age of Majority]



Notes

Summary, Future Implications and Field Notes

Regardless of the particular strategies that districts, schools and community and family leaders choose, the necessary ingredients for success include a commitment toward integrating the four principles of family engagement. When families are engaged in meaningful ways, districts and schools are more readily able to meet student achievement and healthy development goals, leverage resources, build effective relationships between parents and teachers, develop on-going community support for school and district improvement, and meet federal and state requirements for family engagement.

Integrating family engagement within the school improvement process will help to ensure the work is goal-directed, positive, culturally responsive, respectful, systemic and comprehensive. The Family Engagement framework can be used in the development of district/school improvement plans, identifying professional development opportunities for staff and governing bodies, and approaches to providing services, programs and activities. It can be used to inform community partners about family engagement goals and the importance of those goals for promoting learning and healthy development. When families are an integral partner in learning, communities thrive.

There are multiple pathways districts and schools can take as they attempt to enhance their family engagement efforts. Regardless of the pathway chosen, strategies and activities should fit the unique context of their community. Following are two summaries of how a district and a community-based organization took different approaches to build pathways toward meaningful family engagement. These stories are meant to provide snapshots of how they integrated effective family engagement practices across various educational areas to address their community's needs.



The Logan Square Neighborhood Association's program at Monroe Elementary trained parent tutors to help children during their after school homework help time.

Field Notes

Engaging Families to Make Pathways for Student Achievement

In Evanston School District 65, families are being engaged in multiple ways. Core engagement activities include:

- Monthly family nights where parents come together to learn about afterschool programming. They also engage in peer exchange in learning about supporting youth development and academic success.
- Special events for parents to help them prepare for important moments from parent teacher conferences to the transition between fifth and sixth and eighth and ninth grades.
- In addition, family counseling by the district's trained therapists is available for families (both youth and their parents) dealing with family challenges ranging from divorce to social and economic hardship.
- On a broader level, the district is in the process of expanding its engagement efforts as part of the move toward community schools at some of the after school sites where the district has been able to recruit additional support.

The first step toward developing community schools at Nichols and Chute will be engaging and repositioning parents as leaders in the schools. The Evanston school district's approach to family engagement will build on best practices like those documented by Soo Hong in her new book "A Cord of Three Strands: A New Approach to Parent Engagement in Schools" (Harvard Education Press, 2011). This research shows that community organizing practices are most effective at authentically engaging parents as partners in the community school.

Plans for engaging families include:

- Involving parents in open conversations about their interests, motivations, goals and challenges (e.g., Café y Conversación)
- Developing activities that invite parents into schools in specific ways that build on their strengths (e.g., Parent Mentors)
- Promoting parental leadership in schools by creating new spaces for leadership (e.g., Community School Action Team)
- Transforming school culture so that teachers and administrators view families as co-owners and co-authors of the school and community experience (e.g., Community Immersion Institute for Teachers)

In doing family engagement work, the Evanston school district hopes to achieve improved academic performance in core subject areas, increased involvement of all parents (especially low-income parents) in school committees and events, improved youth social competence, enhanced family relationships, enhanced school culture and an increase in the number of low-income parents feeling valued and included in school life.

Field Notes

Engaging Families in Meaningful Ways

Since 1999, Springfield Urban League has successfully engaged parents of program participants in the educational process of their children. They have hosted family reading nights, a family self-defense series, and numerous speakers and subject matter experts. Their Teen REACH program and Freedom School programs also have parent involvement components. Since the inception of its after school programs, they have been concerned with not only offering programs and activities but also with being impactful.

During their planning meetings for the current 21st CCLC grant, they discussed how they could move from parent involvement to parent engagement. In order to be more intentional, they discovered that they needed to do a few things differently in order to achieve the desired results:

- Make sure that staff know the difference between parent engagement and parent involvement. Both are important. Both are necessary. Parent involvement encompasses the activities that they developed and planned, but parent engagement gave parents a voice and ownership in the process.
- Make sure that they bring activities that are relevant to the needs of their parents by asking them what they want to see, and involve them in the planning process.
- Articulate expectations in the beginning.
- Treat “parents as partners” in their child’s education. They often heard this term, but they would forget to include parents as they planned for them and their children—the Urban League invited them only after they had planned and mapped out everything.
- Measure the impact. They are still working on this one.

This year, they have had several successful parent engagement events. One of their notable events was a financial literacy night at Lanphier High School. During conversations with the site coordinator, several parents had mentioned financial issues related to the economy. As a result, the site coordinator involved a couple of parents in helping to plan a family financial literacy night. Modern Woodmen of America came to speak with parents about financial planning, budgeting, and other related topics. In addition, there was a financial literacy portion geared toward teenagers. Students who were seniors were gathered in a separate area to discuss financial aid. In addition, students worked on several scholarship applications. Let’s not forget food! Food was donated by Outback Steakhouse. Close to 50 parents attended the event. Parents and students were extremely pleased. Springfield Urban League is excited about the relationships and trust that they continue to nurture and grow with their families.



Quad Cities, IL—Immigrant families who have children enrolled in Quad Cities Lights ON Afterschool program participate in adult education classes provided in partnership with professors from St. Ambrose University.

Search for the Family Engagement Framework Guide at <http://www.isbe.net>.
For more information on family and parent involvement opportunities at your district/school, contact



Appendix T

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

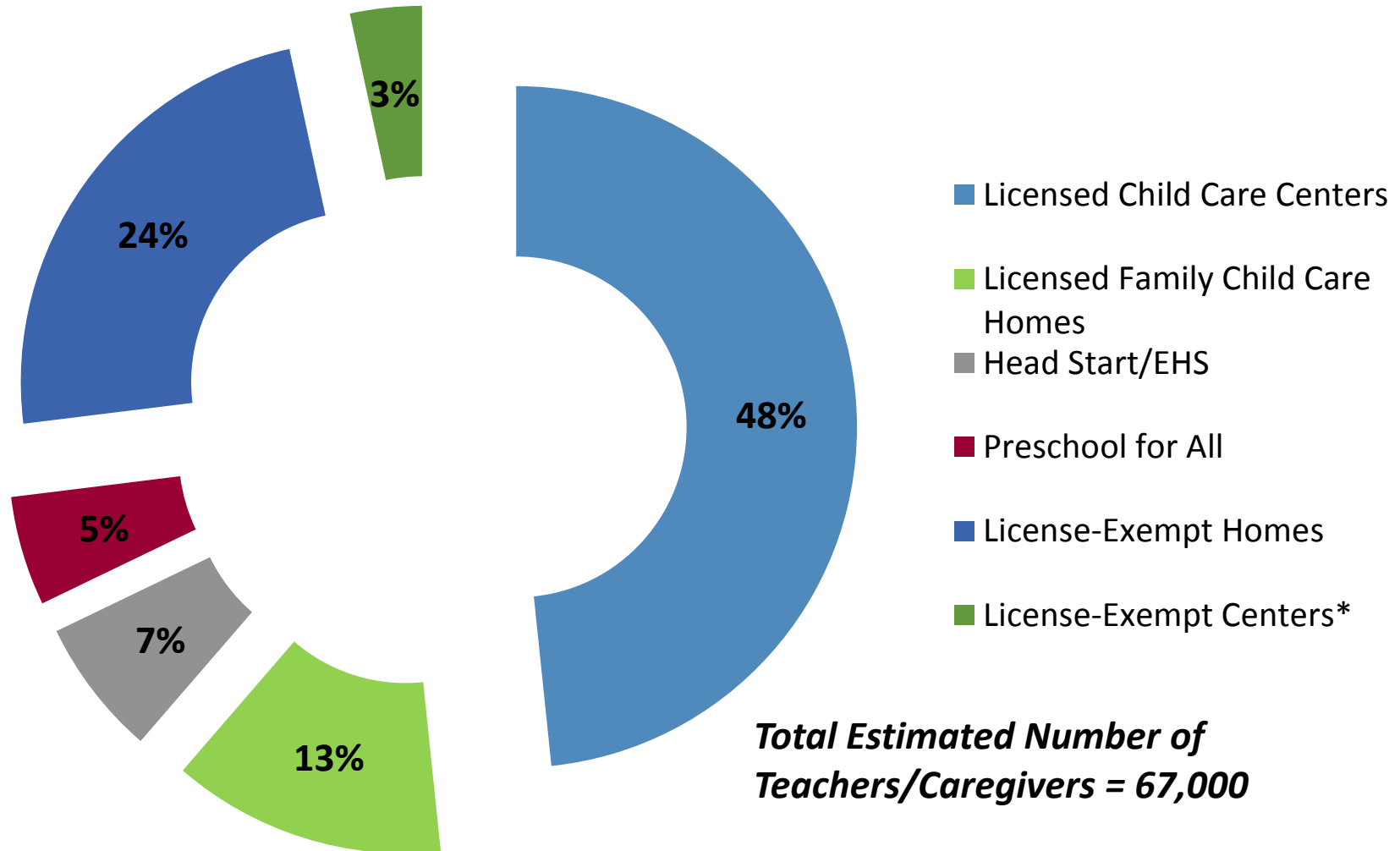
Competency-Based Education: An Illinois Case

Dr. Stephanie Bernoteit, IBHE

Illinois Attendance Commission Meeting

January 18, 2018

Workforce by Early Childhood Education Segment—Setting or Funding Stream



Illinois Early Childhood Workforce Hiring Survey

October 2017

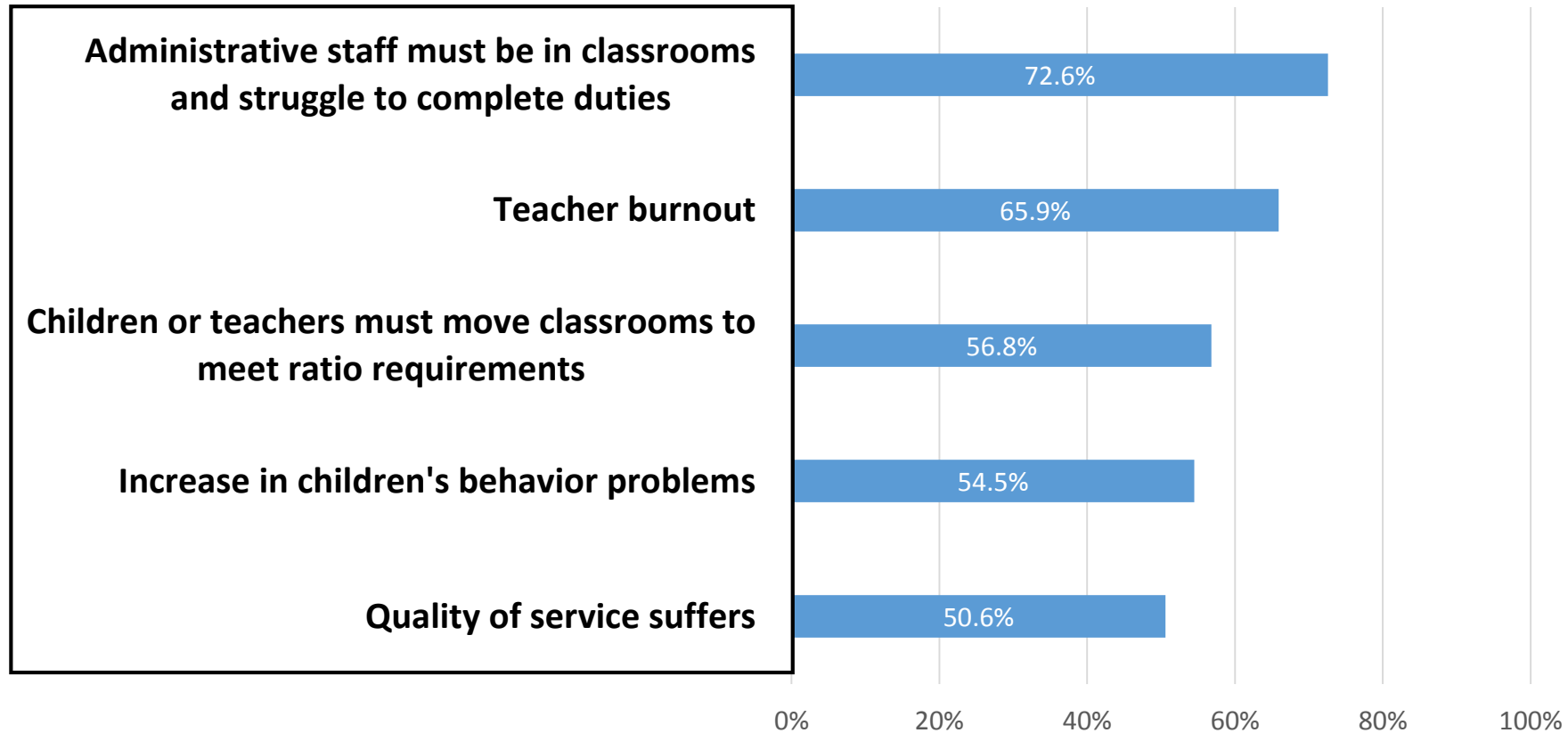
Main, Yarbrough, Anand, & Patten

- Over 700 respondents from across all regions of Illinois and all types of early childhood settings
- **37% of positions in programs turned over or remained unfilled last year**
- Lead teachers are the most difficult positions to fill
- Hiring and retention issues are exacerbated by compensation and benefits
- Hiring and retention issues negatively affect program quality

<https://www.illinois.gov/gov/OECD/Documents/What%27s%20New/IL%20ECE%20Workforce%20Hiring%20Survey.pdf>

Hiring and retention challenges affect program quality.

What has been the impact of not being able to fill open positions?



**COLLEGE
OF EDUCATION**



PRELIMINARY RESULTS

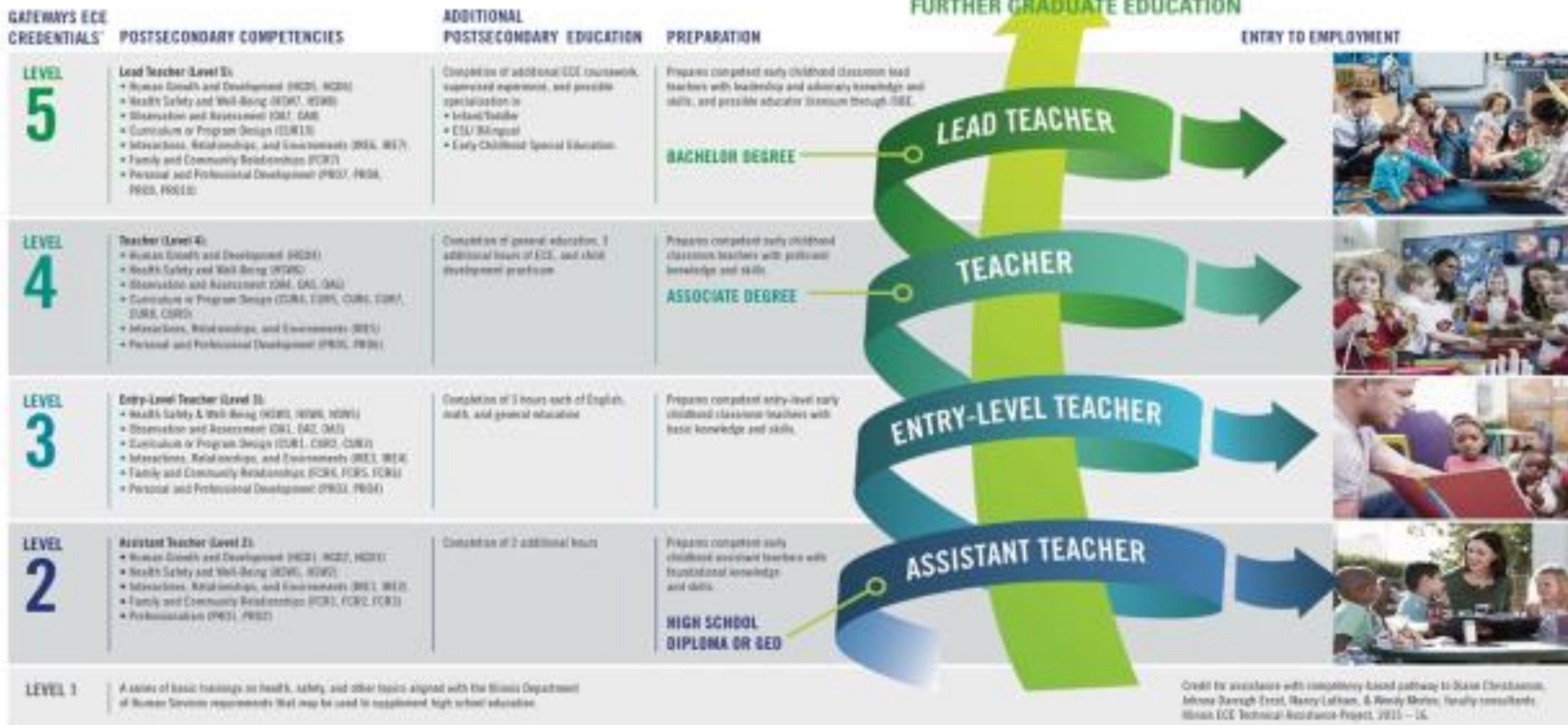
Illinois is taking steps towards a more unified early childhood education workforce.

- Gateways Credentials
 - Intended for cross-sector use
 - Movement towards competency-based framework
- Gateways Registry = primary data system for the early childhood workforce
- Data projects
 - Survey
 - ILDS (Gateways, IBHE, ICCB)
- Alignment projects
 - Between two and four year colleges
 - Among IHEs and the early childhood education system

**ILLINOIS EARLY CHILDHOOD EDUCATOR
POSTSECONDARY EDUCATION AND CAREER PATHWAY**



FURTHER GRADUATE EDUCATION



Credit for assistance with competency-based pathway to Diane Christensen, Andrea Starnigh Trent, Nancy LaFram, & Wendy Morris, faculty consultants Illinois ECE Technical Assistance Project, 2015 – 16.

*Gateways to Opportunity
<http://www.ilgateways.com>

Competencies Defined



What do I need to *know*? What theories or ideas?

What do I need to be able to *do*?

What dispositions must I display?

Where must I be able to apply these KSAs, and at what level?

Understands the theory of XXX, and has the skills and dispositions to successfully apply all of these at the *beginning* level in XXX situation.

Focus on what's needed to be successful - outcomes.

Competency Statements - What To Look For

- Explicitly stated with unambiguous descriptions
- Both theory and application
- Co-constructed with diverse input
- Appropriate level of mastery
- Aligned to cognitive levels of learning
- Connected to credential(s)

Competency-Based Education Approaches - Common Characteristics

- Time is variable, learning is fixed
- Mastery or proficiency
- Rigorous assessments
- Focused on the student journey
- Flexible, self-paced approach

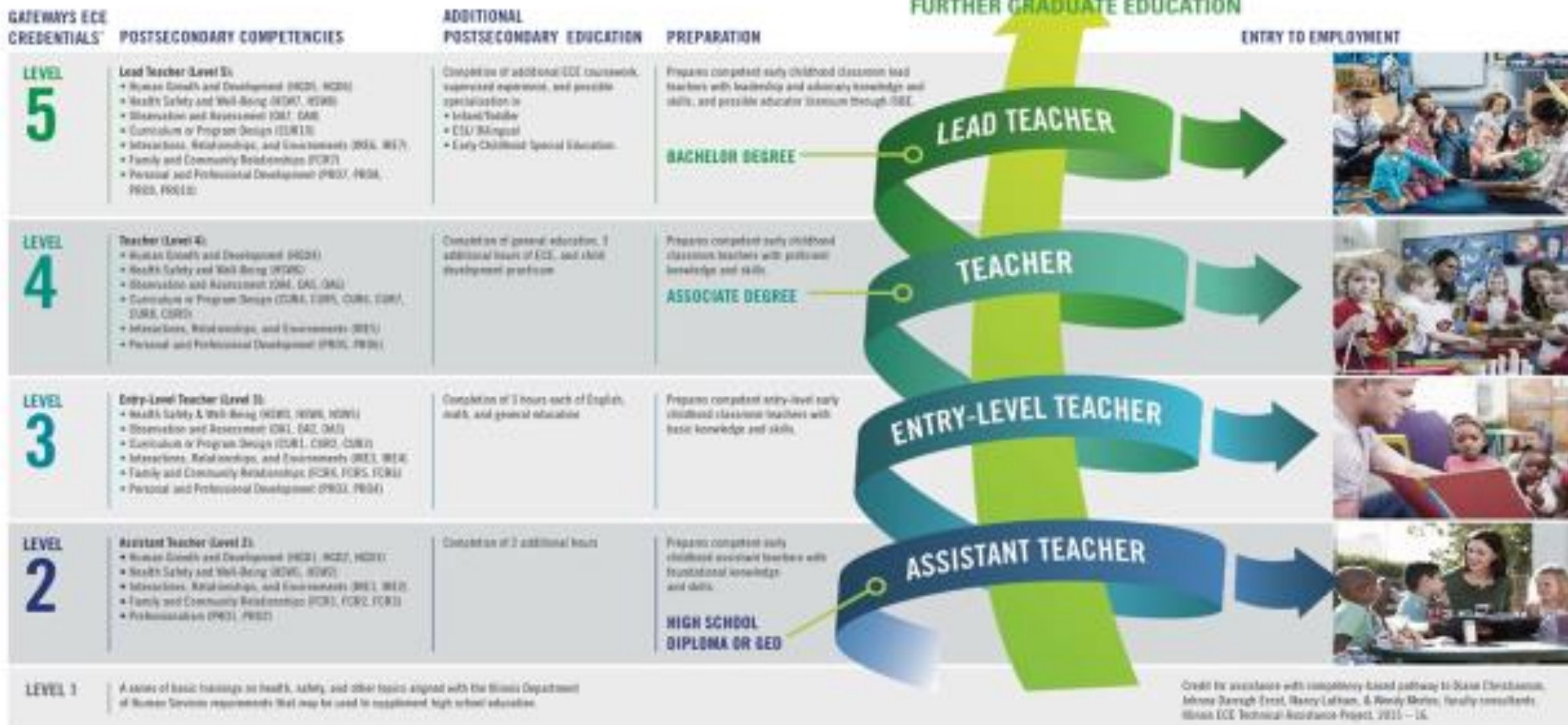
National Frameworks to Support Competency-Based Education in Postsecondary Settings

- Degree Qualification Profile (DQP) by Lumina
- Liberal Education & America's Promise (LEAP) initiative by AAC&U
- Competency Model Building Blocks by DOL
- “Homegrown” Frameworks

**ILLINOIS EARLY CHILDHOOD EDUCATOR
POSTSECONDARY EDUCATION AND CAREER PATHWAY**



FURTHER GRADUATE EDUCATION



Credit for assistance with competency-based pathway to Diane Christensen, Andrea Starnigh Trent, Nancy LaFram, & Wendy Morris, faculty consultants Illinois ECE Technical Assistance Project, 2015 – 16.

*Gateways to Opportunity
<http://www.ilgateways.com>



Darragh, Latham, & Bernoteit
(in publication 2018)

The Competency Development Process Model

Darragh, Latham, & Bernoteit (in publication 2018)

- **Defining the Pathway Problem**
- Establishing the Competency Framework
- Drafting Competency Statements
- Determining Competency Measurability
- Developing Competency Assessments
- Integrating Competencies in Credentialing Systems
- Adopt & Disseminate Competencies Across Support Systems

The Competency Development Process Model

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- Defining the Pathway Problem
- **Establishing the Competency Framework**
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Early Childhood Educator Competencies

Illinois Gateways Credentials – IDHS/INCCRRA

Level	Human Growth & Development
2	HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.
2	HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.
2	HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.
3	HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition.
5	HGD5 Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development.
5	HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning. (5A2)

Early Childhood Educator Competencies

Illinois Gateways Credentials – IDHS/INCCRRA

Level	Health Safety & Wellness
2	HSW1: Articulates components of a safe and healthy environment.
2	HSW2: Maintains a safe & healthy environment.
3	HSW3: Creates a healthy and safe environment.
3	HSW4: Assesses healthy and safe early childhood environments.
3	HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment
4	HSW6: Collaborates with families and community organizations to support children’s healthy development and learning.
5	HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices.
5	HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.

Early Childhood Educator Competencies

Illinois Gateways Credentials – IDHS/INCCRRA

Level	Observation & Assessment
3	O&A1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process.
3	O&A2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.
3	O&A3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.
4	O&A4: Identifies the impact and influence of external factors on assessment practices.
4	O&A5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.
4	O&A6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.
5	O&A7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.
5	O&A8: Utilizes assessment data to support child and program development.

Early Childhood Educator Competencies

Illinois Gateways Credentials – IDHS/INCCRRA

Level	Curriculum
3	CUR1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.
3	CUR2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning.
3	CUR3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.
4	CUR4: Describes appropriate methods supportive of young children's development and learning.
4	CUR5: Describes appropriate content supportive of young children's development and learning.
4	CUR6: Selects appropriate content, aligned with relevant standards
4	CUR7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.
4	CUR8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.
4	CUR9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.
5	CUR10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.

The Competency Development Process Model

Darragh, Latham, & Bernoteit (in publication 2018)

- Defining the Pathway Problem
- Establishing the Competency Framework
- Drafting Competency Statements
- **Determining Competency Measurability**
- **Developing Competency Assessments**
- Integrating Competencies in Credentialing Systems
- Adopt & Disseminate Competencies Across Support Systems

Assessing Competencies

- Analyzing competency verbs for measurability;
- Categorizing competency verbs into lower and higher levels;
- Organizing competencies from foundational to advanced knowledge and skills;
- Describing performance; and
- Developing ranges of performance based on performance descriptions (rubrics).

The Competency Development Process Model

Darragh, Latham, & Bernoteit (in publication 2018)

- Defining the Pathway Problem
- Establishing the Competency Framework
- Drafting Competency Statements
- Determining Competency Measurability
- Developing Competency Assessments
- **Integrating Competencies in Credentialing Systems**
- **Adopt & Disseminate Competencies Across Support Systems**

Implementation Steps: Illinois Early Childhood Education Programs and Professional Development Systems

- Stakeholder engagement and technical assistance throughout
- Suite of assessment tools and resources aligned to the competencies
- Inclusion in policies, rules, and pathway frameworks
- Connections to the state's professional development system
- Expanded assessment tools and potential shared assessment system

Appendix U

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by adding Section 26-19 as follows:

(105 ILCS 5/26-19 new)

Sec. 26-19. Chronic absenteeism in preschool children.

(a) In this Section, "Chronic absence" has the meaning ascribed to that term in Section 26-18 of this Code.

(b) The General Assembly makes all of the following findings:

(1) The early years are an extremely important period in a child's learning and development.

(2) Missed learning opportunities in the early years make it difficult for a child to enter kindergarten ready for success.

(3) Attendance patterns in the early years serve as predictors of chronic absenteeism and reduced educational outcomes in later school years. Therefore, it is crucial that the implications of chronic absence be understood and reviewed regularly in all publicly funded early childhood programs receiving State funds under Section 2-3.71 of this Code.

(c) Beginning July 1, 2019, any publicly funded early childhood program receiving State funds under Section 2-3.71 of this Code shall collect and review its chronic absence data and determine what support and resources are needed to positively engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

(d) Publicly funded early childhood programs receiving State funds under Section 2-3.71 of this Code are encouraged to do all of the following:

(1) Provide support to students who are at risk of reaching or exceeding chronic absence levels.

(2) Make resources available to families, such as those available through the State Board of Education's Family Engagement Framework, to support and encourage families to ensure their children's daily program attendance.

(3) Include information about chronic absenteeism as part of their preschool to kindergarten transition resources.

(e) On or before July 1, 2020, and annually thereafter, an early childhood program shall report all data collected under subsection (c) of this Section to the State Board of Education, which shall make the report publicly available via the Illinois Early Childhood Asset Map Internet website and the Preschool for All Program or Preschool for All Expansion Program triennial report.

Section 99. Effective date. This Act takes effect July 1,

Public Act 100-0819

HB5771 Enrolled

LRB100 19596 AXK 34867 b

2019.

Appendix V

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois State Board of Education

Illinois Attendance Commission

House Joint Resolution 0011

Every Student Counts, Every Day Matters

State Representative Linda Chapa LaVia

State Senator Jacqueline Collins

State Representative Carol Sente

Whole Child • Whole School • Whole Community

Every Student Counts, Every Day Matters

- WHEREAS, The early years are a critical period in a child's learning and development, and set the foundation for higher-level thinking skills later in life; and
- WHEREAS, Missing too many days of school can make it difficult for youth to stay on track in classes and maintain momentum for graduation from high school; and



Every Student Counts, Every Day Matters

- WHEREAS, Chronic absenteeism is a powerful predictor of the students who may eventually drop out of school; and
- WHEREAS, Chronic absenteeism can lead to poor educational and life outcomes for children; and

Every Student Counts, Every Day Matters

- WHEREAS, Students with documented disabilities are more likely to be absent from school than their same-aged peers; and
- WHEREAS, Children and youth who are homeless benefit from being in school and yet are more likely to be chronically absent; and



Every Student Counts, Every Day Matters

- WHEREAS, The hard work of educators is undermined by chronic absenteeism among students; and
- WHEREAS, Positive re-engagement strategies can decrease chronic absenteeism and youth involvement in the juvenile justice system; and



Every Student Counts, Every Day Matters

- WHEREAS, Children with involved families have better school attendance, lower suspension rates, and overall higher graduation rates; and
- WHEREAS, Students who are in school every day are much more likely to engage in positive behaviors; and



Every Student Counts, Every Day Matters

- WHEREAS, Community involvement decreases chronic absenteeism and potentially increases the local quality of life; and
- WHEREAS, School attendance promotes college and career readiness, thereby increasing the number of students in Illinois with high quality degrees and credentials; therefore, be it



Every Student Counts, Every Day Matters

- RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE ONE HUNDREDTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE SENATE CONCURRING HEREIN, that we encourage the Illinois State Board of Education and each school district in this State to consider the benefits of the attendance awareness campaign ...



Every Student Counts, Every Day Matters

“Every Student Counts, Every Day Matters”

... encouraged by the Illinois Attendance Commission; and be it further RESOLVED, That suitable copies of this resolution be delivered to the Illinois State Board of Education and the Regional Offices of Education.

**Adopted in both Houses of the Illinois General
Assembly on May 31, 2017**



Every Student Counts, Every Day Matters

Illinois Attendance Commission

Created by **Public Act 099-0432** within the State Board of Education, the Illinois Attendance Commission studies the issue of chronic absenteeism and makes recommendations for strategies to reduce chronic absenteeism among Illinois schoolchildren.

<https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx>



Appendix W

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Practical Strategies for Promoting Attendance at the Elementary Level

A Report to the Illinois Attendance Commission

April 19th, 2018

United Way of the Quad Cities Area

LIVE UNITED

**United
Way**



Practical Strategies for Promoting Attendance



United Way of the
Quad Cities Area



Attendance
Works

Attendance Initiatives

Strategy One:

Attendance Initiatives

Attendance Initiatives

Attendance Barriers

- Transportation Issues
- Work Schedules
- Lack of Household Routine
- Family Priorities
- Resistance
- Lack of Understanding of the Impact

Attendance Initiatives



United Way
of the Quad Cities Area

Community Action Plan Fund

Elementary School Attendance Initiative (2016-17 School Year)

Request for Proposals

Purpose of the Investment Opportunity

THE NEED: United Way of the Quad Cities Area has been coordinating with the national organization Attendance Works to improve local attendance rates at the elementary school level. This is part of our broader education initiatives: if students are not attending school regularly in the early grades, they will continue to fall farther behind

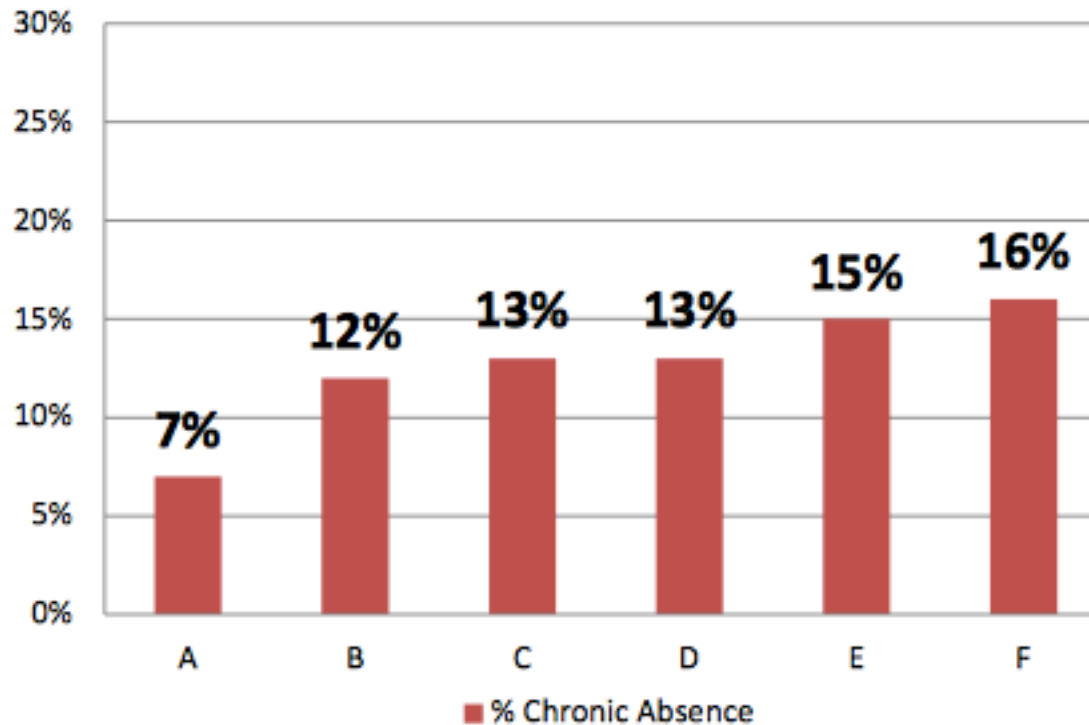
Attendance Initiatives

Attendance Initiative Goals

- I. Reduce absenteeism.
- II. Championed school attendance as a cause.
- III. Required schools to measure and track attendance.
- IV. Required schools to measure Chronic Absenteeism, not Average Daily Attendance.

Attendance Initiatives

**Chronic Absence For 6 Elementary Schools
in Oakland, CA with 95% ADA in 2012**



Attendance Initiatives

- Tracking **Average Daily Attendance** leads to building-level approaches.
- Tracking **Chronic Absenteeism** leads to individual-level approaches.

Attendance Initiatives

	School	Grant	Outcome	
2014-15	School 1	\$10,000	--	
	School 2	\$21,551	- 23%	
	School 3			
2015-16	School 1	\$10,000	- 40%	
	School 2	\$10,000	- 64%	
	School 3	\$10,000	- 18%	

Attendance Initiatives



0%



- 23%

Attendance Initiatives

	School	Grant	Outcome	Left Over
2014-15	School 1	\$10,000	--	\$3,000
	School 2	\$21,551	- 23%	\$9,578
	School 3			
2015-16	School 1	\$10,000	- 40%	\$16
	School 2	\$10,000	- 64%	
	School 3	\$10,000	- 18%	\$3,800

Attendance Initiatives

	<u>Total Amt</u>	<u># of schools</u>	<u>Avg Grant</u>
2014-15	\$32,217	3	\$10,739
2015-16	\$40,000	6	\$6,667
2016-17	\$28,328	13	\$2,179

Attendance Initiatives



- Classroom with the best attendance
- Classroom with the most improved attendance

Attendance Initiatives

The Personal Touch

- Welcome to school
- Daily phone calls
- Home visits and troubleshooting
 - Bus cards
 - Carpools
 - Alarm clocks

Awareness Campaigns

Strategy Two:

Awareness Campaigns

Awareness Campaigns

September 2016							
W	S	M	T	W	T	F	S
35					1	2	3
36	4	5	6	7	8	9	10
37	11	12	13	14	15	16	17
38	18	19	20	21	22	23	24
39	25	26	27	28	29	30	

October 2016							
W	S	M	T	W	T	F	S
39							1
40	2	3	4	5	6	7	8
41	9	10	11	12	13	14	15
42	16	17	18	19	20	21	22
43	23	24	25	26	27	28	29
44	30	31					

November 2016							
W	S	M	T	W	T	F	S
44			1	2	3	4	5
45	6	7	8	9	10	11	12
46	13	14	15	16	17	18	19
47	20	21	22	23	24	25	26
48	27	28	29	30			

December 2016							
W	S	M	T	W	T	F	S
48					1	2	3
49	4	5	6	7	8	9	10
50	11	12	13	14	15	16	17
51	18	19	20	21	22	23	24
52	25	26	27	28	29	30	31

January 2016							
W	S	M	T	W	T	F	S
53						1	2
1	3	4	5	6	7	8	9
2	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23
4	24	25	26	27	28	29	30
5	31						

February 2016							
W	S	M	T	W	T	F	S
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
8	21	22	23	24	25	26	27
9	28	29					

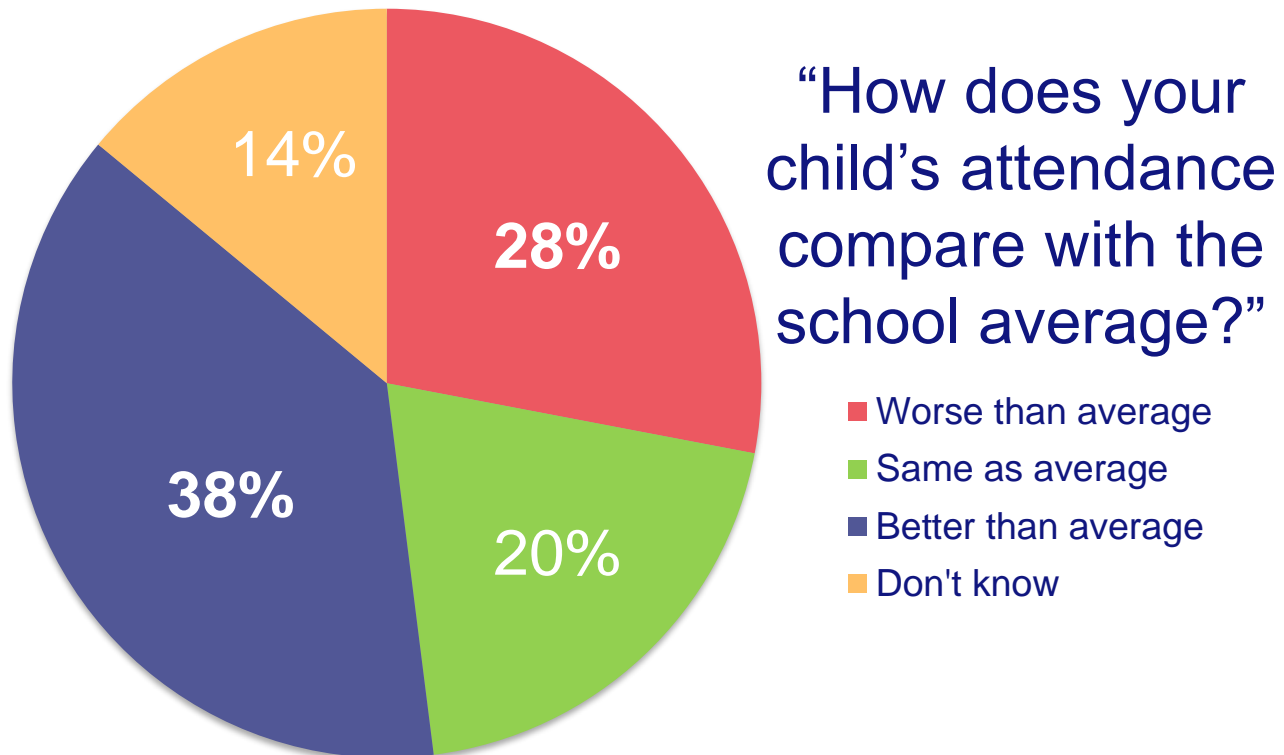
March 2016							
W	S	M	T	W	T	F	S
9			1	2	3	4	5
10	6	7	8	9	10	11	12
11	13	14	15	16	17	18	19
12	20	21	22	23	24	25	26
13	27	28	29	30	31		

April 2016							
W	S	M	T	W	T	F	S
13						1	2
14	3	4	5	6	7	8	9
15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	23
17	24	25	26	27	28	29	30

May 2016							
W	S	M	T	W	T	F	S
18	1	2	3	4	5	6	7
19	8	9	10	11	12	13	14
20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	28
22	29	30	31				

Awareness Campaigns

Survey of Parents of Chronically Absent Students



Awareness Campaigns



Awareness Campaigns

United Way council issues school attendance appeal

By Leon Lagerstam, llagerstam@qconline.com Aug 13, 2015 (0)



MOLINE -- I

United Way
appeal to pa
school atten

September 1

You can't learn if you're not there

Aug 23, 2015

SUBSCRIBE FOR 33¢ / DAY



What the research says

- Poor attendance in the first month of school can predict chronic absence for the entire year.
- Absenteeism in preschool and kindergarten can influence whether a child will be held back in third grade.

A group of area school superintendents sat around the boardroom table at the Quad-City Times to speak with the Editorial Board recently.

They weren't there to ask for more money from their respective state legislatures, or for a tax increase from the property owners in their districts.

Awareness Campaigns



United Way of the
Quad Cities Area



ARCONIC
FOUNDATION

40%

of Quad Cities
students were
chronically absent
in 2016-17

Awareness Campaigns



<https://www.youtube.com/watch?v=M1IN--A6ISI>

Awareness Campaigns



Dispatch·Argus



Strive for 5 initiative aims for super school attendance



Awareness Campaigns

5

TIPS TO HELP AIM FOR 5 OR FEWER ABSENCES THIS YEAR

1. Set a regular bedtime.
2. Prep clothes and backpacks the night before.
3. Only keep children home if they are truly sick.
4. Have a back-up plan for getting to school.
5. Avoid scheduling doctor's appointments and trips during school hours.

Awareness Campaigns



Awareness Campaigns

Multi-Sector Messaging



Sports Teams



Businesses



Neighborhood Associations



Clergy



Labor

Awareness Campaigns

CULTURE CHANGE



Awareness Campaigns



December 2016

30%

of Quad Cities
students were
chronically absent
in 2016-17

December 2017

29%

of Quad Cities
students were
chronically absent
in 2017-18

Questions?

United Way of the Quad Cities Area

LIVE UNITED

**United
Way**



Thank you

United Way of the Quad Cities Area

LIVE UNITED

**United
Way**



FAMILY AND COMMUNITY ATTENDANCE ENGAGEMENT PLAN

ONE: Awareness

Guiding Principle: *Many families do not know:*

- a. *that relatively few absences have a dramatic impact on a student's ability to learn.*
- b. *how their child's attendance compares with that of other students.*

Strategies: Community outreach is required, but do not limit your scope nor your message:

- Make the message simple ("Strive for Less than 5").
- Display this message in as many possible venues as possible.
- Use multiple sector partners to convey the message, not just schools (i.e.: business community, clergy, law enforcement, sports teams, neighborhood associations, public housing). Remember that:
 - School attendance habits become lifelong attendance habits.
 - Apprenticeships and employers have their own attendance concerns.



Message: Attendance is not just an education issue; it's also a workforce issue. It's not just a family issue: it affects the vitality and prosperity of the entire community.

- Include a review of the student's attendance in all parent/teacher conferences.
- Change the community culture. *(For example: What would change if local employers started asking to review students' attendance records when hiring for summer jobs?)*

TWO: Intervention

Guiding Principle: *There is no "standard formula." No two students' absentee issues stem from the same causes, nor would they respond to identical solutions.*

What Works:

- Small investments: Most of the building-level initiatives funded by United Way of the Quad Cities Area did not spend all money granted to them. For example, small incentives (stickers, pencil erasers) were more of a motivator than large ones (i.e. bikes)
- Regular recognition: The most successful models held two parties (ice cream, pizza) each month: one for the classroom with the best attendance, and one for the classroom with the most improved attendance. This also has a great impact for a small investment.
- Staff time: The Quad Cities schools stated their most impactful strategy was using the funding to either (a) hire a part time staff person, or (b) free up a portion of an existing staffer's time. Successful staff functions included:
 - Tracking: Having someone record and call the families of every student absent each school day.
 - Home visits: Sending a staff person to speak one-to-one with families of chronic absentees and offering individualized solutions to their barriers.

Appendix X

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



IL Report Card 2018

March 2018

Patrick Payne

Director, Data Strategies and Analytics

Illinois State Board of Education



Objective and Agenda

Objective

- Provide a Brief Overview of the Report Card Process and Timelines

Agenda

- Overview of Recent/Expected Changes
- ISBE Process and Timeliness
- Other Changes and Challenges



2017 Changes / 2018 Considerations

Report Card 2017

- Charter Campus
- Serving School
- ACT to SAT

Report Card 2018

- EBF – Percentage of Adequacy
- Inclusion of New Entities
- Growth
- Summative Designation
- ACCESS Data
- More...

Element	Disaggregation	Requirement	SEA	LEA	School	RC	SE	ERC	LERC	School	DF	SE	DF	LE	DF	School	Gap	Gap/Other Notes	
76	Level of Performance																		
77	90% of 3rd Graders Reading at Grade Level	ALL, HREG, OVD, ELL, EQ	Federal															Missing	New- We have the data
78	90% of 5th Graders Math at Grade Level	ALL, HREG, OVD, ELL, EQ	Federal															Missing	New- We have the data
79	90% of 8th Graders FOT	ALL, HREG, OVD, ELL, EQ	Federal															Missing	New- We have the data
80	90% of graduates college and career ready	ALL, HREG, OVD, ELL, EQ	Federal															Missing	New- We have the data
81	90% graduation rate	ALL, HREG, OVD, ELL, EQ	Federal															Missing	New- We have the data
82	90% exit and making adequate yearly progress	N/A	Federal															Missing	New- We have the data
83	Exit rate	N/A	Federal															Missing	New- We have the data
84	making adequate yearly progress	N/A	Federal															Missing	New- We have the data
85	Educator Qualification																		
86	inexperienced	hi/low poverty schools	Federal	X	X	X												Missing	We have the data. PDF displays avg. year experience.
87	with emergency/provisional credit	hi/low poverty schools	Federal	X	X	X												Missing	We have the data
88	not to teach in field	hi/low poverty schools	Federal	X	X	X												Missing	We have the data but require significant effort to pull in together. Course mapping project. [IT/ELIS]
89	FTE pupil expenditure - actual personnel and actual non-personnel																		
90	In aggregate	SEA, LEA, School	Federal	X	X	X	X	X	X	X	X	X	X	X	X	X			
91	disaggregated: federal, state, local	SEA, LEA, School	Federal	X	X	X	?	?	?	?	?	?	?	?	?	?		Partially Missing	This also for expenditure by resource but we provide revenue by resource. [Choc/dulsh ED]
92	expenditure not allocated to public schools	SEA, LEA	Federal	X	X	X	X	X	X	X	X	X	X	X	X	X			
93	used to derive the procedure for calculation	N/A	Federal	X	X	X												Missing	
94	State performance on NAEP																		
95	math 4	ALL, HREG, OVD, ELL, EQ	Federal	X	X													Missing	Does have that? [Andy Metcalf]
96	math 8	ALL, HREG, OVD, ELL, EQ	Federal	X	X													Missing	Does have that? [Andy Metcalf]
97	reading 4	ALL, HREG, OVD, ELL, EQ	Federal	X	X													Missing	Does have that? [Andy Metcalf]
98	reading 8	ALL, HREG, OVD, ELL, EQ	Federal	X	X													Missing	Does have that? [Andy Metcalf]
99	Information on School Improvement Funds under ESEA Section 1003 by LEA and school																		
100	number of additional receiving school improvement funds	Federal	X															Missing	WE have this data
101	number of funds received	Federal	X															Missing	WE have this data
102	types of strategies implemented by school	Federal	X															Missing	WE have this data! But do we have it in a data-like format? [Annie Branku]
103	Charter school comparison data																		
104	Demographic	ALL, HREG, OVD, ELL, EQ	Federal	X														Missing	We have this data
105	student achievement	ALL, HREG, OVD, ELL, EQ	Federal	X														Missing	We have this data
106	Description of state accountability system (we cannot this requirement by simply linking to the ESSA State)																		
107	minimum number of students far use in accountability	Federal	X	X														Missing	New- We have the data
108	long term goals	Federal	X	X														Missing	New- We have the data
109	measures of interim progress	Federal	X	X														Missing	New- We have the data
110	indicators to differentiate among all public schools in the state, including, as applicable, an explanation of the uniform procedure for combining data across years or grades	Federal	X	X														Missing	New- We have the data
111	System for meaningful differentiation among schools	Federal	X	X														Missing	New- We have the data
112	specificity of the accountability indicators	Federal	X	X														Missing	New- We have the data
113	method of factoring in the 95 percent assessment participation requirement	Federal	X	X														Missing	New- We have the data
114	method of differentiation including indicator weighting, indicator performance levels, and summative designation	Federal	X	X														Missing	New- We have the data
115	method of identifying schools or consistently underperforming, including time period the state uses to determine consistent underperformance	Federal	X	X														Missing	New- We have the data
116	method of identifying schools for comprehensive support and improvement	Federal	X	X														Missing	New- We have the data
117	Exit criteria established by the State for 1-2 schools identified for	Federal	X	X														Missing	New- We have the data



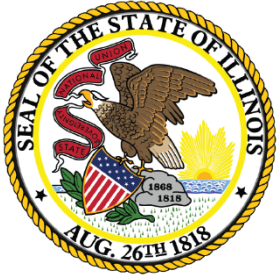
ISBE Process / Key Dates

- 1/01/18: Technical Changes and Migration in Process (6 months – ends 6/30)
- 2/22/18: P20/DAA Discussion
- 3/22/18: Attendance Commission Discussion
- **Late April 2018: Stakeholder Engagement Session 1**
- Mid April 2018: Report Card Communications Begin
- **May 2018: Stakeholder Engagement Session 2**
- **Summer 2018 and Beyond: Additional Engagement for 2019 Report Card**
- 4/30/18: Non ESSA-Related Additional Requirements Finalized
- 5/30/18: ESSA-Related Requirements Finalized (e.g. growth, EL growth to proficiency, etc.)
- 7/01/18: Technical Changes and Migration Complete
- 8/01/18: Internal ISBE Process Review
- 9/20/18: File Compilation and Processing
- 9/22/18: Internal ISBE Correction Window
- 10/02/18: Final Correction Window (3 weeks - ends 10/23)
- 10/16/18: District/Principal IIRC Preview
- 10/23/18: Media Embargoed Release (Represents a change from historic practice)
- 10/31/18: Report Card Release



Other Changes and Challenges

- Missing Data
 - Data we have but have not yet included
 - Data we have but metrics have not yet been defined (ESSA-Related)
 - Data we do not currently have / will have
- Migrating Data from NIU to ISBE
- Migrating Production from ad-hoc process to a scheduled, server-based process.



Illinois State Board of Education

Your 2018 State Report Card Data: Being Prepared for the Release

Whole Child • Whole School • Whole Community

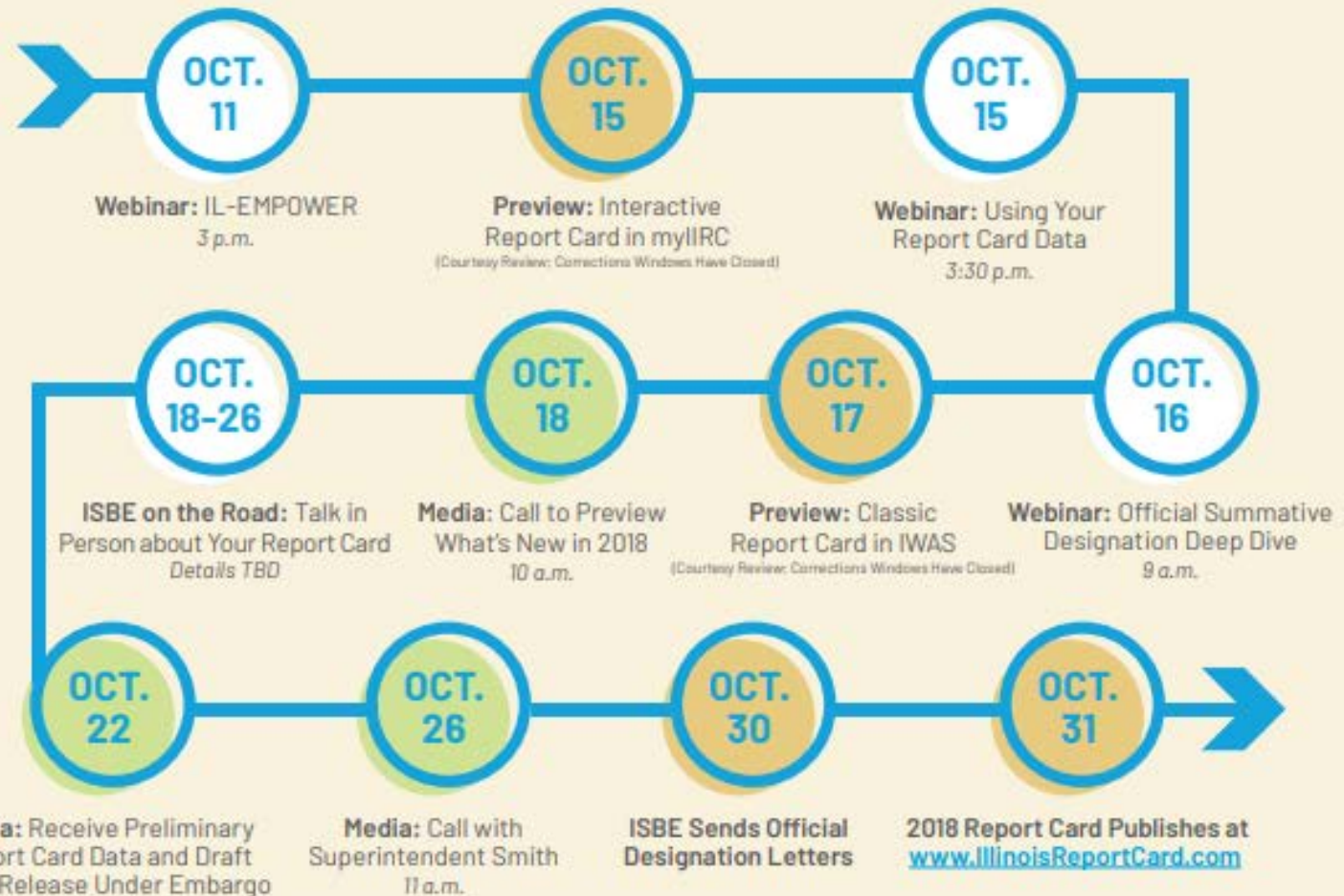
Welcome

- Introductions
- Purpose
- Agenda



Timeline: Know What to Expect

Illinois' award-winning Report Card requires tremendous collaboration among the state, schools, and districts. ISBE collects data year-round. The corrections windows have closed for the 2018 Report Card. Thank you for your extraordinary hard work! Here's what happens next.



Report Card Release Checklist

❑ IDENTIFY

- ❑ Know what's there
- ❑ Who's the expert on each data point?
- ❑ Gather all documents

❑ CONTEXTUALIZE

- ❑ Know the trends
- ❑ Triangulate with other sources
- ❑ What events impacted results?

❑ EXPLAIN

- ❑ Answer so what does it mean?
- ❑ Answer now what do we do?

❑ COMMUNICATE

- ❑ Prepare talking points
- ❑ Prepare press release
- ❑ Share internally
- ❑ Communicate to your Board & stakeholders



Identify

1. Get clear what's in the Report Card
 - New Features of the Report Card include:
 - A **summary dashboard** for every school,
 - Each school's **summative designation**
 - Each district's **distance to adequate funding**.
 - **Other new data points**, including:
 - Academic growth, chronic absenteeism, long-term English Learners, ACCESS scores, feeder school relationships, new entities, educator qualifications, educators with emergency credentials, and principal and superintendent tenure

District Snapshot

Academic Progress

District Environment

Students

Teachers

Administrators

Schools In District

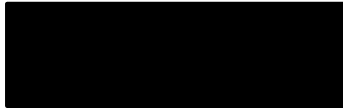
Retired Tests

District Snapshot

District Superintendent



Address

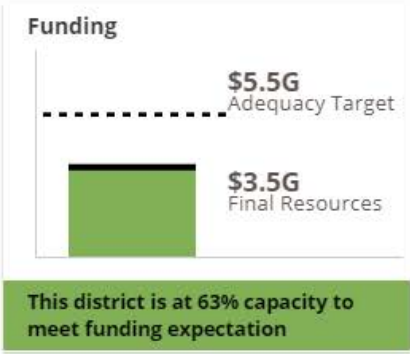


District Superintendent Tenure
Years

[ISBE Report Card](#)
[District Website](#)



■ District ■ State



School Snapshot

Academic Progress

School Environment

Students

Teachers

Administrators

School Highlights

Feeder Schools

Retired Tests

School Snapshot

Principal [Redacted]

Principal Tenure

6 Years

District Superintendent [Redacted]

District Superintendent Tenure

4 Years

Address [Redacted]

[ISBE Report Card](#)

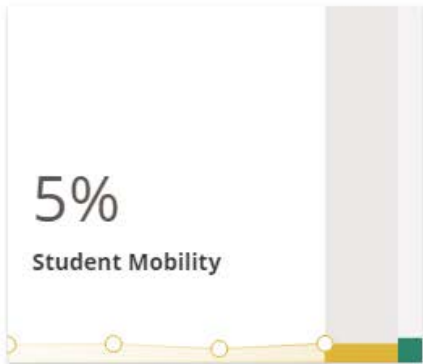


School District State

Designation

Commendable School

A school that has no underperforming student groups, a graduation rate greater than 67%, and whose performance is not in the top 10% of schools statewide.



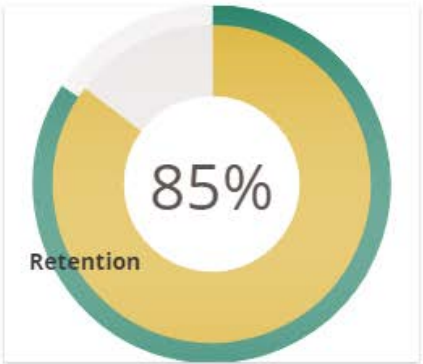
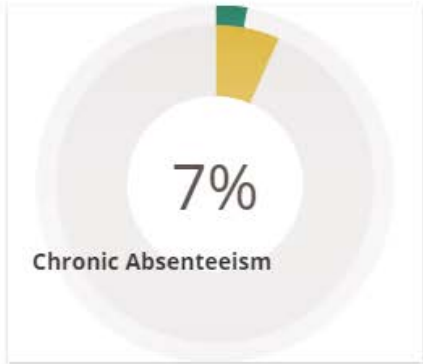
Feeder Schools

- 999 Exemplary Schools
- 999 Commendable Schools
- 999 Underperforming Schools
- 999 Lowest Performing Schools

Funding



This district is at 78% capacity to meet funding expectation



Identify

1. Get clear what's in the Report Card
 - New Features of the Report Card include:
 - A **summary dashboard** for every school,
 - Each school's **summative designation**
 - Each district's **distance to adequate funding**.
 - **Other new data points**, including:
 - Academic growth, chronic absenteeism, long-term English Learners, ACCESS scores, feeder school relationships, new entities, educator qualifications, educators with emergency credentials, and principal and superintendent tenure
2. Identify your local experts on each data point.
3. Gather supporting documents all in one place & call a meeting.



Contextualize

- Know the broad trends, then disaggregate & find trends there as well.
- Triangulate within & among other data sources.
- What historical events impacted results?
 - School closure or expansion?
 - Population patterns?
 - Leadership changes?
 - Programs or initiatives?
 - Teacher turnover?
 - Community trauma or fortune?



Explain

So what?

- What does this new Summative Designation mean?
- What does the data mean (good, bad, or mixed)?
- From whose perspective?

Now what?

- What have you done or will do in response to the data?
- Resources available at www.isbe.net/support



Resources - www.isbe.net/support

← → ↻ 🔒 https://www.isbe.net/support 🔍 ☆ 🔴 G 🍌 🟢 | 🧑 👤 ⋮

📱 Apps 📧 Gmail 📁 Drive 📄 ISBE 📄 ISBE 365 📺 Lofi 💡 Google Keep 📧 monkeygirlinri - Yahoo 📶 Sirius 📻 Crunchyroll » 📌 Other bookmarks

🏠 HOME 👤 ADMINISTRATORS 👤 TEACHERS 👤 FAMILIES & STUDENTS 👤 COMMUNITY & PARTNERS 📰 NEWS & MEDIA ☰ TOPICS

🏠 > Support & Accountability

Support & Accountability

- Every Student Succeeds Act (ESSA)
- IL-EMPOWER
- Site-Based Expenditure Reporting
- Sharing Our Stories: Creating Connections
- Summative Designations

SUPPORT & ACCOUNTABILITY

Illinois' system of support and accountability helps us identify which schools need the greatest assistance to meet our shared goals. The system launches statewide with the 2018 Illinois Report Card.

ISBE is sending a series of emails leading up to Oct. 31 to ensure you have the information you need about the Report Card, IL-EMPOWER, and summative designations. Sign up below, and please share these emails and materials with your networks. We are grateful for your partnership to build a fairer system to support the whole child, whole school, and whole community. Thank you!

- The 5Ws of the Illinois Report Card 📄
- ISBE's Seven Research-Based Goals 📄
- Report Card: Timeline of Events 📄 (Updated 10/9/2018)
- Ten Indicators to Measure Student Success 📄
- What Do the Four Designations Mean on the Illinois Report Card? 📄
- On the Road: Support and Accountability Q&A Events 📄

SUBSCRIBE HERE!

Summative Designations

Illinois Report Card

IL-EMPOWER

Sharing Stories: Creating Connections

Title Grants

ESSA Plan

Site-Based Expenditure Reporting

Assessment



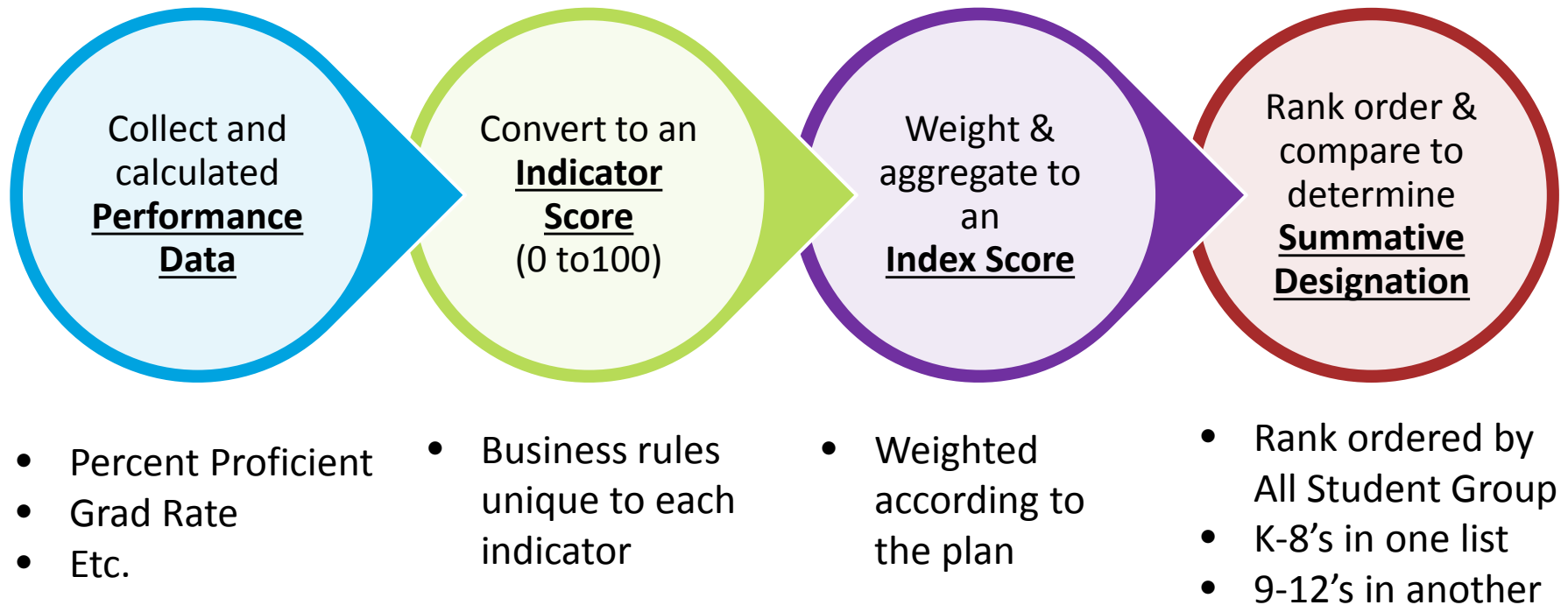
What are the designation?

Exemplary	A school that has no underperforming student demographic groups at or below the “all students” group of the lowest 5 percent of Title 1 schools, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. May apply to serve in the IL-EMPOWER network of partners.
Commendable	A school that has no underperforming student demographic groups at or below the “all students” group of the lowest 5 percent of all Title 1 schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. May apply to serve in the IL-EMPOWER network of partners.
Underperforming	A school in which one or more student demographic groups is performing at or below the “all students” group of the lowest 5 percent of all Title 1 schools. Schools that receive an Underperforming School designation will receive Targeted Support .
Lowest Performing	A school that is in the lowest-performing 5 percent of Title I schools in Illinois and any high schools that have a graduation rate of 67 percent or less . Schools that receive a Lowest Performing School designation will receive Comprehensive Support through IL-EMPOWER.



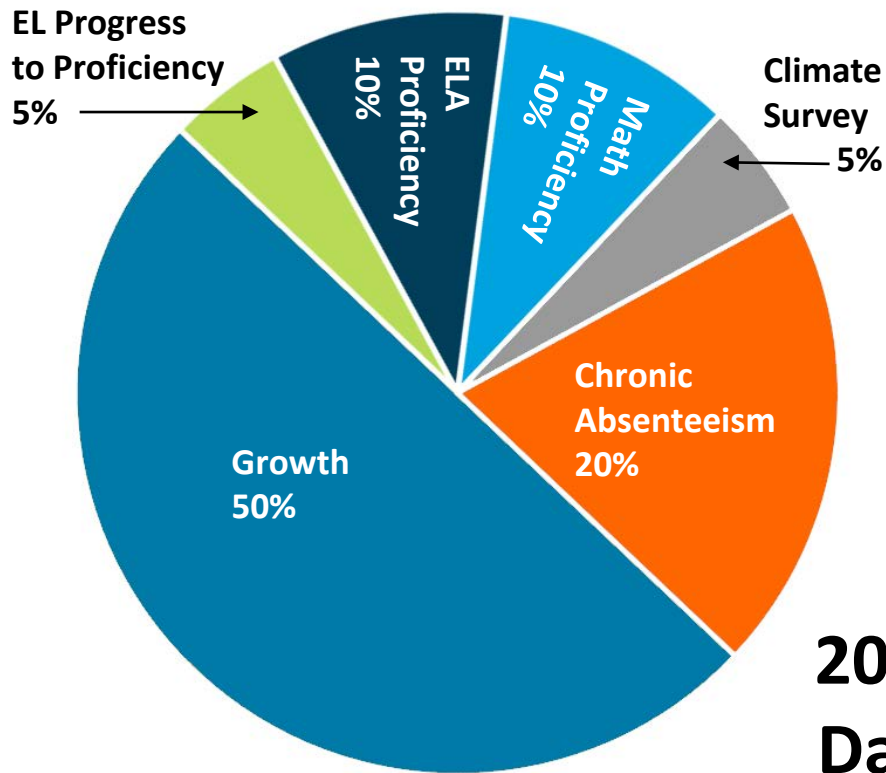
4 Step Process

13

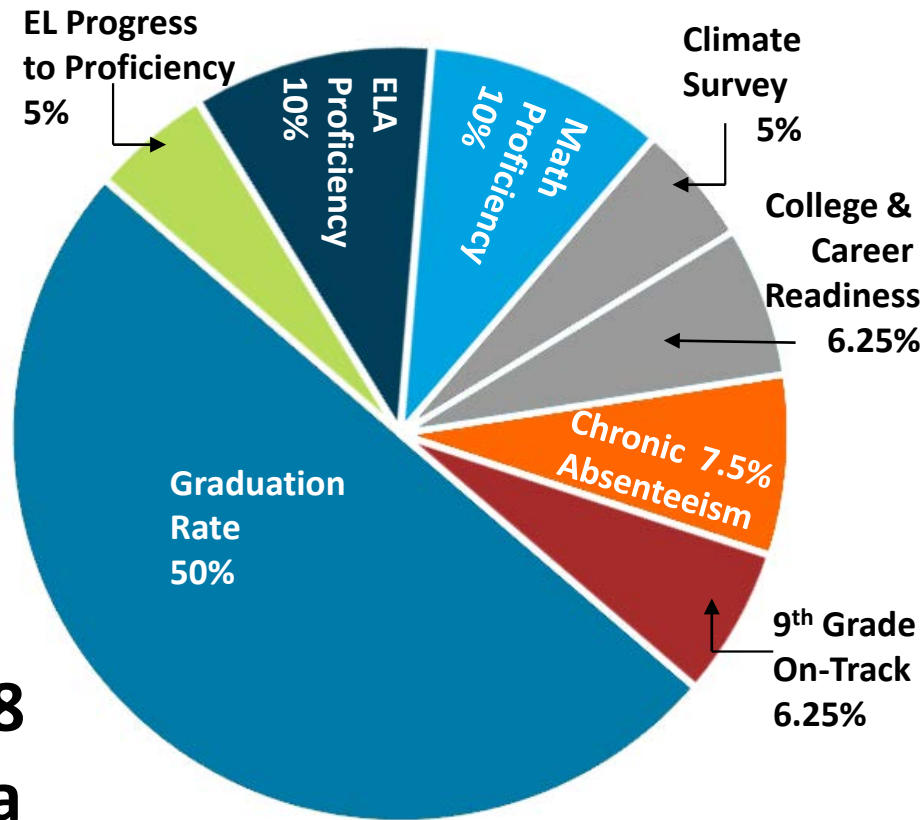


Official 2018 Designation Indicators

K-8 Band



9-12 Band



For More Information

Join Us In Person

ISBE On the Road Support and Accountability Q&A Events

Join experienced ISBE staff members at one or more of these events for a brief update and to ask questions regarding the support and accountability system. Illinois' new support and accountability system launches with the 2018 Illinois Report Card on Oct. 31.

OCTOBER 18 SENIOR CAFETERIA BLOOMINGTON HIGH SCHOOL 1202 E. Locust St. Bloomington, IL 5-7 p.m.	OCTOBER 22 CAFETERIA MARION HIGH SCHOOL 1700 Wildcat Rd. Marion, IL 5-7 p.m.	OCTOBER 23 MEDIA ROOM, O'FALLON TOWNSHIP HIGH SCHOOL Smiley Campus 600 S. Smiley St. O'Fallon, IL 5-7 p.m.
OCTOBER 24 GARDEN LEVEL, CHICAGO PUBLIC SCHOOLS CENTRAL OFFICE 42 W. Madison St. Chicago, IL 5-7 p.m.	WE ARE HERE TO HELP Join us at one or more of these events to ask us questions about the support and accountability system	OCTOBER 25 DISTRICT 89 ADMINISTRATIVE BUILDING 906 Walton St. Melrose Park, IL 5-7 p.m.

Join Us for a Live Webinar

Home > Support & Accountability > Summative Designations

SUPPORT & ACCOUNTABILITY

Summative Designations

SUPPORT & ACCOUNTABILITY

SUMMATIVE DESIGNATIONS

Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Underperforming School, and Lowest-Performing School. Underperforming schools and Lowest-Performing schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's designation. The federal Every Student Succeeds Act requires states to provide every school a summative designation, beginning in 2018. ISBE will include school designations on the 2018 Illinois Report Card at www.illinoisreportcard.com.

Official Summative Designation Deep Dive

Join us for a webinar on Oct 16, 2018 at 9:00 AM CDT.

This webinar will revisit information from the previous Summative Designation Deep Dive webinar, but update that information to include all of the indicators in the official summative designations. We will also showcase where in SIS administrators can download the data.

After registering, you will receive a confirmation email containing information about joining the webinar.

[Register now!](#)

Preliminary Summative Designations

Presentations and Webinars



Communicate

- Use the checklist and make a plan
- Prepare talking points or FAQ (multiple sets)
- Breathe life into your data
- Prepare a press release (if needed)
- Share these documents internally
- Reinforce consistency of language
- Stay on message
- Communicate to your Board & other stakeholders

Families & Community

- Consider the entire audience
- Consider how you will communicate to families about students who are on all levels of performance
- Give parents a specific take-away with your messaging
- **Resource:** [Families and Schools for Student Success webpage](#)



Promising Practice

Kathy Hulcher,
Principal of Matheny-Withrow Elementary



DISTRICT 186



Illinois
State Board of
Education



Matheny-Withrow Elementary School

Caring.Learning.Excellence.



DISTRICT 186
SPRINGFIELD PUBLIC SCHOOLS



Illinois
State Board of
Education



Using Data to Lead Our Work

Structure:

- Data Centrally Located
 - Principal Data Wall Hub-teacher goals for instructional practice connected with class data
 - Electronic Data Tool- PLCs meet weekly with purpose of analyzing data, update Data Tool, action planning

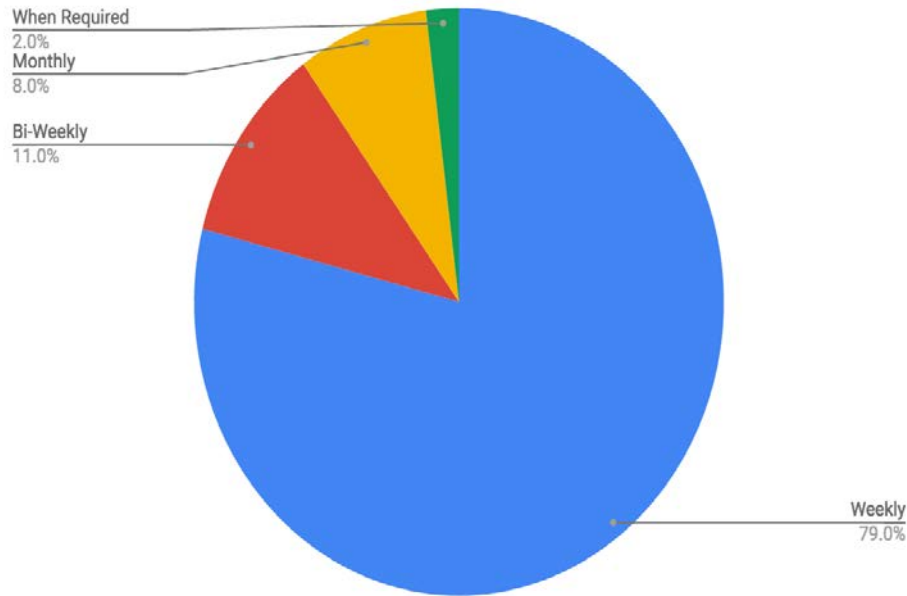
Cycle:

- Data Used to Determine Students to Drive by and Celebrate (Monthly)
- Data Used to Monitored Growth and Achievement--Common Formative Assessments, action plan
- Data Shared with Families (Academic Parent-Teacher Teams)

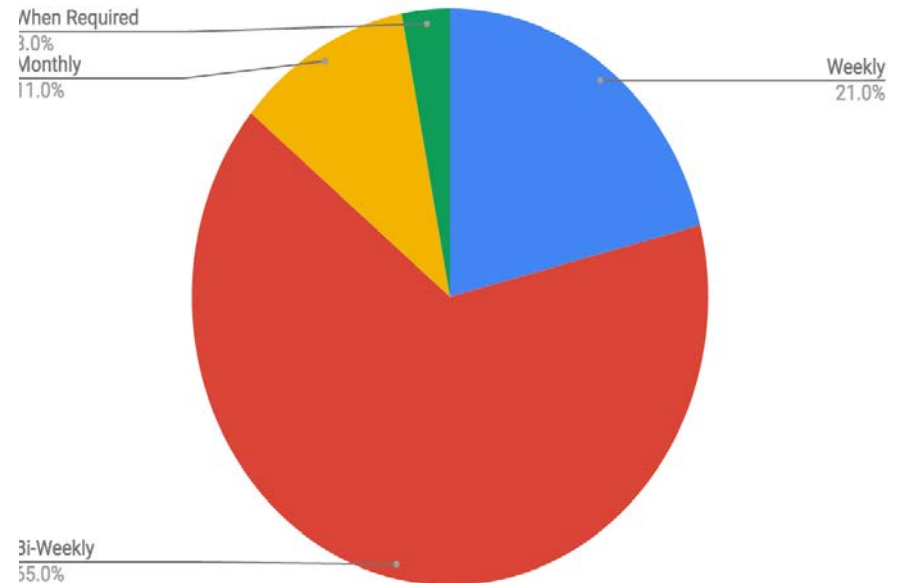


Frequency of Action Planning using Data Analysis in PLCs

Action Plan with ELA or Math Data



Action Plan with SEL Data



Action Plan - Intentionally apply a new or modified intervention or change an instructional practice to obtain optimum student results. Monitoring the impact of the action is included in each plan.



Student Growth Aligned to Teacher Goals

			Red- Y-1R Yellow- 2R-Wt Green- Bk	Red- Y-1R Yellow- 2R-WT Green- Bk	*conditional formatting entered	Y: 200-208 G: 209-216 B: >= 217	Y: 203-210 G: 211-218 B: >= 219		9/1/17	10/26/17
SWOOP Group	Tier III Intervention	BOY IRLA 9/7/17	IRLA Level 10/20/17	IRLA Level 02/07/18	MAP (Sep)	MAP (Jan 18)	MAP (May18)	MAP growth (Jan-May)	Grade 4 Unit 1 pre-test RUOs	Grade 4 Unit 1 Post Test RUOs
Berberet/ CBM-R	Berberet/ CBM-R	Wt	Bk	Bk	200	206	195	down 1 band (-11)	3/6	4/6
Frank		OR	Or	Or	212	209	210	down 1 band (+1)	3/6	5/6
Baker	Respond in writing comprehension	2R	Wt	Wt	194	197	207	grew 1 band (+10)	2/6	3/6
Berberet/ CBM-R		Wt	Wt	Wt	188	189	196	grew 1 band (+7)	2/6	3/6
Wilburn		1R	1R	1R	165	176	182	stayed same (+6)	2/6	2/6

Student
Growth

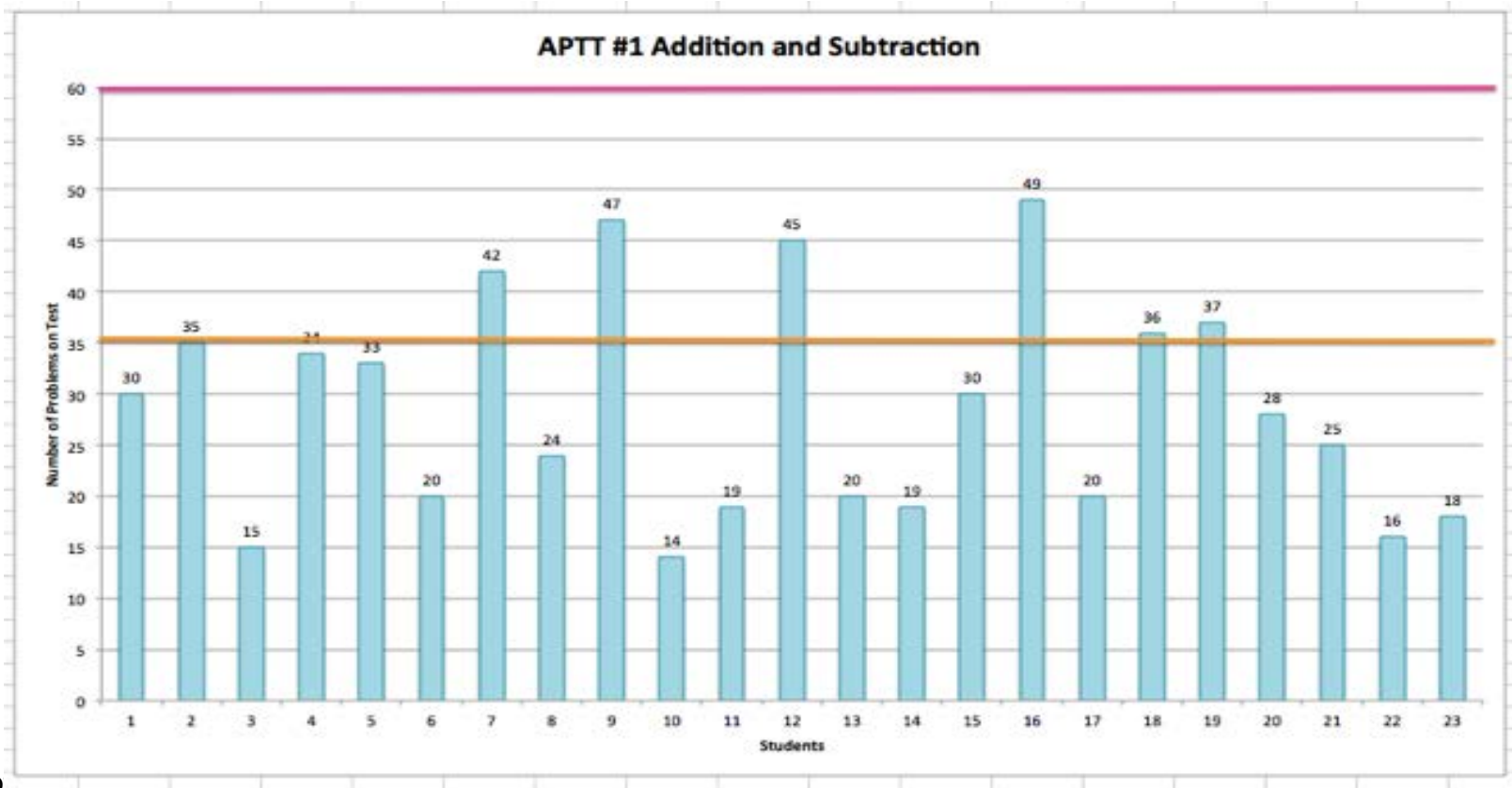
Name	Leadership	Culture, Health and Wellness	Literacy	Math	Whole Child	Family & Community
	Be vulnerable and share observable evidence during PLCs following norms	Continue to use the phrase, "How can I help?" and smile more	Focus on student growth by monitoring students literacy skills weekly	Use data to differentate each lesson	Focus on consistent use of 1 redirect-take action	Always present and willing to participate in FACE events
Evidence of forward movement will look like:	Providing PLCs feedback to increase communication and open conversations	Increased staff participation in social events, eariler arrivals and after school social conversations	Increased growth on MAP, formative assessments	Increased growth and performance on Reflex, EOY	Stronger class community, integrated SEL skills in Math	Build relationships not only with families of my students, but relationships with school community

Teacher
Goals



Ill State Board of
Education

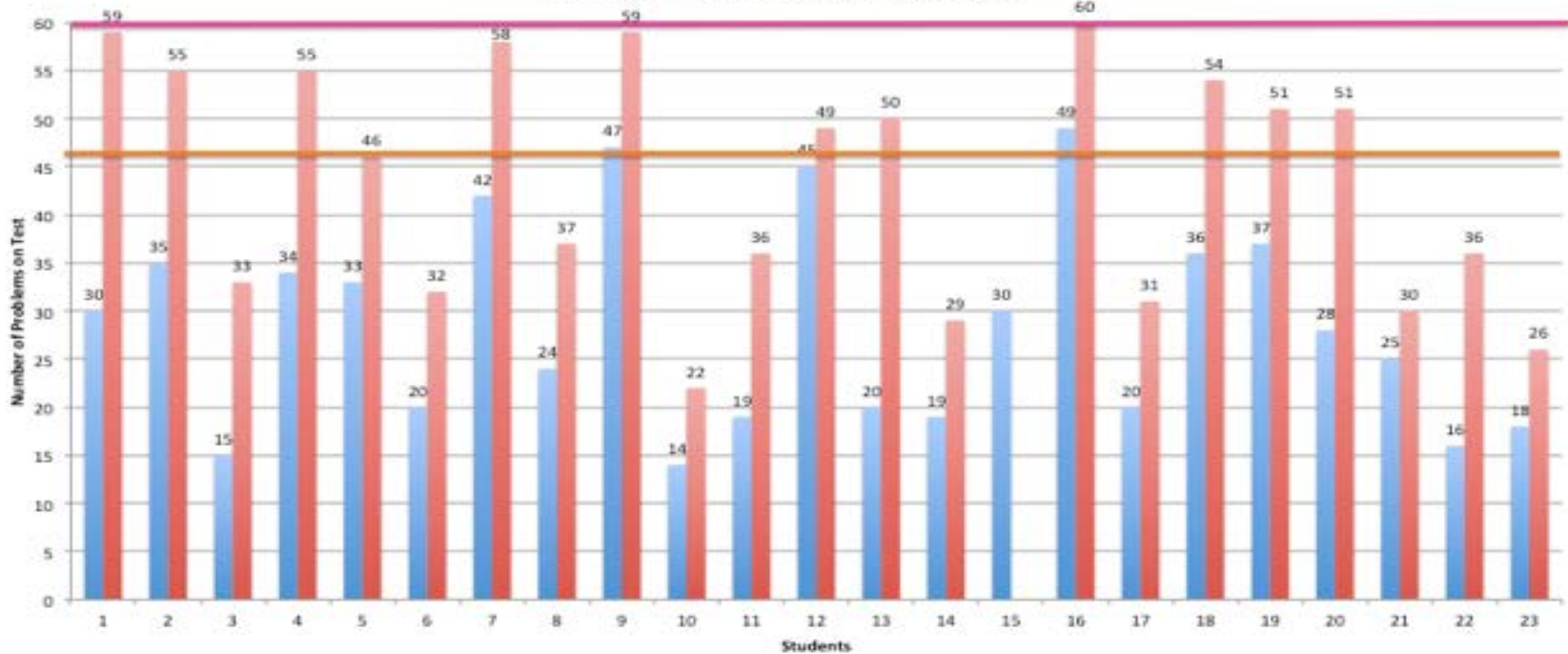
Data Shared with Families



Bo
Top line (PINK) is the end of the year benchmark



APTT #2 Addition and Subtraction



Bottom horizontal line (ORANGE) is the current benchmark
Top line (PINK) is the end of the year benchmark



Illinois
State Board of
Education

Family Establishes Goal for their Child

1
Family S.M.A.R.T. Goal Sheet
(Teacher Copy)

Child:	Date:
Skill:	
Today my child <i>can solve</i> _____ <i>multiplication facts accurately in five minutes</i> . By the April 20th meeting, I want my child to <i>solve</i> _____ <i>multiplication facts accurately in five minutes</i> .	
To help my child reach the goal _____ will practice with my child. (Who?)	
Number of days per week:	How long each day:

Specific Measurable Actionable Realistic Time-Bound



Family Data Review Cycle



Promising Practice

**Dr. Patrick Nolten,
Assistant Superintendent for Assessment and
Accountability**



Thank you for Participating



Appendix Y

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section
5 18-8.05 as follows:

6 (105 ILCS 5/18-8.05)

7 Sec. 18-8.05. Basis for apportionment of general State
8 financial aid and supplemental general State aid to the common
9 schools for the 1998-1999 and subsequent school years.

10 (A) General Provisions.

11 (1) The provisions of this Section apply to the 1998-1999
12 and subsequent school years. The system of general State
13 financial aid provided for in this Section is designed to
14 assure that, through a combination of State financial aid and
15 required local resources, the financial support provided each
16 pupil in Average Daily Attendance equals or exceeds a
17 prescribed per pupil Foundation Level. This formula approach
18 imputes a level of per pupil Available Local Resources and
19 provides for the basis to calculate a per pupil level of
20 general State financial aid that, when added to Available Local
21 Resources, equals or exceeds the Foundation Level. The amount
22 of per pupil general State financial aid for school districts,

1 in general, varies in inverse relation to Available Local
2 Resources. Per pupil amounts are based upon each school
3 district's Average Daily Attendance as that term is defined in
4 this Section.

5 (2) In addition to general State financial aid, school
6 districts with specified levels or concentrations of pupils
7 from low income households are eligible to receive supplemental
8 general State financial aid grants as provided pursuant to
9 subsection (H). The supplemental State aid grants provided for
10 school districts under subsection (H) shall be appropriated for
11 distribution to school districts as part of the same line item
12 in which the general State financial aid of school districts is
13 appropriated under this Section.

14 (3) To receive financial assistance under this Section,
15 school districts are required to file claims with the State
16 Board of Education, subject to the following requirements:

17 (a) Any school district which fails for any given
18 school year to maintain school as required by law, or to
19 maintain a recognized school is not eligible to file for
20 such school year any claim upon the Common School Fund. In
21 case of nonrecognition of one or more attendance centers in
22 a school district otherwise operating recognized schools,
23 the claim of the district shall be reduced in the
24 proportion which the Average Daily Attendance in the
25 attendance center or centers bear to the Average Daily
26 Attendance in the school district. A "recognized school"

1 means any public school which meets the standards as
2 established for recognition by the State Board of
3 Education. A school district or attendance center not
4 having recognition status at the end of a school term is
5 entitled to receive State aid payments due upon a legal
6 claim which was filed while it was recognized.

7 (b) School district claims filed under this Section are
8 subject to Sections 18-9 and 18-12, except as otherwise
9 provided in this Section.

10 (c) If a school district operates a full year school
11 under Section 10-19.1, the general State aid to the school
12 district shall be determined by the State Board of
13 Education in accordance with this Section as near as may be
14 applicable.

15 (d) (Blank).

16 (4) Except as provided in subsections (H) and (L), the
17 board of any district receiving any of the grants provided for
18 in this Section may apply those funds to any fund so received
19 for which that board is authorized to make expenditures by law.

20 School districts are not required to exert a minimum
21 Operating Tax Rate in order to qualify for assistance under
22 this Section.

23 (5) As used in this Section the following terms, when
24 capitalized, shall have the meaning ascribed herein:

25 (a) "Average Daily Attendance": A count of pupil
26 attendance in school, averaged as provided for in

1 subsection (C) and utilized in deriving per pupil financial
2 support levels.

3 (b) "Available Local Resources": A computation of
4 local financial support, calculated on the basis of Average
5 Daily Attendance and derived as provided pursuant to
6 subsection (D).

7 (c) "Corporate Personal Property Replacement Taxes":
8 Funds paid to local school districts pursuant to "An Act in
9 relation to the abolition of ad valorem personal property
10 tax and the replacement of revenues lost thereby, and
11 amending and repealing certain Acts and parts of Acts in
12 connection therewith", certified August 14, 1979, as
13 amended (Public Act 81-1st S.S.-1).

14 (d) "Foundation Level": A prescribed level of per pupil
15 financial support as provided for in subsection (B).

16 (e) "Operating Tax Rate": All school district property
17 taxes extended for all purposes, except Bond and Interest,
18 Summer School, Rent, Capital Improvement, and Vocational
19 Education Building purposes.

20 (B) Foundation Level.

21 (1) The Foundation Level is a figure established by the
22 State representing the minimum level of per pupil financial
23 support that should be available to provide for the basic
24 education of each pupil in Average Daily Attendance. As set
25 forth in this Section, each school district is assumed to exert

1 a sufficient local taxing effort such that, in combination with
2 the aggregate of general State financial aid provided the
3 district, an aggregate of State and local resources are
4 available to meet the basic education needs of pupils in the
5 district.

6 (2) For the 1998-1999 school year, the Foundation Level of
7 support is \$4,225. For the 1999-2000 school year, the
8 Foundation Level of support is \$4,325. For the 2000-2001 school
9 year, the Foundation Level of support is \$4,425. For the
10 2001-2002 school year and 2002-2003 school year, the Foundation
11 Level of support is \$4,560. For the 2003-2004 school year, the
12 Foundation Level of support is \$4,810. For the 2004-2005 school
13 year, the Foundation Level of support is \$4,964. For the
14 2005-2006 school year, the Foundation Level of support is
15 \$5,164. For the 2006-2007 school year, the Foundation Level of
16 support is \$5,334. For the 2007-2008 school year, the
17 Foundation Level of support is \$5,734. For the 2008-2009 school
18 year, the Foundation Level of support is \$5,959.

19 (3) For the 2009-2010 school year and each school year
20 thereafter, the Foundation Level of support is \$6,119 or such
21 greater amount as may be established by law by the General
22 Assembly.

23 (C) Average Daily Attendance.

24 (1) For purposes of calculating general State aid pursuant
25 to subsection (E), an Average Daily Attendance figure shall be

1 utilized. The Average Daily Attendance figure for formula
2 calculation purposes shall be the monthly average of the actual
3 number of pupils in attendance of each school district, as
4 further averaged for the best 3 months of pupil attendance for
5 each school district. In compiling the figures for the number
6 of pupils in attendance, school districts and the State Board
7 of Education shall, for purposes of general State aid funding,
8 conform attendance figures to the requirements of subsection
9 (F).

10 (2) The Average Daily Attendance figures utilized in
11 subsection (E) shall be the requisite attendance data for the
12 school year immediately preceding the school year for which
13 general State aid is being calculated or the average of the
14 attendance data for the 3 preceding school years, whichever is
15 greater. The Average Daily Attendance figures utilized in
16 subsection (H) shall be the requisite attendance data for the
17 school year immediately preceding the school year for which
18 general State aid is being calculated.

19 (D) Available Local Resources.

20 (1) For purposes of calculating general State aid pursuant
21 to subsection (E), a representation of Available Local
22 Resources per pupil, as that term is defined and determined in
23 this subsection, shall be utilized. Available Local Resources
24 per pupil shall include a calculated dollar amount representing
25 local school district revenues from local property taxes and

1 from Corporate Personal Property Replacement Taxes, expressed
2 on the basis of pupils in Average Daily Attendance. Calculation
3 of Available Local Resources shall exclude any tax amnesty
4 funds received as a result of Public Act 93-26.

5 (2) In determining a school district's revenue from local
6 property taxes, the State Board of Education shall utilize the
7 equalized assessed valuation of all taxable property of each
8 school district as of September 30 of the previous year. The
9 equalized assessed valuation utilized shall be obtained and
10 determined as provided in subsection (G).

11 (3) For school districts maintaining grades kindergarten
12 through 12, local property tax revenues per pupil shall be
13 calculated as the product of the applicable equalized assessed
14 valuation for the district multiplied by 3.00%, and divided by
15 the district's Average Daily Attendance figure. For school
16 districts maintaining grades kindergarten through 8, local
17 property tax revenues per pupil shall be calculated as the
18 product of the applicable equalized assessed valuation for the
19 district multiplied by 2.30%, and divided by the district's
20 Average Daily Attendance figure. For school districts
21 maintaining grades 9 through 12, local property tax revenues
22 per pupil shall be the applicable equalized assessed valuation
23 of the district multiplied by 1.05%, and divided by the
24 district's Average Daily Attendance figure.

25 For partial elementary unit districts created pursuant to
26 Article 11E of this Code, local property tax revenues per pupil

1 shall be calculated as the product of the equalized assessed
2 valuation for property within the partial elementary unit
3 district for elementary purposes, as defined in Article 11E of
4 this Code, multiplied by 2.06% and divided by the district's
5 Average Daily Attendance figure, plus the product of the
6 equalized assessed valuation for property within the partial
7 elementary unit district for high school purposes, as defined
8 in Article 11E of this Code, multiplied by 0.94% and divided by
9 the district's Average Daily Attendance figure.

10 (4) The Corporate Personal Property Replacement Taxes paid
11 to each school district during the calendar year one year
12 before the calendar year in which a school year begins, divided
13 by the Average Daily Attendance figure for that district, shall
14 be added to the local property tax revenues per pupil as
15 derived by the application of the immediately preceding
16 paragraph (3). The sum of these per pupil figures for each
17 school district shall constitute Available Local Resources as
18 that term is utilized in subsection (E) in the calculation of
19 general State aid.

20 (E) Computation of General State Aid.

21 (1) For each school year, the amount of general State aid
22 allotted to a school district shall be computed by the State
23 Board of Education as provided in this subsection.

24 (2) For any school district for which Available Local
25 Resources per pupil is less than the product of 0.93 times the

1 Foundation Level, general State aid for that district shall be
2 calculated as an amount equal to the Foundation Level minus
3 Available Local Resources, multiplied by the Average Daily
4 Attendance of the school district.

5 (3) For any school district for which Available Local
6 Resources per pupil is equal to or greater than the product of
7 0.93 times the Foundation Level and less than the product of
8 1.75 times the Foundation Level, the general State aid per
9 pupil shall be a decimal proportion of the Foundation Level
10 derived using a linear algorithm. Under this linear algorithm,
11 the calculated general State aid per pupil shall decline in
12 direct linear fashion from 0.07 times the Foundation Level for
13 a school district with Available Local Resources equal to the
14 product of 0.93 times the Foundation Level, to 0.05 times the
15 Foundation Level for a school district with Available Local
16 Resources equal to the product of 1.75 times the Foundation
17 Level. The allocation of general State aid for school districts
18 subject to this paragraph 3 shall be the calculated general
19 State aid per pupil figure multiplied by the Average Daily
20 Attendance of the school district.

21 (4) For any school district for which Available Local
22 Resources per pupil equals or exceeds the product of 1.75 times
23 the Foundation Level, the general State aid for the school
24 district shall be calculated as the product of \$218 multiplied
25 by the Average Daily Attendance of the school district.

26 (5) The amount of general State aid allocated to a school

1 district for the 1999-2000 school year meeting the requirements
2 set forth in paragraph (4) of subsection (G) shall be increased
3 by an amount equal to the general State aid that would have
4 been received by the district for the 1998-1999 school year by
5 utilizing the Extension Limitation Equalized Assessed
6 Valuation as calculated in paragraph (4) of subsection (G) less
7 the general State aid allotted for the 1998-1999 school year.
8 This amount shall be deemed a one time increase, and shall not
9 affect any future general State aid allocations.

10 (F) Compilation of Average Daily Attendance.

11 (1) Each school district shall, by July 1 of each year,
12 submit to the State Board of Education, on forms prescribed by
13 the State Board of Education, attendance figures for the school
14 year that began in the preceding calendar year. The attendance
15 information so transmitted shall identify the average daily
16 attendance figures for each month of the school year for each
17 grade level served. Beginning with the general State aid claim
18 form for the 2002-2003 school year, districts shall calculate
19 Average Daily Attendance as provided in subdivisions (a), (b),
20 and (c) of this paragraph (1).

21 (a) In districts that do not hold year-round classes,
22 days of attendance in August shall be added to the month of
23 September and any days of attendance in June shall be added
24 to the month of May.

25 (b) In districts in which all buildings hold year-round

1 classes, days of attendance in July and August shall be
2 added to the month of September and any days of attendance
3 in June shall be added to the month of May.

4 (c) In districts in which some buildings, but not all,
5 hold year-round classes, for the non-year-round buildings,
6 days of attendance in August shall be added to the month of
7 September and any days of attendance in June shall be added
8 to the month of May. The average daily attendance for the
9 year-round buildings shall be computed as provided in
10 subdivision (b) of this paragraph (1). To calculate the
11 Average Daily Attendance for the district, the average
12 daily attendance for the year-round buildings shall be
13 multiplied by the days in session for the non-year-round
14 buildings for each month and added to the monthly
15 attendance of the non-year-round buildings.

16 Except as otherwise provided in this Section, days of
17 attendance by pupils shall be counted only for sessions of not
18 less than 5 clock hours of school work per day under direct
19 supervision of: (i) teachers, or (ii) non-teaching personnel or
20 volunteer personnel when engaging in non-teaching duties and
21 supervising in those instances specified in subsection (a) of
22 Section 10-22.34 and paragraph 10 of Section 34-18, with pupils
23 of legal school age and in kindergarten and grades 1 through
24 12. Days of attendance by pupils through verified participation
25 in an e-learning program approved by the State Board of
26 Education under Section 10-20.56 of the Code shall be

1 considered as full days of attendance for purposes of this
2 Section.

3 Days of attendance by tuition pupils shall be accredited
4 only to the districts that pay the tuition to a recognized
5 school.

6 (2) Days of attendance by pupils of less than 5 clock hours
7 of school shall be subject to the following provisions in the
8 compilation of Average Daily Attendance.

9 (a) Pupils regularly enrolled in a public school for
10 only a part of the school day may be counted on the basis
11 of 1/6 day for every class hour of instruction of 40
12 minutes or more attended pursuant to such enrollment,
13 unless a pupil is enrolled in a block-schedule format of 80
14 minutes or more of instruction, in which case the pupil may
15 be counted on the basis of the proportion of minutes of
16 school work completed each day to the minimum number of
17 minutes that school work is required to be held that day.

18 (b) (Blank).

19 (c) A session of 4 or more clock hours may be counted
20 as a day of attendance upon certification by the regional
21 superintendent, and approved by the State Superintendent
22 of Education to the extent that the district has been
23 forced to use daily multiple sessions.

24 (d) A session of 3 or more clock hours may be counted
25 as a day of attendance (1) when the remainder of the school
26 day or at least 2 hours in the evening of that day is

1 utilized for an in-service training program for teachers,
2 up to a maximum of 5 days per school year, provided a
3 district conducts an in-service training program for
4 teachers in accordance with Section 10-22.39 of this Code;
5 or, in lieu of 4 such days, 2 full days may be used, in
6 which event each such day may be counted as a day required
7 for a legal school calendar pursuant to Section 10-19 of
8 this Code; (1.5) when, of the 5 days allowed under item
9 (1), a maximum of 4 days are used for parent-teacher
10 conferences, or, in lieu of 4 such days, 2 full days are
11 used, in which case each such day may be counted as a
12 calendar day required under Section 10-19 of this Code,
13 provided that the full-day, parent-teacher conference
14 consists of (i) a minimum of 5 clock hours of
15 parent-teacher conferences, (ii) both a minimum of 2 clock
16 hours of parent-teacher conferences held in the evening
17 following a full day of student attendance, as specified in
18 subsection (F)(1)(c), and a minimum of 3 clock hours of
19 parent-teacher conferences held on the day immediately
20 following evening parent-teacher conferences, or (iii)
21 multiple parent-teacher conferences held in the evenings
22 following full days of student attendance, as specified in
23 subsection (F)(1)(c), in which the time used for the
24 parent-teacher conferences is equivalent to a minimum of 5
25 clock hours; and (2) when days in addition to those
26 provided in items (1) and (1.5) are scheduled by a school

1 pursuant to its school improvement plan adopted under
2 Article 34 or its revised or amended school improvement
3 plan adopted under Article 2, provided that (i) such
4 sessions of 3 or more clock hours are scheduled to occur at
5 regular intervals, (ii) the remainder of the school days in
6 which such sessions occur are utilized for in-service
7 training programs or other staff development activities
8 for teachers, and (iii) a sufficient number of minutes of
9 school work under the direct supervision of teachers are
10 added to the school days between such regularly scheduled
11 sessions to accumulate not less than the number of minutes
12 by which such sessions of 3 or more clock hours fall short
13 of 5 clock hours. Any full days used for the purposes of
14 this paragraph shall not be considered for computing
15 average daily attendance. Days scheduled for in-service
16 training programs, staff development activities, or
17 parent-teacher conferences may be scheduled separately for
18 different grade levels and different attendance centers of
19 the district.

20 (e) A session of not less than one clock hour of
21 teaching hospitalized or homebound pupils on-site or by
22 telephone to the classroom may be counted as 1/2 day of
23 attendance, however these pupils must receive 4 or more
24 clock hours of instruction to be counted for a full day of
25 attendance.

26 (f) A session of at least 4 clock hours may be counted

1 as a day of attendance for first grade pupils, and pupils
2 in full day kindergartens, and a session of 2 or more hours
3 may be counted as 1/2 day of attendance by pupils in
4 kindergartens which provide only 1/2 day of attendance.

5 (g) For children with disabilities who are below the
6 age of 6 years and who cannot attend 2 or more clock hours
7 because of their disability or immaturity, a session of not
8 less than one clock hour may be counted as 1/2 day of
9 attendance; however for such children whose educational
10 needs so require a session of 4 or more clock hours may be
11 counted as a full day of attendance.

12 (h) A recognized kindergarten which provides for only
13 1/2 day of attendance by each pupil shall not have more
14 than 1/2 day of attendance counted in any one day. However,
15 kindergartens may count 2 1/2 days of attendance in any 5
16 consecutive school days. When a pupil attends such a
17 kindergarten for 2 half days on any one school day, the
18 pupil shall have the following day as a day absent from
19 school, unless the school district obtains permission in
20 writing from the State Superintendent of Education.
21 Attendance at kindergartens which provide for a full day of
22 attendance by each pupil shall be counted the same as
23 attendance by first grade pupils. Only the first year of
24 attendance in one kindergarten shall be counted, except in
25 case of children who entered the kindergarten in their
26 fifth year whose educational development requires a second

1 year of kindergarten as determined under the rules and
2 regulations of the State Board of Education.

3 (i) On the days when the assessment that includes a
4 college and career ready determination is administered
5 under subsection (c) of Section 2-3.64a-5 of this Code, the
6 day of attendance for a pupil whose school day must be
7 shortened to accommodate required testing procedures may
8 be less than 5 clock hours and shall be counted towards the
9 176 days of actual pupil attendance required under Section
10 10-19 of this Code, provided that a sufficient number of
11 minutes of school work in excess of 5 clock hours are first
12 completed on other school days to compensate for the loss
13 of school work on the examination days.

14 (j) Pupils enrolled in a remote educational program
15 established under Section 10-29 of this Code may be counted
16 on the basis of one-fifth day of attendance for every clock
17 hour of instruction attended in the remote educational
18 program, provided that, in any month, the school district
19 may not claim for a student enrolled in a remote
20 educational program more days of attendance than the
21 maximum number of days of attendance the district can claim
22 (i) for students enrolled in a building holding year-round
23 classes if the student is classified as participating in
24 the remote educational program on a year-round schedule or
25 (ii) for students enrolled in a building not holding
26 year-round classes if the student is not classified as

1 participating in the remote educational program on a
2 year-round schedule.

3 (G) Equalized Assessed Valuation Data.

4 (1) For purposes of the calculation of Available Local
5 Resources required pursuant to subsection (D), the State Board
6 of Education shall secure from the Department of Revenue the
7 value as equalized or assessed by the Department of Revenue of
8 all taxable property of every school district, together with
9 (i) the applicable tax rate used in extending taxes for the
10 funds of the district as of September 30 of the previous year
11 and (ii) the limiting rate for all school districts subject to
12 property tax extension limitations as imposed under the
13 Property Tax Extension Limitation Law.

14 The Department of Revenue shall add to the equalized
15 assessed value of all taxable property of each school district
16 situated entirely or partially within a county that is or was
17 subject to the provisions of Section 15-176 or 15-177 of the
18 Property Tax Code (a) an amount equal to the total amount by
19 which the homestead exemption allowed under Section 15-176 or
20 15-177 of the Property Tax Code for real property situated in
21 that school district exceeds the total amount that would have
22 been allowed in that school district if the maximum reduction
23 under Section 15-176 was (i) \$4,500 in Cook County or \$3,500 in
24 all other counties in tax year 2003 or (ii) \$5,000 in all
25 counties in tax year 2004 and thereafter and (b) an amount

1 equal to the aggregate amount for the taxable year of all
2 additional exemptions under Section 15-175 of the Property Tax
3 Code for owners with a household income of \$30,000 or less. The
4 county clerk of any county that is or was subject to the
5 provisions of Section 15-176 or 15-177 of the Property Tax Code
6 shall annually calculate and certify to the Department of
7 Revenue for each school district all homestead exemption
8 amounts under Section 15-176 or 15-177 of the Property Tax Code
9 and all amounts of additional exemptions under Section 15-175
10 of the Property Tax Code for owners with a household income of
11 \$30,000 or less. It is the intent of this paragraph that if the
12 general homestead exemption for a parcel of property is
13 determined under Section 15-176 or 15-177 of the Property Tax
14 Code rather than Section 15-175, then the calculation of
15 Available Local Resources shall not be affected by the
16 difference, if any, between the amount of the general homestead
17 exemption allowed for that parcel of property under Section
18 15-176 or 15-177 of the Property Tax Code and the amount that
19 would have been allowed had the general homestead exemption for
20 that parcel of property been determined under Section 15-175 of
21 the Property Tax Code. It is further the intent of this
22 paragraph that if additional exemptions are allowed under
23 Section 15-175 of the Property Tax Code for owners with a
24 household income of less than \$30,000, then the calculation of
25 Available Local Resources shall not be affected by the
26 difference, if any, because of those additional exemptions.

1 This equalized assessed valuation, as adjusted further by
2 the requirements of this subsection, shall be utilized in the
3 calculation of Available Local Resources.

4 (2) The equalized assessed valuation in paragraph (1) shall
5 be adjusted, as applicable, in the following manner:

6 (a) For the purposes of calculating State aid under
7 this Section, with respect to any part of a school district
8 within a redevelopment project area in respect to which a
9 municipality has adopted tax increment allocation
10 financing pursuant to the Tax Increment Allocation
11 Redevelopment Act, Sections 11-74.4-1 through 11-74.4-11
12 of the Illinois Municipal Code or the Industrial Jobs
13 Recovery Law, Sections 11-74.6-1 through 11-74.6-50 of the
14 Illinois Municipal Code, no part of the current equalized
15 assessed valuation of real property located in any such
16 project area which is attributable to an increase above the
17 total initial equalized assessed valuation of such
18 property shall be used as part of the equalized assessed
19 valuation of the district, until such time as all
20 redevelopment project costs have been paid, as provided in
21 Section 11-74.4-8 of the Tax Increment Allocation
22 Redevelopment Act or in Section 11-74.6-35 of the
23 Industrial Jobs Recovery Law. For the purpose of the
24 equalized assessed valuation of the district, the total
25 initial equalized assessed valuation or the current
26 equalized assessed valuation, whichever is lower, shall be

1 used until such time as all redevelopment project costs
2 have been paid.

3 (b) The real property equalized assessed valuation for
4 a school district shall be adjusted by subtracting from the
5 real property value as equalized or assessed by the
6 Department of Revenue for the district an amount computed
7 by dividing the amount of any abatement of taxes under
8 Section 18-170 of the Property Tax Code by 3.00% for a
9 district maintaining grades kindergarten through 12, by
10 2.30% for a district maintaining grades kindergarten
11 through 8, or by 1.05% for a district maintaining grades 9
12 through 12 and adjusted by an amount computed by dividing
13 the amount of any abatement of taxes under subsection (a)
14 of Section 18-165 of the Property Tax Code by the same
15 percentage rates for district type as specified in this
16 subparagraph (b).

17 (3) For the 1999-2000 school year and each school year
18 thereafter, if a school district meets all of the criteria of
19 this subsection (G) (3), the school district's Available Local
20 Resources shall be calculated under subsection (D) using the
21 district's Extension Limitation Equalized Assessed Valuation
22 as calculated under this subsection (G) (3).

23 For purposes of this subsection (G) (3) the following terms
24 shall have the following meanings:

25 "Budget Year": The school year for which general State
26 aid is calculated and awarded under subsection (E).

1 "Base Tax Year": The property tax levy year used to
2 calculate the Budget Year allocation of general State aid.

3 "Preceding Tax Year": The property tax levy year
4 immediately preceding the Base Tax Year.

5 "Base Tax Year's Tax Extension": The product of the
6 equalized assessed valuation utilized by the County Clerk
7 in the Base Tax Year multiplied by the limiting rate as
8 calculated by the County Clerk and defined in the Property
9 Tax Extension Limitation Law.

10 "Preceding Tax Year's Tax Extension": The product of
11 the equalized assessed valuation utilized by the County
12 Clerk in the Preceding Tax Year multiplied by the Operating
13 Tax Rate as defined in subsection (A).

14 "Extension Limitation Ratio": A numerical ratio,
15 certified by the County Clerk, in which the numerator is
16 the Base Tax Year's Tax Extension and the denominator is
17 the Preceding Tax Year's Tax Extension.

18 "Operating Tax Rate": The operating tax rate as defined
19 in subsection (A).

20 If a school district is subject to property tax extension
21 limitations as imposed under the Property Tax Extension
22 Limitation Law, the State Board of Education shall calculate
23 the Extension Limitation Equalized Assessed Valuation of that
24 district. For the 1999-2000 school year, the Extension
25 Limitation Equalized Assessed Valuation of a school district as
26 calculated by the State Board of Education shall be equal to

1 the product of the district's 1996 Equalized Assessed Valuation
2 and the district's Extension Limitation Ratio. Except as
3 otherwise provided in this paragraph for a school district that
4 has approved or does approve an increase in its limiting rate,
5 for the 2000-2001 school year and each school year thereafter,
6 the Extension Limitation Equalized Assessed Valuation of a
7 school district as calculated by the State Board of Education
8 shall be equal to the product of the Equalized Assessed
9 Valuation last used in the calculation of general State aid and
10 the district's Extension Limitation Ratio. If the Extension
11 Limitation Equalized Assessed Valuation of a school district as
12 calculated under this subsection (G)(3) is less than the
13 district's equalized assessed valuation as calculated pursuant
14 to subsections (G)(1) and (G)(2), then for purposes of
15 calculating the district's general State aid for the Budget
16 Year pursuant to subsection (E), that Extension Limitation
17 Equalized Assessed Valuation shall be utilized to calculate the
18 district's Available Local Resources under subsection (D). For
19 the 2009-2010 school year and each school year thereafter, if a
20 school district has approved or does approve an increase in its
21 limiting rate, pursuant to Section 18-190 of the Property Tax
22 Code, affecting the Base Tax Year, the Extension Limitation
23 Equalized Assessed Valuation of the school district, as
24 calculated by the State Board of Education, shall be equal to
25 the product of the Equalized Assessed Valuation last used in
26 the calculation of general State aid times an amount equal to

1 one plus the percentage increase, if any, in the Consumer Price
2 Index for all Urban Consumers for all items published by the
3 United States Department of Labor for the 12-month calendar
4 year preceding the Base Tax Year, plus the Equalized Assessed
5 Valuation of new property, annexed property, and recovered tax
6 increment value and minus the Equalized Assessed Valuation of
7 disconnected property. New property and recovered tax
8 increment value shall have the meanings set forth in the
9 Property Tax Extension Limitation Law.

10 Partial elementary unit districts created in accordance
11 with Article 11E of this Code shall not be eligible for the
12 adjustment in this subsection (G)(3) until the fifth year
13 following the effective date of the reorganization.

14 (3.5) For the 2010-2011 school year and each school year
15 thereafter, if a school district's boundaries span multiple
16 counties, then the Department of Revenue shall send to the
17 State Board of Education, for the purpose of calculating
18 general State aid, the limiting rate and individual rates by
19 purpose for the county that contains the majority of the school
20 district's Equalized Assessed Valuation.

21 (4) For the purposes of calculating general State aid for
22 the 1999-2000 school year only, if a school district
23 experienced a triennial reassessment on the equalized assessed
24 valuation used in calculating its general State financial aid
25 apportionment for the 1998-1999 school year, the State Board of
26 Education shall calculate the Extension Limitation Equalized

1 Assessed Valuation that would have been used to calculate the
2 district's 1998-1999 general State aid. This amount shall equal
3 the product of the equalized assessed valuation used to
4 calculate general State aid for the 1997-1998 school year and
5 the district's Extension Limitation Ratio. If the Extension
6 Limitation Equalized Assessed Valuation of the school district
7 as calculated under this paragraph (4) is less than the
8 district's equalized assessed valuation utilized in
9 calculating the district's 1998-1999 general State aid
10 allocation, then for purposes of calculating the district's
11 general State aid pursuant to paragraph (5) of subsection (E),
12 that Extension Limitation Equalized Assessed Valuation shall
13 be utilized to calculate the district's Available Local
14 Resources.

15 (5) For school districts having a majority of their
16 equalized assessed valuation in any county except Cook, DuPage,
17 Kane, Lake, McHenry, or Will, if the amount of general State
18 aid allocated to the school district for the 1999-2000 school
19 year under the provisions of subsection (E), (H), and (J) of
20 this Section is less than the amount of general State aid
21 allocated to the district for the 1998-1999 school year under
22 these subsections, then the general State aid of the district
23 for the 1999-2000 school year only shall be increased by the
24 difference between these amounts. The total payments made under
25 this paragraph (5) shall not exceed \$14,000,000. Claims shall
26 be prorated if they exceed \$14,000,000.

1 (H) Supplemental General State Aid.

2 (1) In addition to the general State aid a school district
3 is allotted pursuant to subsection (E), qualifying school
4 districts shall receive a grant, paid in conjunction with a
5 district's payments of general State aid, for supplemental
6 general State aid based upon the concentration level of
7 children from low-income households within the school
8 district. Supplemental State aid grants provided for school
9 districts under this subsection shall be appropriated for
10 distribution to school districts as part of the same line item
11 in which the general State financial aid of school districts is
12 appropriated under this Section.

13 (1.5) This paragraph (1.5) applies only to those school
14 years preceding the 2003-2004 school year. For purposes of this
15 subsection (H), the term "Low-Income Concentration Level"
16 shall be the low-income eligible pupil count from the most
17 recently available federal census divided by the Average Daily
18 Attendance of the school district. If, however, (i) the
19 percentage decrease from the 2 most recent federal censuses in
20 the low-income eligible pupil count of a high school district
21 with fewer than 400 students exceeds by 75% or more the
22 percentage change in the total low-income eligible pupil count
23 of contiguous elementary school districts, whose boundaries
24 are coterminous with the high school district, or (ii) a high
25 school district within 2 counties and serving 5 elementary

1 school districts, whose boundaries are coterminous with the
2 high school district, has a percentage decrease from the 2 most
3 recent federal censuses in the low-income eligible pupil count
4 and there is a percentage increase in the total low-income
5 eligible pupil count of a majority of the elementary school
6 districts in excess of 50% from the 2 most recent federal
7 censuses, then the high school district's low-income eligible
8 pupil count from the earlier federal census shall be the number
9 used as the low-income eligible pupil count for the high school
10 district, for purposes of this subsection (H). The changes made
11 to this paragraph (1) by Public Act 92-28 shall apply to
12 supplemental general State aid grants for school years
13 preceding the 2003-2004 school year that are paid in fiscal
14 year 1999 or thereafter and to any State aid payments made in
15 fiscal year 1994 through fiscal year 1998 pursuant to
16 subsection 1(n) of Section 18-8 of this Code (which was
17 repealed on July 1, 1998), and any high school district that is
18 affected by Public Act 92-28 is entitled to a recomputation of
19 its supplemental general State aid grant or State aid paid in
20 any of those fiscal years. This recomputation shall not be
21 affected by any other funding.

22 (1.10) This paragraph (1.10) applies to the 2003-2004
23 school year and each school year thereafter. For purposes of
24 this subsection (H), the term "Low-Income Concentration Level"
25 shall, for each fiscal year, be the low-income eligible pupil
26 count as of July 1 of the immediately preceding fiscal year (as

1 determined by the Department of Human Services based on the
2 number of pupils who are eligible for at least one of the
3 following low income programs: Medicaid, the Children's Health
4 Insurance Program, TANF, or Food Stamps, excluding pupils who
5 are eligible for services provided by the Department of
6 Children and Family Services, averaged over the 2 immediately
7 preceding fiscal years for fiscal year 2004 and over the 3
8 immediately preceding fiscal years for each fiscal year
9 thereafter) divided by the Average Daily Attendance of the
10 school district.

11 (2) Supplemental general State aid pursuant to this
12 subsection (H) shall be provided as follows for the 1998-1999,
13 1999-2000, and 2000-2001 school years only:

14 (a) For any school district with a Low Income
15 Concentration Level of at least 20% and less than 35%, the
16 grant for any school year shall be \$800 multiplied by the
17 low income eligible pupil count.

18 (b) For any school district with a Low Income
19 Concentration Level of at least 35% and less than 50%, the
20 grant for the 1998-1999 school year shall be \$1,100
21 multiplied by the low income eligible pupil count.

22 (c) For any school district with a Low Income
23 Concentration Level of at least 50% and less than 60%, the
24 grant for the 1998-99 school year shall be \$1,500
25 multiplied by the low income eligible pupil count.

26 (d) For any school district with a Low Income

1 Concentration Level of 60% or more, the grant for the
2 1998-99 school year shall be \$1,900 multiplied by the low
3 income eligible pupil count.

4 (e) For the 1999-2000 school year, the per pupil amount
5 specified in subparagraphs (b), (c), and (d) immediately
6 above shall be increased to \$1,243, \$1,600, and \$2,000,
7 respectively.

8 (f) For the 2000-2001 school year, the per pupil
9 amounts specified in subparagraphs (b), (c), and (d)
10 immediately above shall be \$1,273, \$1,640, and \$2,050,
11 respectively.

12 (2.5) Supplemental general State aid pursuant to this
13 subsection (H) shall be provided as follows for the 2002-2003
14 school year:

15 (a) For any school district with a Low Income
16 Concentration Level of less than 10%, the grant for each
17 school year shall be \$355 multiplied by the low income
18 eligible pupil count.

19 (b) For any school district with a Low Income
20 Concentration Level of at least 10% and less than 20%, the
21 grant for each school year shall be \$675 multiplied by the
22 low income eligible pupil count.

23 (c) For any school district with a Low Income
24 Concentration Level of at least 20% and less than 35%, the
25 grant for each school year shall be \$1,330 multiplied by
26 the low income eligible pupil count.

1 (d) For any school district with a Low Income
2 Concentration Level of at least 35% and less than 50%, the
3 grant for each school year shall be \$1,362 multiplied by
4 the low income eligible pupil count.

5 (e) For any school district with a Low Income
6 Concentration Level of at least 50% and less than 60%, the
7 grant for each school year shall be \$1,680 multiplied by
8 the low income eligible pupil count.

9 (f) For any school district with a Low Income
10 Concentration Level of 60% or more, the grant for each
11 school year shall be \$2,080 multiplied by the low income
12 eligible pupil count.

13 (2.10) Except as otherwise provided, supplemental general
14 State aid pursuant to this subsection (H) shall be provided as
15 follows for the 2003-2004 school year and each school year
16 thereafter:

17 (a) For any school district with a Low Income
18 Concentration Level of 15% or less, the grant for each
19 school year shall be \$355 multiplied by the low income
20 eligible pupil count.

21 (b) For any school district with a Low Income
22 Concentration Level greater than 15%, the grant for each
23 school year shall be \$294.25 added to the product of \$2,700
24 and the square of the Low Income Concentration Level, all
25 multiplied by the low income eligible pupil count.

26 For the 2003-2004 school year and each school year

1 thereafter through the 2008-2009 school year only, the grant
2 shall be no less than the grant for the 2002-2003 school year.
3 For the 2009-2010 school year only, the grant shall be no less
4 than the grant for the 2002-2003 school year multiplied by
5 0.66. For the 2010-2011 school year only, the grant shall be no
6 less than the grant for the 2002-2003 school year multiplied by
7 0.33. Notwithstanding the provisions of this paragraph to the
8 contrary, if for any school year supplemental general State aid
9 grants are prorated as provided in paragraph (1) of this
10 subsection (H), then the grants under this paragraph shall be
11 prorated.

12 For the 2003-2004 school year only, the grant shall be no
13 greater than the grant received during the 2002-2003 school
14 year added to the product of 0.25 multiplied by the difference
15 between the grant amount calculated under subsection (a) or (b)
16 of this paragraph (2.10), whichever is applicable, and the
17 grant received during the 2002-2003 school year. For the
18 2004-2005 school year only, the grant shall be no greater than
19 the grant received during the 2002-2003 school year added to
20 the product of 0.50 multiplied by the difference between the
21 grant amount calculated under subsection (a) or (b) of this
22 paragraph (2.10), whichever is applicable, and the grant
23 received during the 2002-2003 school year. For the 2005-2006
24 school year only, the grant shall be no greater than the grant
25 received during the 2002-2003 school year added to the product
26 of 0.75 multiplied by the difference between the grant amount

1 calculated under subsection (a) or (b) of this paragraph
2 (2.10), whichever is applicable, and the grant received during
3 the 2002-2003 school year.

4 (3) School districts with an Average Daily Attendance of
5 more than 1,000 and less than 50,000 that qualify for
6 supplemental general State aid pursuant to this subsection
7 shall submit a plan to the State Board of Education prior to
8 October 30 of each year for the use of the funds resulting from
9 this grant of supplemental general State aid for the
10 improvement of instruction in which priority is given to
11 meeting the education needs of disadvantaged children. Such
12 plan shall be submitted in accordance with rules and
13 regulations promulgated by the State Board of Education.

14 (4) School districts with an Average Daily Attendance of
15 50,000 or more that qualify for supplemental general State aid
16 pursuant to this subsection shall be required to distribute
17 from funds available pursuant to this Section, no less than
18 \$261,000,000 in accordance with the following requirements:

19 (a) The required amounts shall be distributed to the
20 attendance centers within the district in proportion to the
21 number of pupils enrolled at each attendance center who are
22 eligible to receive free or reduced-price lunches or
23 breakfasts under the federal Child Nutrition Act of 1966
24 and under the National School Lunch Act during the
25 immediately preceding school year.

26 (b) The distribution of these portions of supplemental

1 and general State aid among attendance centers according to
2 these requirements shall not be compensated for or
3 contravened by adjustments of the total of other funds
4 appropriated to any attendance centers, and the Board of
5 Education shall utilize funding from one or several sources
6 in order to fully implement this provision annually prior
7 to the opening of school.

8 (c) Each attendance center shall be provided by the
9 school district a distribution of noncategorical funds and
10 other categorical funds to which an attendance center is
11 entitled under law in order that the general State aid and
12 supplemental general State aid provided by application of
13 this subsection supplements rather than supplants the
14 noncategorical funds and other categorical funds provided
15 by the school district to the attendance centers.

16 (d) Any funds made available under this subsection that
17 by reason of the provisions of this subsection are not
18 required to be allocated and provided to attendance centers
19 may be used and appropriated by the board of the district
20 for any lawful school purpose.

21 (e) Funds received by an attendance center pursuant to
22 this subsection shall be used by the attendance center at
23 the discretion of the principal and local school council
24 for programs to improve educational opportunities at
25 qualifying schools through the following programs and
26 services: early childhood education, reduced class size or

1 improved adult to student classroom ratio, enrichment
2 programs, remedial assistance, attendance improvement, and
3 other educationally beneficial expenditures which
4 supplement the regular and basic programs as determined by
5 the State Board of Education. Funds provided shall not be
6 expended for any political or lobbying purposes as defined
7 by board rule.

8 (f) Each district subject to the provisions of this
9 subdivision (H) (4) shall submit an acceptable plan to meet
10 the educational needs of disadvantaged children, in
11 compliance with the requirements of this paragraph, to the
12 State Board of Education prior to July 15 of each year.
13 This plan shall be consistent with the decisions of local
14 school councils concerning the school expenditure plans
15 developed in accordance with part 4 of Section 34-2.3. The
16 State Board shall approve or reject the plan within 60 days
17 after its submission. If the plan is rejected, the district
18 shall give written notice of intent to modify the plan
19 within 15 days of the notification of rejection and then
20 submit a modified plan within 30 days after the date of the
21 written notice of intent to modify. Districts may amend
22 approved plans pursuant to rules promulgated by the State
23 Board of Education.

24 Upon notification by the State Board of Education that
25 the district has not submitted a plan prior to July 15 or a
26 modified plan within the time period specified herein, the

1 State aid funds affected by that plan or modified plan
2 shall be withheld by the State Board of Education until a
3 plan or modified plan is submitted.

4 If the district fails to distribute State aid to
5 attendance centers in accordance with an approved plan, the
6 plan for the following year shall allocate funds, in
7 addition to the funds otherwise required by this
8 subsection, to those attendance centers which were
9 underfunded during the previous year in amounts equal to
10 such underfunding.

11 For purposes of determining compliance with this
12 subsection in relation to the requirements of attendance
13 center funding, each district subject to the provisions of
14 this subsection shall submit as a separate document by
15 December 1 of each year a report of expenditure data for
16 the prior year in addition to any modification of its
17 current plan. If it is determined that there has been a
18 failure to comply with the expenditure provisions of this
19 subsection regarding contravention or supplanting, the
20 State Superintendent of Education shall, within 60 days of
21 receipt of the report, notify the district and any affected
22 local school council. The district shall within 45 days of
23 receipt of that notification inform the State
24 Superintendent of Education of the remedial or corrective
25 action to be taken, whether by amendment of the current
26 plan, if feasible, or by adjustment in the plan for the

1 following year. Failure to provide the expenditure report
2 or the notification of remedial or corrective action in a
3 timely manner shall result in a withholding of the affected
4 funds.

5 The State Board of Education shall promulgate rules and
6 regulations to implement the provisions of this
7 subsection. No funds shall be released under this
8 subdivision (H) (4) to any district that has not submitted a
9 plan that has been approved by the State Board of
10 Education.

11 (I) (Blank).

12 (J) (Blank).

13 (K) Grants to Laboratory and Alternative Schools.

14 In calculating the amount to be paid to the governing board
15 of a public university that operates a laboratory school under
16 this Section or to any alternative school that is operated by a
17 regional superintendent of schools, the State Board of
18 Education shall require by rule such reporting requirements as
19 it deems necessary.

20 As used in this Section, "laboratory school" means a public
21 school which is created and operated by a public university and
22 approved by the State Board of Education. The governing board
23 of a public university which receives funds from the State

1 Board under this subsection (K) may not increase the number of
2 students enrolled in its laboratory school from a single
3 district, if that district is already sending 50 or more
4 students, except under a mutual agreement between the school
5 board of a student's district of residence and the university
6 which operates the laboratory school. A laboratory school may
7 not have more than 1,000 students, excluding students with
8 disabilities in a special education program.

9 As used in this Section, "alternative school" means a
10 public school which is created and operated by a Regional
11 Superintendent of Schools and approved by the State Board of
12 Education. Such alternative schools may offer courses of
13 instruction for which credit is given in regular school
14 programs, courses to prepare students for the high school
15 equivalency testing program or vocational and occupational
16 training. A regional superintendent of schools may contract
17 with a school district or a public community college district
18 to operate an alternative school. An alternative school serving
19 more than one educational service region may be established by
20 the regional superintendents of schools of the affected
21 educational service regions. An alternative school serving
22 more than one educational service region may be operated under
23 such terms as the regional superintendents of schools of those
24 educational service regions may agree.

25 Each laboratory and alternative school shall file, on forms
26 provided by the State Superintendent of Education, an annual

1 State aid claim which states the Average Daily Attendance of
2 the school's students by month. The best 3 months' Average
3 Daily Attendance shall be computed for each school. The general
4 State aid entitlement shall be computed by multiplying the
5 applicable Average Daily Attendance by the Foundation Level as
6 determined under this Section.

7 (L) Payments, Additional Grants in Aid and Other Requirements.

8 (1) For a school district operating under the financial
9 supervision of an Authority created under Article 34A, the
10 general State aid otherwise payable to that district under this
11 Section, but not the supplemental general State aid, shall be
12 reduced by an amount equal to the budget for the operations of
13 the Authority as certified by the Authority to the State Board
14 of Education, and an amount equal to such reduction shall be
15 paid to the Authority created for such district for its
16 operating expenses in the manner provided in Section 18-11. The
17 remainder of general State school aid for any such district
18 shall be paid in accordance with Article 34A when that Article
19 provides for a disposition other than that provided by this
20 Article.

21 (2) (Blank).

22 (3) Summer school. Summer school payments shall be made as
23 provided in Section 18-4.3.

24 (M) Education Funding Advisory Board.

1 The Education Funding Advisory Board, hereinafter in this
2 subsection (M) referred to as the "Board", is hereby created.
3 The Board shall consist of 5 members who are appointed by the
4 Governor, by and with the advice and consent of the Senate. The
5 members appointed shall include representatives of education,
6 business, and the general public. One of the members so
7 appointed shall be designated by the Governor at the time the
8 appointment is made as the chairperson of the Board. The
9 initial members of the Board may be appointed any time after
10 the effective date of this amendatory Act of 1997. The regular
11 term of each member of the Board shall be for 4 years from the
12 third Monday of January of the year in which the term of the
13 member's appointment is to commence, except that of the 5
14 initial members appointed to serve on the Board, the member who
15 is appointed as the chairperson shall serve for a term that
16 commences on the date of his or her appointment and expires on
17 the third Monday of January, 2002, and the remaining 4 members,
18 by lots drawn at the first meeting of the Board that is held
19 after all 5 members are appointed, shall determine 2 of their
20 number to serve for terms that commence on the date of their
21 respective appointments and expire on the third Monday of
22 January, 2001, and 2 of their number to serve for terms that
23 commence on the date of their respective appointments and
24 expire on the third Monday of January, 2000. All members
25 appointed to serve on the Board shall serve until their
26 respective successors are appointed and confirmed. Vacancies

1 shall be filled in the same manner as original appointments. If
2 a vacancy in membership occurs at a time when the Senate is not
3 in session, the Governor shall make a temporary appointment
4 until the next meeting of the Senate, when he or she shall
5 appoint, by and with the advice and consent of the Senate, a
6 person to fill that membership for the unexpired term. If the
7 Senate is not in session when the initial appointments are
8 made, those appointments shall be made as in the case of
9 vacancies.

10 The Education Funding Advisory Board shall be deemed
11 established, and the initial members appointed by the Governor
12 to serve as members of the Board shall take office, on the date
13 that the Governor makes his or her appointment of the fifth
14 initial member of the Board, whether those initial members are
15 then serving pursuant to appointment and confirmation or
16 pursuant to temporary appointments that are made by the
17 Governor as in the case of vacancies.

18 The State Board of Education shall provide such staff
19 assistance to the Education Funding Advisory Board as is
20 reasonably required for the proper performance by the Board of
21 its responsibilities.

22 For school years after the 2000-2001 school year, the
23 Education Funding Advisory Board, in consultation with the
24 State Board of Education, shall make recommendations as
25 provided in this subsection (M) to the General Assembly for the
26 foundation level under subdivision (B)(3) of this Section and

1 for the supplemental general State aid grant level under
2 subsection (H) of this Section for districts with high
3 concentrations of children from poverty. The recommended
4 foundation level shall be determined based on a methodology
5 which incorporates the basic education expenditures of
6 low-spending schools exhibiting high academic performance. The
7 Education Funding Advisory Board shall make such
8 recommendations to the General Assembly on January 1 of odd
9 numbered years, beginning January 1, 2001.

10 (N) (Blank).

11 (O) References.

12 (1) References in other laws to the various subdivisions of
13 Section 18-8 as that Section existed before its repeal and
14 replacement by this Section 18-8.05 shall be deemed to refer to
15 the corresponding provisions of this Section 18-8.05, to the
16 extent that those references remain applicable.

17 (2) References in other laws to State Chapter 1 funds shall
18 be deemed to refer to the supplemental general State aid
19 provided under subsection (H) of this Section.

20 (P) Public Act 93-838 and Public Act 93-808 make inconsistent
21 changes to this Section. Under Section 6 of the Statute on
22 Statutes there is an irreconcilable conflict between Public Act
23 93-808 and Public Act 93-838. Public Act 93-838, being the last

1 acted upon, is controlling. The text of Public Act 93-838 is
2 the law regardless of the text of Public Act 93-808.

3 (Q) State Fiscal Year 2015 Payments.

4 For payments made for State fiscal year 2015, the State
5 Board of Education shall, for each school district, calculate
6 that district's pro-rata share of a minimum sum of \$13,600,000
7 or additional amounts as needed from the total net General
8 State Aid funding as calculated under this Section that shall
9 be deemed attributable to the provision of special educational
10 facilities and services, as defined in Section 14-1.08 of this
11 Code, in a manner that ensures compliance with maintenance of
12 State financial support requirements under the federal
13 Individuals with Disabilities Education Act. Each school
14 district must use such funds only for the provision of special
15 educational facilities and services, as defined in Section
16 14-1.08 of this Code, and must comply with any expenditure
17 verification procedures adopted by the State Board of
18 Education.

19 (R) State Fiscal Year 2016 Payments.

20 For payments made for State fiscal year 2016, the State
21 Board of Education shall, for each school district, calculate
22 that district's pro rata share of a minimum sum of \$1 or
23 additional amounts as needed from the total net General State
24 Aid funding as calculated under this Section that shall be

1 deemed attributable to the provision of special educational
2 facilities and services, as defined in Section 14-1.08 of this
3 Code, in a manner that ensures compliance with maintenance of
4 State financial support requirements under the federal
5 Individuals with Disabilities Education Act. Each school
6 district must use such funds only for the provision of special
7 educational facilities and services, as defined in Section
8 14-1.08 of this Code, and must comply with any expenditure
9 verification procedures adopted by the State Board of
10 Education.

11 (Source: P.A. 98-972, eff. 8-15-14; 99-2, eff. 3-26-15; 99-194,
12 eff. 7-30-15; 99-523, eff. 6-30-16.)

Appendix Z

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 10-17a as follows:

(105 ILCS 5/10-17a) (from Ch. 122, par. 10-17a)

Sec. 10-17a. State, school district, and school report cards.

(1) By October 31, 2013 and October 31 of each subsequent school year, the State Board of Education, through the State Superintendent of Education, shall prepare a State report card, school district report cards, and school report cards, and shall by the most economic means provide to each school district in this State, including special charter districts and districts subject to the provisions of Article 34, the report cards for the school district and each of its schools.

(2) In addition to any information required by federal law, the State Superintendent shall determine the indicators and presentation of the school report card, which must include, at a minimum, the most current data possessed by the State Board of Education related to the following:

(A) school characteristics and student demographics, including average class size, average teaching experience,

student racial/ethnic breakdown, and the percentage of students classified as low-income; the percentage of students classified as English learners; the percentage of students who have individualized education plans or 504 plans that provide for special education services; the percentage of students who annually transferred in or out of the school district; average daily attendance; the per-pupil operating expenditure of the school district; and the per-pupil State average operating expenditure for the district type (elementary, high school, or unit);

(B) curriculum information, including, where applicable, Advanced Placement, International Baccalaureate or equivalent courses, dual enrollment courses, foreign language classes, school personnel resources (including Career Technical Education teachers), before and after school programs, extracurricular activities, subjects in which elective classes are offered, health and wellness initiatives (including the average number of days of Physical Education per week per student), approved programs of study, awards received, community partnerships, and special programs such as programming for the gifted and talented, students with disabilities, and work-study students;

(C) student outcomes, including, where applicable, the percentage of students deemed proficient on assessments of State standards, the percentage of students in the eighth

grade who pass Algebra, the percentage of students enrolled in post-secondary institutions (including colleges, universities, community colleges, trade/vocational schools, and training programs leading to career certification within 2 semesters of high school graduation), the percentage of students graduating from high school who are college and career ready, and the percentage of graduates enrolled in community colleges, colleges, and universities who are in one or more courses that the community college, college, or university identifies as a developmental course;

(D) student progress, including, where applicable, the percentage of students in the ninth grade who have earned 5 credits or more without failing more than one core class, a measure of students entering kindergarten ready to learn, a measure of growth, and the percentage of students who enter high school on track for college and career readiness;

(E) the school environment, including, where applicable, the percentage of students with less than 10 absences in a school year, the percentage of teachers with less than 10 absences in a school year for reasons other than professional development, leaves taken pursuant to the federal Family Medical Leave Act of 1993, long-term disability, or parental leaves, the 3-year average of the percentage of teachers returning to the school from the previous year, the number of different principals at the

school in the last 6 years, 2 or more indicators from any school climate survey selected or approved by the State and administered pursuant to Section 2-3.153 of this Code, with the same or similar indicators included on school report cards for all surveys selected or approved by the State pursuant to Section 2-3.153 of this Code, and the combined percentage of teachers rated as proficient or excellent in their most recent evaluation; and

(F) a school district's and its individual schools' balanced accountability measure, in accordance with Section 2-3.25a of this Code.

The school report card shall also provide information that allows for comparing the current outcome, progress, and environment data to the State average, to the school data from the past 5 years, and to the outcomes, progress, and environment of similar schools based on the type of school and enrollment of low-income students, special education students, and English learners.

For the purposes of paragraph (A) of this subsection (2), "average daily attendance" means the average of the actual number of attendance days during the previous school year for any enrolled student who is subject to compulsory attendance by Section 26-1 of this Code at each school and charter school.

(3) At the discretion of the State Superintendent, the school district report card shall include a subset of the information identified in paragraphs (A) through (E) of

subsection (2) of this Section, as well as information relating to the operating expense per pupil and other finances of the school district, and the State report card shall include a subset of the information identified in paragraphs (A) through (E) of subsection (2) of this Section. The school district report card shall include the average daily attendance, as that term is defined in subsection (2) of this Section, of students who have individualized education programs and students who have 504 plans that provide for special education services within the school district.

(4) Notwithstanding anything to the contrary in this Section, in consultation with key education stakeholders, the State Superintendent shall at any time have the discretion to amend or update any and all metrics on the school, district, or State report card.

(5) Annually, no more than 30 calendar days after receipt of the school district and school report cards from the State Superintendent of Education, each school district, including special charter districts and districts subject to the provisions of Article 34, shall present such report cards at a regular school board meeting subject to applicable notice requirements, post the report cards on the school district's Internet web site, if the district maintains an Internet web site, make the report cards available to a newspaper of general circulation serving the district, and, upon request, send the report cards home to a parent (unless the district does not

maintain an Internet web site, in which case the report card shall be sent home to parents without request). If the district posts the report card on its Internet web site, the district shall send a written notice home to parents stating (i) that the report card is available on the web site, (ii) the address of the web site, (iii) that a printed copy of the report card will be sent to parents upon request, and (iv) the telephone number that parents may call to request a printed copy of the report card.

(6) Nothing contained in this amendatory Act of the 98th General Assembly repeals, supersedes, invalidates, or nullifies final decisions in lawsuits pending on the effective date of this amendatory Act of the 98th General Assembly in Illinois courts involving the interpretation of Public Act 97-8.

(Source: P.A. 98-463, eff. 8-16-13; 98-648, eff. 7-1-14; 99-30, eff. 7-10-15; 99-193, eff. 7-30-15; 99-642, eff. 7-28-16.)

Section 99. Effective date. This Act takes effect July 1, 2019.

Appendix ZA

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois Attendance Commission Public Hearing

- Date:** November 17, 2018
- Time:** 3:30-4:30 p.m.
- Place:** Hyatt West Tower, Regency A/B Ballrooms, Theater 800
- Host:** Illinois Association of School Boards
- Purpose:** To inform school board members, district administrators, district business leaders, and ancillary staff about the work of the Attendance Commission and the effort to reduce chronic absence through effective data management and interventions to improve school attendance.

Agenda

Pre-Meeting: *Every Student Counts, Every Day Matters* – video by Uplift Productions

- I. Welcome and Introductions:** Antoinette Taylor, Chairperson of the Attendance Commission (3:30-3:35)
- II. History and Statutory Duties of the Commission:** Antoinette Taylor (3:35-3:40)
- III. Statutory Landscape:** Jeff Aranowski, Executive Director of Safe and Healthy Climate, ISBE (3:40-3:45)
- IV. Panel Discussion with Superintendents:** Jennifer Gill, Superintendent of Springfield Public School District 186 (3:45-4:00)
- V. Public Comment:** Facilitated by Antoinette Taylor (4:00-4:30)
- VI. Dismiss** (4:30)



Saturday 3:30-4:30 p.m.

Hyatt West Tower, Regency A/B, Regency Level



ILLINOIS ATTENDANCE COMMISSION HEARING: Every Student Counts-Every Day Matters

Student attendance has become a critical data point for school district recognition, funding, and serving student needs. The Illinois Attendance Commission will share important changes in attendance and seeks your feedback. Join the discussion and bring your challenges, observations, and recommendations!

Antoinette Taylor, Consultant, Chairwoman, Commissioner of the Illinois
Attendance Commission

Jennifer Gill, Commissioner, Superintendent of Springfield SD 186

Scott Wakeley, Commissioner, Superintendent of Bradley-Bourbonnais CHSD 307

Deanna Sullivan, Commissioner, Director, Governmental Relations, IASB



Illinois Attendance Commission

PUBLIC HEARING

IASB/IASA/IASBO JOINT ANNUAL CONFERENCE

NOVEMBER 17, 2018

3:30 – 4:30 P.M.

Agenda



Welcome and Introductions

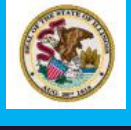
History and Statutory Duties of the Commission

Statutory Landscape

Panel Discussion with Superintendents

Public Comment

Participating Attendance Commission Members



Antoinette Taylor, Chairperson, Exceptional Needs Consultant

Dr. Jennifer Gill, Superintendent, Springfield CUSD 186

Dr. Scott Wakeley, Superintendent, Bradley-Bourbonnais CHSD 307

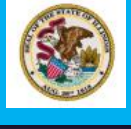
Dr. Lori Fanello, Regional Superintendent of Schools,
Boone/Winnebago ROE

Harold Sweeney, Director of At-Risk Student Services,
Boone/Winnebago ROE

Deanna Sullivan, Director of Governmental Relations, IASB

Jeff Aranowski, Executive Director for Safe & Healthy Climate, ISBE

History and Statutory Duties of the Commission



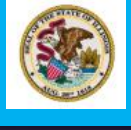
Created by Public Act 99-0432

Effective 8/21/2015

Composition

- ▶ Administrators
- ▶ Teachers/unions
- ▶ Community groups
- ▶ Statewide associations, organizations and advocacy groups
- ▶ State Board of Education

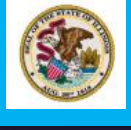
History and Statutory Duties of the Commission



Identify strategies, mechanisms, and approaches to help parents, educators, principals, superintendents, and the State Board of Education address and prevent chronic absenteeism and shall recommend to the General Assembly and State Board of Education:

- ▶ a standard for attendance and chronic absenteeism, defining attendance as a calculation of standard clock hours in a day that equal a full day based on instructional minutes for both a half day and a full day per learning environment;
- ▶ mechanisms to improve data systems to monitor and track chronic absenteeism across this State in a way that identifies trends from prekindergarten through grade 12 and allows the identification of students who need individualized chronic absenteeism prevention plans;
- ▶ mechanisms for reporting and accountability for schools and districts across this State, including creating multiple measure indexes for reporting;
- ▶ best practices for utilizing attendance and chronic absenteeism data to create multi-tiered systems of support and prevention that will result in students being ready for college and career; and
- ▶ new initiatives and responses to ongoing challenges presented by chronic absenteeism.

Statutory Landscape



Truancy

Chronic truancy

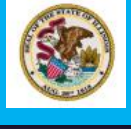
Valid Cause

Chronic Absenteeism

Impact of the repeal of Section 18-8.05 of the School Code

ESSA and accountability

Superintendents' Panel

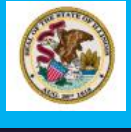


Dr. Daniel J. Riordan, Superintendent
Reavis THSD 220

Dr. Carol L. Kelley, Superintendent
Oak Park ESD 97

Dr. Charles Johns, Superintendent
West Chicago SD 33

Public Comment and Participation



What successes have you experienced in improving student attendance?

What barriers do you face in improving student attendance?

What does the Attendance Commission need to consider in making recommendations to the General Assembly?

What else would you like the Commission to consider in moving its work forward related to student attendance?

Please send questions or comments to
attendancecommission@isbe.net



Attendance Commission

Public Hearing Comments

November 17, 2018

The work of the Attendance Commission can be successful only through significant and intentional engagement with parents, educators, community members, and others within the school community. Your feedback on these important issues is critical to ensure that state and local policymakers are fully informed and that future policy reflects the specific needs of all students.

Please consider addressing the questions below in public comment at this public hearing. You may also respond to the questions in writing and submit this document to a Commission member at the conclusion of the meeting. Alternately, feel free to email your thoughts on these questions to attendancecommission@isbe.net. We thank you for your support and guidance.

-
1. What success stories have you experienced in improving school attendance?

 2. What barriers have you faced in improving student attendance?

 3. What does the Attendance Commission need to consider in making recommendations to the General Assembly?

 4. What else would you like the Commission to consider in moving its work forward related to student attendance?

Appendix ZB

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

Teacher Absence Data Reporting in Illinois

Illinois Federation of Teachers (IFT) to
the Illinois Attendance Commission

November 8, 2018



Teacher Absence Reporting Definitions and Requirements

Federal Office of Civil Rights (OCR)

A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. **This includes both days taken for sick leave and days taken for personal leave.** Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

The number of FTE teachers who were absent more than 10 days during the regular school year are reported.

Includes PreK-12 teachers, regardless of how those positions are funded (federal, state, or local funds)

Illinois State Statute (105 ILCS 5/10-17(a)(2)(E))

...the percentage of teachers with less than 10 absences in a school year for reasons other than professional development, leaves taken pursuant to the federal Family Medical Leave Act of 1993, long-term disability, or parental leaves...



Teacher Absence Reporting Definitions and Requirements

	Office of Civil Rights	105 ILCS 5/10-17(a)(2)(E):
FMLA, paid or non-paid leave, including maternity leave	Yes	No
Jury duty	Yes	Not contemplated
Funeral	Yes	Not contemplated
Education-related conferences, such as NEA, AFT, other education groups	No, if administratively approved leave or for PD. Otherwise, yes.	No
Regular sick days (based on sick days allowed under teacher contracts)	Yes	Yes
Personal days (usually 2 or 3 in teacher contracts)	Yes	Yes
Professional development	No, if administratively approved leave. Otherwise, yes.	No
Field trips	No	Not contemplated



Teacher Absence Reporting Definitions and Requirements cont'd

Federal Office of Civil Rights (OCR)	Illinois State Statute (105 ILCS 5/10-17(a)(2)(E))
Frequency of reporting: Biennially	Frequency of reporting: Annually
How the agency reports the information: Data is collected and published as a data set and also used to produce topic specific data briefs.	How the agency reports the information: The Illinois School Report Card, released in October, report teacher absence data by school, district, and state.



Why do the definitions matter?

- Definitions drive the data collection; the data collected influences research conclusions
- Illinois has been reporting for two years: SY2017 and SY2018
- Currently, the description on the Illinois Interactive Report Card states that the information was collected from the Office of Civil Rights data
- ISBE has communicated that the data being reported may actually be within the confines of the statute, but confusion remains

Explanation of Display

Context

Resources

Teacher attendance is a “leading indicator” of student achievement, according to the U.S. Department of Education. Teachers with regular attendance provide continuity of instruction and attention to individual students. The National Bureau of Economic Research has shown that when teachers are absent for 10 days or more, student outcomes decrease significantly. Teacher absence results in loss of instruction time for students, as well as financial concerns to the district when substitutes must be employed.

The information displayed was collected from the Office of Civil Rights Data Collection from 2013-2014.



Teachers' Working Conditions are Students' Learning Conditions

- Multiple studies by Eric Hirsch across the country
- 2017 American Federation of Teachers (AFT) Quality of Life Survey: **teachers** identified causes of stress which may lead to absences



How does this impact the work of the Illinois Attendance Commission?

- Currently studying potential correlation between teacher attendance and student attendance
- Some research has shown a potential connection, but we want to make sure the data we are looking at is fair data and doesn't lead to false conclusions
- Recommendations made by the Attendance Commission based on research, can lead to legislation or policy changes that impact teachers, students, schools, and communities statewide. It is important for those recommendations to be grounded in accurate data.



2018 School Report Card

- It is unclear whether or not teacher absence data is in compliance with state statute on the 2018 school report card which was released on October 31, 2018
- While the context description has been revised, reference to Federal Office of Civil Rights data is still present under the “resources” tab
- IFT has requested ISBE demonstrate that data collection is in compliance with state statute



Questions?



Appendix ZC

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by changing Section 21B-50 as follows:

(105 ILCS 5/21B-50)

Sec. 21B-50. Alternative educator licensure program.

(a) There is established an alternative educator licensure program, to be known as the Alternative Educator Licensure Program for Teachers.

(b) The ~~Beginning on January 1, 2013, the~~ Alternative Educator Licensure Program for Teachers may be offered by a recognized institution approved to offer educator preparation programs by the State Board of Education, in consultation with the State Educator Preparation and Licensure Board.

The program shall be comprised of 4 phases:

(1) A course of study that at a minimum includes instructional planning; instructional strategies, including special education, reading, and English language learning; classroom management; and the assessment of students and use of data to drive instruction.

(2) A year of residency, which is a candidate's assignment to a full-time teaching position or as a

co-teacher for one full school year. An individual must hold an Educator License with Stipulations with an alternative provisional educator endorsement in order to enter the residency and must complete additional program requirements that address required State and national standards, pass the assessment of professional teaching before entering the second residency year, as required under phase (3) of this subsection (b), and be recommended by the principal or qualified equivalent of a principal, as required under subsection (d) of this Section, and the program coordinator to continue with the second year of the residency.

(3) A second year of residency, which shall include the candidate's assignment to a full-time teaching position for one school year. The candidate must be assigned an experienced teacher to act as a mentor and coach the candidate through the second year of residency.

(4) A comprehensive assessment of the candidate's teaching effectiveness, as evaluated by the principal or qualified equivalent of a principal, as required under subsection (d) of this Section, and the program coordinator, at the end of the second year of residency. If there is disagreement between the 2 evaluators about the candidate's teaching effectiveness, the candidate may complete one additional year of residency teaching under a professional development plan developed by the principal

or qualified equivalent and the preparation program. At the completion of the third year, a candidate must have positive evaluations and a recommendation for full licensure from both the principal or qualified equivalent and the program coordinator or no Professional Educator License shall be issued.

Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law.

(c) An alternative provisional educator endorsement on an Educator License with Stipulations is valid for 2 years of teaching in the public schools, including without limitation a preschool educational program under Section 2-3.71 of this Code or charter school, or in a State-recognized nonpublic school in which the chief administrator is required to have the licensure necessary to be a principal in a public school in this State and in which a majority of the teachers are required to have the licensure necessary to be instructors in a public school in this State, but may be renewed for a third year if needed to complete the Alternative Educator Licensure Program for Teachers. The endorsement shall be issued only once to an individual who meets all of the following requirements:

(1) Has graduated from a regionally accredited college or university with a bachelor's degree or higher.

(2) Has a cumulative grade point average of 3.0 or greater on a 4.0 scale or its equivalent on another scale.

(3) Has completed a major in the content area if seeking a middle or secondary level endorsement or, if seeking an early childhood, elementary, or special education endorsement, has completed a major in the content area of reading, English/language arts, mathematics, or one of the sciences. If the individual does not have a major in a content area for any level of teaching, he or she must submit transcripts to the State Board ~~Superintendent~~ of Education to be reviewed for equivalency.

(4) Has successfully completed phase (1) of subsection (b) of this Section.

(5) Has passed a test of basic skills and content area test required for the specific endorsement for admission into the program, as required under Section 21B-30 of this Code.

A candidate possessing the alternative provisional educator endorsement may receive a salary, benefits, and any other terms of employment offered to teachers in the school who are members of an exclusive bargaining representative, if any, but a school is not required to provide these benefits during the years of residency if the candidate is serving only as a co-teacher. If the candidate is serving as the teacher of record, the candidate must receive a salary, benefits, and any other terms of employment. Residency experiences must not be counted towards tenure.

(d) The recognized institution offering the Alternative Educator Licensure Program for Teachers must partner with a school district, including without limitation a preschool educational program under Section 2-3.71 of this Code or charter school, or a State-recognized, nonpublic school in this State in which the chief administrator is required to have the licensure necessary to be a principal in a public school in this State and in which a majority of the teachers are required to have the licensure necessary to be instructors in a public school in this State. A recognized institution that partners with a public school district administering a preschool educational program under Section 2-3.71 of this Code must require a principal to recommend or evaluate candidates in the program. A recognized institution that partners with an eligible entity administering a preschool educational program under Section 2-3.71 of this Code and that is not a public school district must require a principal or qualified equivalent of a principal to recommend or evaluate candidates in the program. The program presented for approval by the State Board of Education must demonstrate the supports that are to be provided to assist the provisional teacher during the 2-year residency period. These supports must provide additional contact hours with mentors during the first year of residency.

(e) Upon completion of the 4 phases outlined in subsection (b) of this Section and all assessments required under Section 21B-30 of this Code, an individual shall receive a Professional

Public Act 100-0822

SB3536 Enrolled

LRB100 19134 AXK 34399 b

Educator License.

(f) The State Board of Education, in consultation with the State Educator Preparation and Licensure Board, may adopt such rules as may be necessary to establish and implement the Alternative Educator Licensure Program for Teachers.

(Source: P.A. 99-58, eff. 7-16-15.)

Appendix ZD

Attendance Commission

Report to the Illinois General Assembly
and the
State Board of Education

December 15, 2018



Illinois Attendance Commission

P- 20 Council (Special Request) Update

September 4, 2018

Antoinette Taylor ~ Exceptional Needs Consultant
PhD Candidate: Pre/K - Grade 12 Curriculum and Instruction
(Illinois Attendance Commission Chairperson)

Purpose today

Provide an update regarding the special request of Dr. Torres:

- o *What if any correlation exists between teacher attendance and student attendance in Illinois

*P-20 council meeting December 10, 2017

Timeline

December 2017: P-20 Council meeting question posed to (IAC) Illinois Attendance Commission Chairperson Taylor by P-20 Council member Dr. Torres

January 2018: Chairperson Taylor includes request on IAC agenda.

March 2018: Chairperson Taylor discusses action plan with Dr. Torres after P-20 meeting and then updates Emily Bastedo of plans to proceed.

- o **April 2018:** Chairperson Taylor contacts Jason Helfer and Patrick Payne (ISBE)
- o **June 2018:** ISBE liaison begins support of data collection and common definitions.

Teresa Moy

ISBE Data Strategies and Analytics Division

IAC Co-facilitator: Sarah Rothschild

CTU Appointee to the Attendance Commission

Data Agreement

Only data that does not require signed data sharing agreements will be shared.

Data collection period: 2015-16 and 2016-17

Student data: Average daily attendance rather than Chronic Absence

Common Definitions

- o Teacher shortage
- o Teacher vacancy
- o Teacher attendance

Teacher Shortage

- o **Teacher Shortage** : See pdf handout.
- o **Teacher Vacancy** : All unfilled positions (such as Administrative, School Support Personnel, and Teaching) reported to ISBE by October 1st of each year

Teacher Attendance

o **Teacher attendance rate:**

The percentage of full-time equivalent teachers who were absent fewer than 10 days for reasons other than professional development, took leaves pursuant to the federal Family Medical Leave Act of 1993, took long-term disability, or took parental leaves.

Data Analysis

- o Upon review of the available data for each district in Illinois, it became clear that correlations of teacher vacancy rates to other school district variables are nuanced.
- o The data of student and staff correlations without contextual knowledge of each district could easily lead to “false positives” or conjecture.

Similar Data Review

CTU Analysis of Teacher Vacancies:

Examining the potential correlations between vacancy rates and various socio-economic indicators

Presentation to the Illinois Attendance Commission
4/19/2018

Sarah Rothschild - (CTU Attendance Commission Appointee)

IAC December report to the GA

September 6th: The Illinois Attendance Commission will begin discussion of what if any recommendations to make to the GA as it relates to teacher shortage, vacancy, or attendance and the correlation to student attendance or chronic absence.

The feedback and input of the P-20 Council is welcome and appreciated.

Resources

- o http://northernpublicradio.org/post/what-will-it-take-fix-illinois-teacher-shortage?mc_cid=a13cd3264b&mc_eid=709534c756
- o <https://www.isbe.net/Documents/ed-supply-demand-2017.pdf>
- o <https://www.isbe.net/unfilledpositions>

Resources cont.

Teacher attendance

- o $100 - \left(\frac{\text{The total teacher FTE count for those teachers with at least 10 days absences in 2017}}{\text{The total teacher FTE count in 2017}} \right) \times 100$
- o <https://www.illinoisreportcard.com/State.aspx?source=teachers&Stateid=IL>





Thank
You

Illinois Attendance Commission P-20 Council Update December 11, 2017

Antoinette Taylor ~ Exceptional Needs Consultant
PhD Candidate: Pre/K - Grade 12 Curriculum and Instruction

(Illinois Attendance Commission Chairperson)

Purpose today

Provide updates:

- o Local landscape
- o National landscape
- o Share 2018 action items
- o Attendance Awareness Campaign
- o Receive colleague input and feedback

Local landscape

HB3139: *Chronic Absenteeism Bill :

Rep. Chapa La Via (Chief Sponsor)/Sen. Collins (Chief Sponsor): effective 7-1-2018

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student. "Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

*The definition is included in the State's ESSA Plan.

Family engagement reduces absenteeism.

Studies of schools instituting high-quality family engagement programs also show that these schools have higher attendance rates than similarly matched schools without such programs.

Researchers examining family engagement practices at 18 schools found that communications with families and family workshops helped both chronically and occasionally absent students. Home visits, particularly those that can "humanize" school policies around absences, also improved chronic absence rates.

Source: Flamboyan Foundation, 2010

MTSS

(Multi-tiered System of Supports)

Nationally

- o LEA and SEA system of supports focus on attendance Early Warning Signs

Locally

- o LEA and SEA system of supports focus on Whole Child and Whole School which includes but does not limit indicators to attendance.

November 2012: Chicago Tribune Series “Empty Desk Epidemic”

Students who missed four or more weeks by disability:

- o Social Emotional Disorder: 42.4%
- o Specific Learning Disability: 15.4%
- o All other Disability Categories: 21.7%
- o Compared by students without a documented disability as identified by an Individualized Education Program (IEP): 11.9%

PLEASE NOTE

The Tribune data excludes students with a disability as identified by a 504 Plan

*CPS officials did not challenge The Tribune Findings

There was no definition on Average Daily Attendance for state Report Card (Data Collection) or requirement to collect and report data for all students with a documented disability (students with an Individualized Education Program (IEP) and students with a 504 Plan).

SB1532: School Report Card-Attendance: Senator Collins (Chief Sponsor)/ Representatives Linda Chapa La Via and Bob Pritchard (Co-sponsors): effective 7-1-2019

SB 1532

“Average daily attendance” means the average of the actual number of attendance days during the previous school year for any enrolled student who is subject to compulsory attendance by Section 26-1 of this Code at each school and charter school.

The school district report card shall include the average daily attendance, of students who have **Individualized Education Programs** and students who have **504 plans** that provide for special education services within the school district.

There was no provision in statute for reporting average daily attendance by grade level.

HB3059: SCH CD - Average Daily Attendance: Representative Bob Pritchard (Chief Sponsor)/ Senator Jennifer Bertino-Tarrant: Effective immediately.

Amends the School Code by requiring a school district's school report card to include average daily attendance by grade level.

National Landscape

Office of Safe and Healthy Students, U. S. Dept. of Education

Illinois is the only state with an Attendance Commission written in statute.

- o Network to Advance State Attendance Policy and Practice (NASAPP)
- o The National Student Attendance, Engagement and Success Center
- o National Early Warning System and Chronic Absenteeism Reduction Center
- o Data Quality Campaign

Illinois Attendance Commission 2018 Action items

- o Chronic Absenteeism data reporting
- o Attendance data reporting
- o Chronic Absenteeism & Chronic Truancy correlation
- o Continue to heighten awareness of compulsory age of attendance in Illinois
- o Incorporate Pre/K into our readiness scope.

Pre/K: Granted programs

Every Illinois Child Ready for Kindergarten

- o KIDS (Pre/K – Kindergarten Transition)
- o Early Childhood Multi-tiered System of Supports (attendance as an indicator).
- o 2018 Fall Administrators Forum

Upcoming Webinar for Pre/K Attendance

- o Innovations in Overcoming Enrollment and Attendance Barriers (see handout)

Attendance Awareness Historical Focus

- o Back to school (first day of school)
- o 20th day of school
- o 100th day of school
- o Last day of school

Paradigm Shift

Every Student Counts – Every Day Matters

- o Statewide ongoing awareness and celebration of school attendance.

Purpose

- o Create a community of practice of seeking and sharing wisdom, celebrating successes and resolving barriers regarding school attendance.

- o **January:** Martin Luther King Day celebration (Sen. Collins)
- o **July:** Opening plenary and interest session on attendance (College Changes Everything)
- o **August – September :** National Attendance Awareness (Attendance Works)

Attendance Awareness cont.

- o **October:** 21st CCCLC (Ongoing – Spring Conference)
- o **November:** Attendance Forum: (Cook County State's Attorney Kim Foxx)
- o **March:** Attendance interest session (ICEARY)

Illinois Supt. who received national recognition for 2017 Attendance Works Campaign

- o Kristin Humphries, East Moline School District 37
- o Michael Lubefeld, Deerfield Public School District 109
- o Lanty McGuire, Moline-Coal Valley School District
- o Jay Morrow, United Township High School District 30
- o Michael Oberhaus, Rock Island-Milan School District 41
- o Nick Polyak, Leyden High School District 212
- o Dan Riordan, Reavis High School District 220
- o Guy Schumacher, Libertyville School District 70
- o Darryl Taylor, Lincoln ESD 156

Every Student Counts Every Day matters “PSA”

www.upliftfilm.com



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Mr. Marion Jones and Mr. Jayden Triplett



Play “PSA” DVD here

Every Student Counts,
Everyday Matters



Attendance Awareness
Campaign

- o Let the Illinois Attendance Commission hear from you. This is everyone's campaign. It will be grow and be shaped over the next three years by all of us.
- o Share ideas of conferences, community (including faith-based) events, agencies and organizations that are willing to consider including attendance awareness.
- o Illinois Attendance Commission e-mail address: attendancecommission@isbe.net

Moving Forward

The Illinois Attendance Commission plans to continue working collaboratively with the P-20, Council, IBAM, ISBE, etc. to support the “roll out” of ESSA requirements related to attendance, including but not limited to providing information to the community-at-large during public hearings.

Supt. Tony Smith: Weekly Message May 11, 2015

- o “In my experience, there is wonderful work happening in schools that too few people in the public know about.”
- o “It’s important that we share the many stories of success that are happening in districts all over Illinois.”

Thank
You

United Way of Illinois Annual Meeting

July 23, 2018

Marriott Conference Center

Normal, IL



Antoinette Taylor
Exceptional Needs Consultant
www.atexceptional.com

Doctoral Candidate: PhD Pre/K- 12 Curriculum and Instruction

Chairperson: Illinois Attendance Commission

National writing team: DEC's Paper on MTSS in Early Learning Environments

Co-Chairperson: Illinois Early Childhood (MTSS) Multi-tiered Systems of Support Committee

IL MTSS – N: (Multi-tiered Systems of Support - Network): Advisory Council

P-20 Council: Family Youth Community and Engagement Committee,
College and Career Readiness Committee and Data
Accountability and Assessment Sub-committees

Illinois Early Learning Council: Data, Research, and Evaluation Sub-committee

Immediate Past President: Illinois DEC: Division of Early Childhood

EC LRE Stakeholder : PAW- Policy Advisory Workgroup

U.S Dept. of Ed (OSEP): RDA - Results Driven Accountability Initiative Stakeholder - 2012

November 2012: Chicago Tribune Series
“Empty Desk Epidemic”

Students who missed four or more weeks by disability:

- Social Emotional Disorder: 42.4%
- Specific Learning Disability: 15.4%
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PLEASE NOTE

The Tribune data excludes students with a disability as identified by a 504 Plan

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Illinois Task Force on Chicago Public Schools

- December 2013 – July 2014
- July 31, 2014
- Local recommendations to Chicago Public Schools
- State recommendations to the State Board and Legislative Body

Two of the state recommendations:

Standing commission on Attendance be created.

Shift focus from Truancy to Attendance.

Illinois Attendance Commission

Created in 2015 within the Illinois State Board of Education (ISBE) to study the issue of and make recommendations to the General Assembly on strategies to increase attendance in the state.

- Chief Sponsor: State Rep. Linda Chapa LaVia
- Senate Sponsor: Sen. Jacqueline Collins

First Attendance Commission meeting was held December 2015

December 9, 2015

Campaign for Grade Level Reading Meeting conference call with:

- Former Secretary of Education Arne Duncan (ESSA)
- Attendance Works

Priorities within ESSA

- School attendance
- Defining chronic absence

Local landscape

HB3139: *Chronic Absenteeism Bill :

Rep. Chapa La Via (Chief Sponsor)/Sen. Collins (Chief Sponsor): effective 7-1-2018

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student. "Student" means any enrolled student that is subject to compulsory attendance under Section 26-1 of this Code but does not mean a student for whom a documented homebound or hospital record is on file during the student's absence from school.

***The definition is included in the State's ESSA Plan.**

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Amends the School Code by requiring a school district's school report card to include average daily attendance by grade level.

Illinois Attendance Commission 2018 Action items

- Chronic Absenteeism data reporting
- Attendance data reporting
- Chronic Absenteeism & Chronic Truancy correlation
- Continue to heighten awareness of compulsory age of attendance in Illinois
- Incorporate Pre/K into our readiness scope.
- Increase focus on after-school programs and student attendance

Attendance Awareness Historical Focus

- Back to school (first day of school)
- 20th day of school
- 100th day of school
- Last day of school

Paradigm Shift

Every Student Counts – Every Day Matters

- Statewide ongoing awareness and celebration of school attendance.

Purpose

- Create a community of practice of seeking and sharing wisdom, celebrating successes and resolving barriers regarding school attendance.

Attendance Awareness continued

- **January - 2017:** Martin Luther King Day celebration (Sen. Collins)
- **July -2017:** Opening plenary and interest session on attendance (College Changes Everything)
- **October - 2017:** 21st CCLC webinar
- **November - 2017** Attendance Forum: (Cook County State's Attorney Kim Foxx)
- **March - 2018** Attendance interest session (ICEARY)

August – September

National Attendance Awareness
(Attendance Works)

National awareness...join the conversation



Pin on the 2017 Action Map

Post your
community's plans
for Attendance
Awareness Month
2017 on our map



<http://awareness.attendanceworks.org/map-2017/>

District Superintendents... lead the way



Superintendent's Call to Action

Own the issue

Mobilize the
Community

Drive with Data

To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action

Attendance Awareness' District Superintendents Call to Action

All district Superintendents who sign up will be highlighted nationally in September by EdWeek.

2016 Illinois Supt. Who received National Recognition EdWeek

- Kristin Humphries, East Moline SD 37
- Michael Lubelfeld, Deerfield Public Schools District 109
- Lanty McGuire, Moline-Coal Valley SD
- Jay Morrow, United Township High SD 30
- Nick Polyak, Leyden High SD 212
- Dan Riordan, Reavis High SD 220
- Darryl Taylor, Lincoln ESD 156

Illinois Supt. who received national recognition for 2017 Attendance Works Campaign

- Kristin Humphries, East Moline School District 37
- Michael Lubelfeld, Deerfield Public School District 109
- Lanty McGuire, Moline-Coal Valley School District
- Jay Morrow, United Township High School District 30
- Michael Oberhaus, Rock Island-Milan School District 41
- Nick Polyak, Leyden High School District 212
- Dan Riordan, Reavis High School District 220
- Guy Schumacher, Libertyville School District 70
- Darryl Taylor, Lincoln ESD 156

We Know there is More Happening

- This is everyone's campaign. It will be grow and be shaped over the next three years by all of us.
- We can all seek and share wisdom from each other to collectively lift our state.

The Illinois Attendance Commission will highlight community and Superintendent's in its upcoming report to the General Assembly

- Illinois Attendance Commission e-mail address:
attendancecommission@isbe.net

Illinois Attendance Commission Chairperson...Antoinette Taylor

“The work of the Attendance Commission can be successful only through significant and intentional engagement with parents, educators, students and community members including but not limited to the faith based community and the business community.”

UWI-GLR-RDA-IAC

- United Way Illinois
- GLR
- **RDA: Results Driven Accountability (Special Education Initiative) Illinois' (ISBE) focus on 3rd Grade Reading**
- IAC: Illinois Attendance Commission (Illinois is the only state with an attendance Commission written in Statute)
- ***The national impact of UWI (GLR) can't be understated.***

Questions??

- What resources already exist to support such a collaboration?
- What can we do better together than what we can do alone?
- What can we do that celebrates unique qualities of separate initiatives while aligning practices to strengthen outcomes, break down silos and decrease duplication of practices?

MTSS

(Multi-tiered System of Supports)

Nationally

- LEA and SEA system of supports focus on attendance Early Warning Signs

Locally (Pre/K – Grade 12)

- LEA and SEA system of supports focus on *Whole Child, Whole School and Whole Community* which includes but does not limit indicators to attendance.

Every Student Counts Every Day Matters

Official Attendance Commission "PSA"

www.upliftfilm.com

MORE

UPLIFT PRODUCTIONS

MENU

UPLIFT PRODUCTIONS

Merri Dee

Life Lessons On
Faith, Forgiveness
& Grace

FOREWORD BY NANCY WILSON

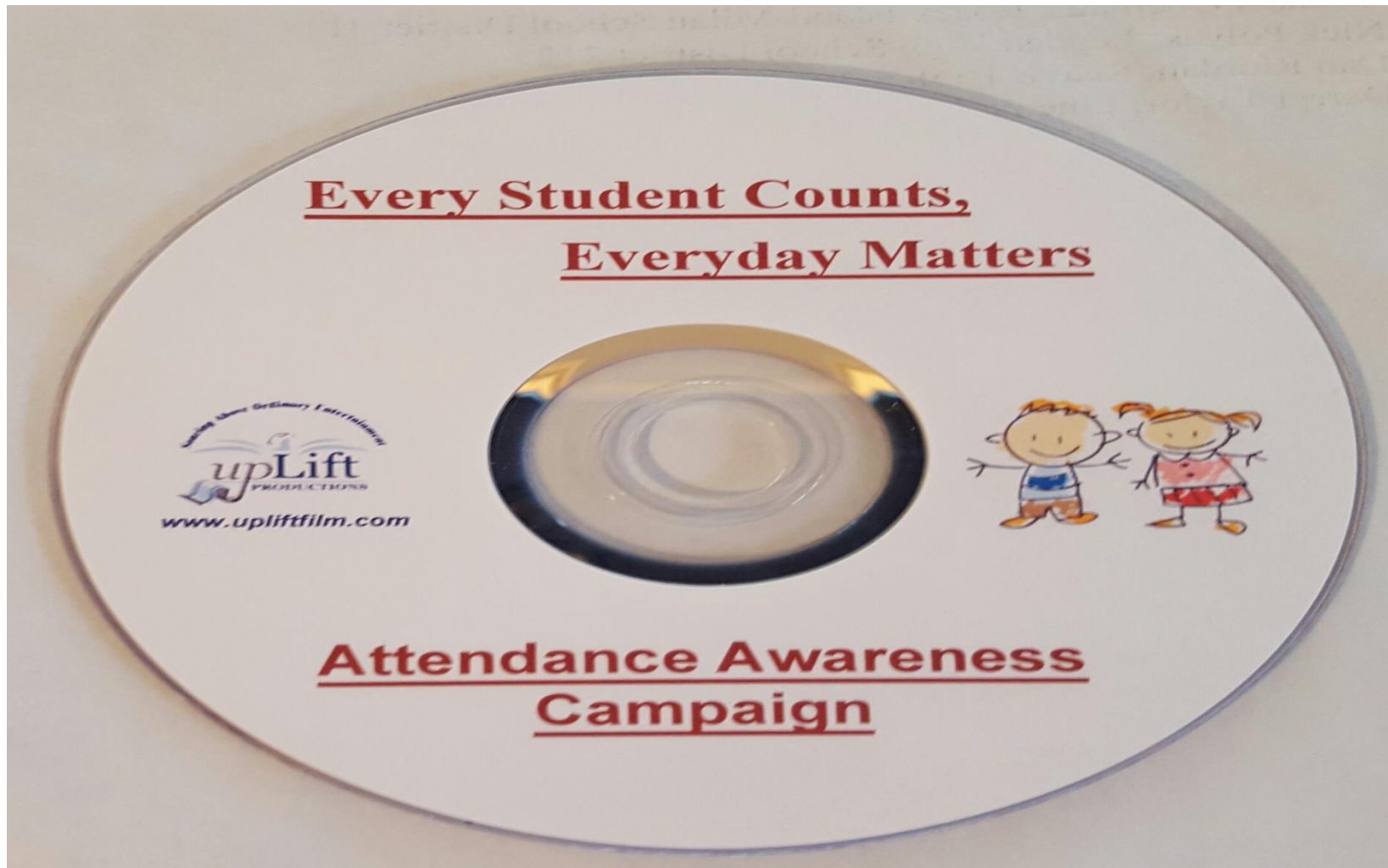
HJR11(adopted both houses) Attendance Awareness Campaign



Mr. Marion Jones and Mr. Jayden Triplett



Play "PSA" DVD here



Resources

Illinois Attendance Commission:

<https://www.isbe.net/Pages/Illinois-Attendance-Commission.aspx>

Early Childhood Center of Professional Learning

www.EClearningIL.org (MTSS Webinars – 11/1/18 & 11/13/18) (MTSS Illinois Principal's Academy – 2/20/18)

IL-MTSS N: <http://www.ilmtss.net/>

Results Driven Accountability:

<https://www2.ed.gov/about/offices/list/osers/osep/rda/index.html>