

Illinois State Board of Education 2020-2023 STRATEGIC PLAN



Illinois
State Board of
Education

STATE BOARD OF EDUCATION

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*State Superintendent
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Dear Partner in Education,

We are pleased to share with you this roadmap for Illinois public schools through school year 2022-23. This strategic plan is designed with all of you, your children, and the future of our state in mind. It defines the steps we will take to provide each and every student in our state with safe and engaging schools, excellent teachers, and equitable learning opportunities. This plan reflects both the realities and uncertainties we face today due to the COVID-19 pandemic. The pandemic has affected almost every aspect of education in Illinois – temporarily in some ways, and lasting in others. It is important that our plan is timely and reflects the changing world around us.

Our plan is built around three goals, which focus on student learning, learning conditions, and elevating educators. These goals are held together by four principles that guide our work at ISBE – equity, quality, collaboration, and community – and our responsibility to tirelessly pursue educational equity for all of our students in all of our classrooms, schools, and districts.

The goals, priorities, and strategies in this plan were deeply informed by the input, feedback, and questions we received from hundreds of stakeholders all across Illinois, including teachers, students, administrators, parents, policymakers, and community members. This deep engagement was instrumental in designing a plan that is responsive to the needs of every student and positions us for excellence.

We have already embarked on some of the strategies necessary to implement this plan and appreciate your engagement in this work. We cannot do this alone, and we hope all of our partners will stay connected with us as we move forward, though the COVID-19 pandemic may require engagement in new and different ways. Together, we can fulfill our promise to the children of Illinois.



Darren Reisberg
Chair of the Board



Dr. Carmen I. Ayala
State Superintendent of Education

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Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.

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VISION



MISSION



Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.





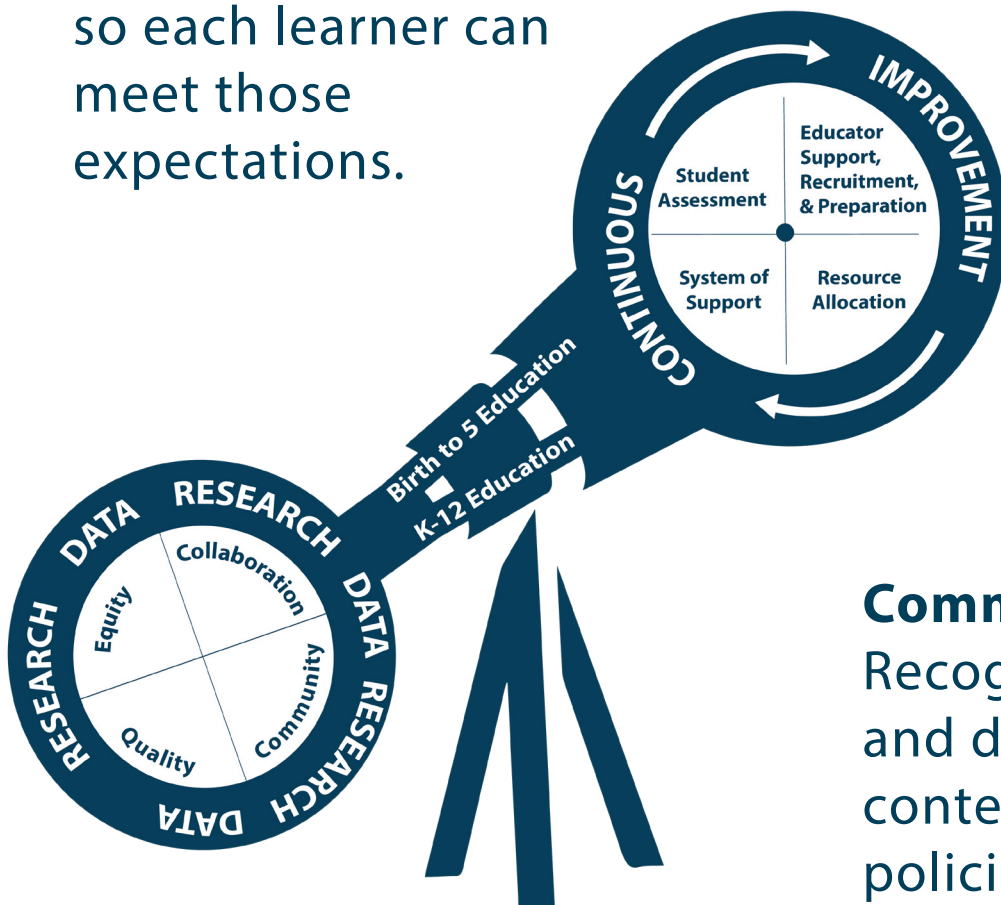
EQUITY STATEMENT

Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.



We're refocusing our work through four lenses: **equity, quality, collaboration, and community.**

Equity: Having high expectations for every learner and providing supports and resources so each learner can meet those expectations.



Quality: Holding ourselves to a high standard of excellence and service to support the high-quality work happening in Illinois schools.

Collaboration: Engaging meaningfully with practitioners, students, families, advocates, and policymakers and ensuring diverse voices have seats at the table.

Community: Recognizing each school and district's unique context and ensuring policies, practices, resources, and programs meet students' unique needs.

GOALS

The priorities outlined in this plan are framed around primary goals: **Equity, Student Learning, Learning Conditions,** and **Elevating Educators**. Each section includes some brief background on why this work matters, as well as strategies and related metrics aimed at supporting our schools and the educational opportunities for each and every student in Illinois.



- + **(Internal)** An equity impact analysis tool will guide all decisions and communications provided to the field.
- + **(External)** An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.



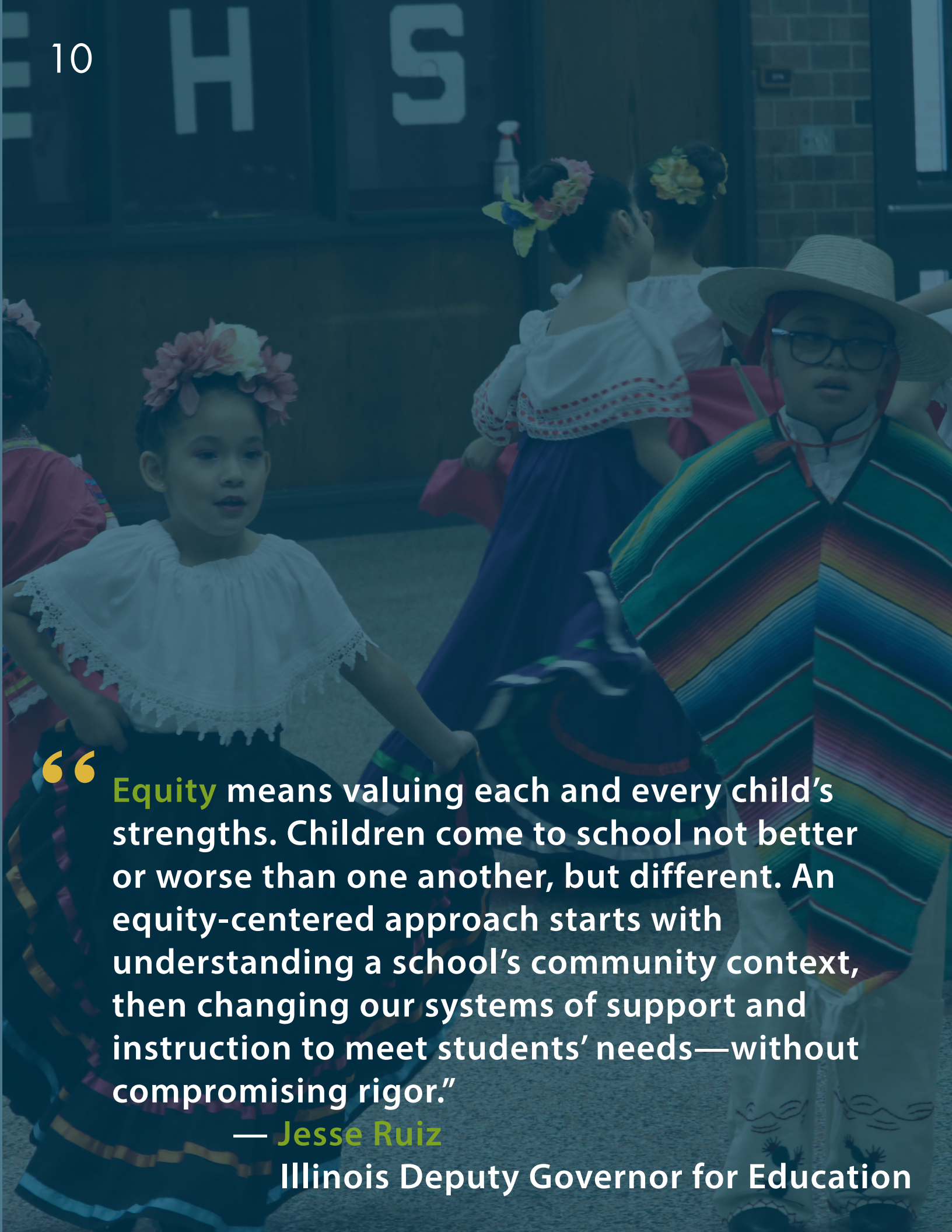
Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.



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



Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

A group of children in traditional Mexican clothing, including white blouses with lace, colorful skirts, and a colorful striped poncho, are standing in front of a building with large letters 'H S' on the wall. The image is overlaid with a dark blue tint.

“**Equity** means valuing each and every child’s strengths. Children come to school not better or worse than one another, but different. An equity-centered approach starts with understanding a school’s community context, then changing our systems of support and instruction to meet students’ needs—without compromising rigor.”

— **Jesse Ruiz**

Illinois Deputy Governor for Education

BACKGROUND

The 2019 Illinois Report Card, the most current achievement data for Illinois schools, shows we have a lot of work to do to achieve educational equity for Illinois students. The data reveal staggering achievement gaps between student demographic groups. Only 11 percent of Black students performed at grade level in math on the SAT, compared to 45 percent of white students. Nearly 20 percent of Hispanic students were chronically absent, compared to 13 percent of white students. On the Illinois Assessment of Readiness, we see a 30-point achievement gap in both math and English language arts between students who qualify as low-income and students who do not. Between students with Individualized Education Programs and students without, the gap is even wider. While 86 percent of all students graduated in four years, only 77 percent of English Learners did.

Illinois' achievement on the National Assessment of Educational Progress remained flat from 2009 to 2019. And the key to changing that trajectory is equity.

Illinois' success in expanding college and career readiness provides an example of how strategies designed to address equity can work. Illinois continues to expand access to Advanced Placement (AP) courses among students of color and low-income students by dismantling barriers to entry and providing students and educators with greater supports and resources. As a result, AP Exam pass rates keep climbing higher and higher for every racial group. Illinois also continues to expand access to career and technical education and dual credit courses. And the percentage of students needing to enroll in remedial courses in college continues to drop.

As the COVID-19 pandemic threatens to stretch the divide between the haves and have nots, ISBE's mission of equity becomes even more compelling. Equity underlies every strategy and goal in this strategic plan. But formalizing the role of equity in our decision-making and in the evaluation of our success as an educational system also serves as its own goal. The strategies under this goal seek to operationalize equity in the agency and in each school district so that we truly move the needle toward equitable student outcomes in our state.

Illinois continues to expand access to Advanced Placement (AP) courses among students of color and low-income students by dismantling barriers to entry and providing students and educators with greater supports and resources.



Equity Strategies

(Internal): An equity impact analysis tool will guide all decisions and communications provided to the field.

EG.I An internal equity impact analysis tool will be developed, implemented, and used by all agency staff.

By end of the 2020-21 school year

An equity impact analysis tool will be developed.

By end of the 2021-22 school year

All agency staff will utilize the equity impact analysis tool.

Major documents will be revised to reflect equity impact analysis.

(External): An Equity Journey Continuum will be used to publicly indicate where each Illinois school district is on its equity journey.

EG.E An Equity Journey Continuum tool will be researched, developed, and incorporated into each district's public Report Card by the 2022 reporting year.

By end of the 2020-21 school year

An Equity Journey Continuum will be developed for the field and the agency to pilot.

By end of the 2021-22 school year

Districts will pilot and provide feedback with the continuum being finalized at the end of the school year.

By end of the 2022-23 school year

The Equity Journey Continuum will be published on each school district's 2022 Report Card.

“

As a district superintendent, I know different schools need different **supports** to reach the same high expectations for student learning. My district has Comprehensive schools, and the supports laid out in this plan will help us chart a path to equity and success, through recovering from the COVID-19 pandemic and beyond.”

— **Dr. Donna Simpson Leak**
Vice Chair of the Board

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

BACKGROUND

Students began the 2020-21 school year after several months of remote learning and a summer break without many of their normal educational activities. Educators now must cement the previous year's standards, support recovery from the normal summer slide, and support new learning gains, while teaching both in-person and remotely. Successfully accomplishing these goals begins and ends with assessment and school improvement.

Equitable access to technology is key to equitable student outcomes – and not only in a remote learning environment. Even while students are learning primarily in-person, technology allows learning to be more personalized, enables students to collaborate with peers outside of school, equips students with access to the resources they need to supplement their learning at home, and develops 21st-century workforce skills. ISBE's strategic plan aims to bridge the digital divide that exists in Illinois.

ISBE's strategic plan also will build upon the IL-EMPOWER 2.0 system of supports for high-need schools. The Every Student Succeeds Act (ESSA) State Plan, approved in 2017, transformed support and accountability in Illinois to be based on multiple measures of school performance and to promote best practices for sustained change. An evaluation in 2019 produced further enhancements to Illinois' system of supports. IL-EMPOWER 2.0 now drives continuous improvement through additional funding; planning informed by standards, data, and stakeholder engagement; and partnerships that supply expertise and capacity in areas of need.

Educators now must cement the previous year's standards, support recovery from the normal summer slide, and support new learning gains, while teaching both in-person and remotely.

Lastly, ISBE's strategic plan will make assessment data more useful, accessible, and actionable for improving alignment between standards and curricula, while reducing the time spent taking assessments. Most importantly, ISBE will produce a Spanish Language Arts assessment, so Spanish-speaking English Learners can more accurately show what they know and can do, which will result in high-quality supports for their learning.



Strategies and Related Success Measures

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

By end of the 2020-21 school year

The Curriculum Evaluation Tool (CET) will be developed, refined based on stakeholder feedback, and made available to all schools/districts. A pilot of 5% of districts will use the ISBE CET.

In August 2019, 62% of districts provided one device per student. By the end of the 2020-21 school year, 75% of districts will provide one device per student.

By end of the 2021-22 school year

At least 25% of districts will use the ISBE CET and at least 10% of districts that used the CET will have maintained or improved student performance on state assessments.

By the end of the 2021-22 school year, 80% will provide one device per student.

By end of the 2022-23 school year

At least 50% of districts will use the ISBE CET and at least 20% of districts that used the CET will have maintained or improved student performance on state assessments.

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

By end of the 2020-21 school year

75% of districts participating in professional learning will report increased alignment of curriculum to Priority Learning Standards.

By end of the 2021-22 school year

50% of districts that participated in ISBE/ROE-led professional learning will have maintained or improved student performance on state assessments.

1.3 **Increase** supports for schools identified with the greatest need through ISBE's partnerships with the Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and primary support entities.

By end of the 2020-21 school year

At least 60% of Comprehensive Support schools will work with a primary support partner.

By end of the 2021-22 school year

At least 70% will work with a primary support partner to improve student growth by 3 percentage points.

By end of the 2022-23 school year

At least 80% will work with a primary support partner to improve student growth by 3 percentage points.



1.4 **Provide** tiered state-level support for schools that remain in the Comprehensive Support designation for more than four years.

By end of the 2020-21 school year

10% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

By end of the 2021-22 school year

An additional 10% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

By end of the 2022-23 school year

An additional 13% of schools will no longer be identified as Comprehensive Support based on 2018 Report Card data.

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

By end of the 2020-21 school year

ISBE will have a plan to enhance reports, create professional development resources, and release communications to expand assessment literacy.

By end of the 2021-22 school year

ISBE will have created enhanced reports and professional development resources will be completed and implemented. Illinois Assessment of Readiness reports will include Lexile and Quantile data.

1.6 **Develop** a native language assessment.

By end of the 2020-21 school year

Spanish Language Arts Standards will be developed and adopted by the Board.

By end of the 2021-22 school year

ISBE will have developed test items based on the adopted/approved Spanish Language Arts Standards.

By end of the 2022-23 school year

ISBE will have piloted the test items based on the adopted/approved Spanish Language Arts Standards. The assessment will be completed and fully implemented during the 2023-24 school year.

“

We are committed to creating an environment in which each and every student can succeed. A central part of that commitment is equipping schools to provide **safe** and **inclusive** learning conditions for every student.”

— **Darren Reisberg,**
Chair of the Board

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

PRIORITIES

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

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

BACKGROUND

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

ISBE's efforts regarding family engagement, student wellness, and safety are critical to the continued success of the state's students, especially in recovering from the traumatic effect of the COVID-19 pandemic.

Most of ISBE's current student wellness and safety efforts have evolved over the past decade and support community-based partnerships to address social and emotional learning (SEL) needs. ISBE is poised to provide statewide training on social and emotional learning, behavioral interventions, and trauma-informed care by leveraging federal programs, such as Student, Teachers, and Officers Preventing (STOP) School Violence;

ISBE's current student wellness and safety efforts include:



Overseeing the STOP School Violence Grant, which provides mental health first aid training to educators, families, and others to support adolescents experiencing trauma, struggling with addiction, or dealing with a crisis.

Building the community partnership pilot program to help districts work with community partners to address all factors impacting student learning conditions with a focus on student health and well-being.

Facilitating the 21st CCLC to support after-school academic and youth development programming for students, and literacy and educational programming for families.

Monitoring school environments by administering the 5Essentials and Youth Risk Behavior surveys.

Partnering with the School Safety Task Force to improve school safety and student wellness.

Partnering with organizations to support student health through the Student Health Advisory Committee, the Illinois Suicide Prevention Alliance, the Illinois Opioid Response Advisory Committee, and the Illinois Children's Mental Health Partnership.

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Illinois Advancing Wellness and Resilience in Education (IL-AWARE); and Nita M. Lowey 21st Century Community Learning Centers (21st CCLC).

ISBE will expand its student wellness partnerships by working with the Regional Offices of Education to develop evidence-based modules and toolkits, including the creation of age-appropriate SEL assessment and curriculum guidelines. ISBE's comprehensive system of learning supports also will promote supportive school environments. These efforts will include the development of home-school-community partnerships and assessments to determine how well schools and districts address barriers to learning, including trauma.

ISBE's strategies aim to better prepare schools to meet the needs of their dynamic populations, leading to reduced numbers of suspensions and expulsions and to students feeling safer, mentally healthier, and more welcomed at school.

Strong family engagement is essential to the success of this work. ISBE's current Family Engagement Framework serves as a guide for engagement with Illinois' districts, schools, and families. ISBE will revise the framework to align with the ESSA State Plan; increase accessibility; and give specific recommendations for parents and families, teachers and educators, and district administrators.



Strategies and Related Success Measures

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

By end of the 2020-21 school year

Each of the six Regional Office of Education regions will have established a Social Emotional Learning (SEL)/Trauma training hub.

By end of the 2021-22 school year

50% of schools in each region will have accessed SEL/Trauma training from the regional training hubs, resulting in a 15% increase in the number of students responding positively to targeted SEL questions on their 5Essentials Survey or district-identified surveys.

By end of the 2022-23 school year

75% of schools in each region will have accessed SEL/Trauma training from the regional training hubs, resulting in a 15% increase in the number of students responding positively to targeted SEL questions on their 5Essentials Survey or district-identified surveys.

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

By end of the 2020-21 school year

ISBE will provide model policies and revise guidance on safety and well-being to include non-discrimination and inclusive practices.

By end of the 2021-22 school year

There will be a 5 percentage point reduction in suspensions and expulsions of students of color.

By end of the 2022-23 school year

There will be an additional 5 percentage point reduction in suspensions and expulsions of students of color.

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

By end of the 2020-21 school year

The culturally responsive teaching and leading standards will be fully adopted and a training for higher education will be developed.

By end of the 2021-22 school year

100% of colleges and universities with approved educator preparation programs will have completed the training and 30% will have re-aligned their program in accordance with the standards.

By end of the 2022-23 school year

100% of colleges and universities with approved educator preparation programs will have re-aligned their program in accordance with the standards.

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

By end of the 2020-21 school year

Districts will report how they have met Public Act 100-0014. A revision to the compliance monitoring tool will be completed.

By end of the 2021-22 school year

ISBE will pilot an evaluation tool with 25% of districts to assist them in selecting implicit bias professional development providers.

By end of the 2022-23 school year

25% of pilot districts that completed training on implicit bias will show a 10% positive increase in both the student and teacher responses in the “Supported Environments” and “Ambitious Instruction” domains of the 5Essentials Survey.

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

By end of the 2020-21 school year

The Illinois Learning Standards for Social Science will be revised.

By end of the 2021-22 school year

ISBE will have collaborated with ROE/ISCs to develop a professional learning series focused on implementation of the revised learning standards for social science and will pilot the series with at least 100 Illinois social science educators.

By end of the 2022-23 school year

The professional learning series will be available to all social science educators and 75% of participants will demonstrate the ability to design holistic and inclusive instruction through performance tasks.

BACKGROUND¹

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

Two major forces have shaped resource allocation decision-making in Illinois since 2017: passage of the Evidence-Based Funding (EBF) for Student Success Act² and approval of ESSA State Plan. The former marked a significant change in state funding for K-12 education, establishing more predictable annual distributions to school districts, encouraging increased appropriations, and allocating any new appropriations more equitably than ever before. Meanwhile, ESSA marked a significant change in financial data reporting. Prior to its passage, per-pupil spending data were only available at the district level. ISBE implemented “site-based expenditure reporting³” in 2019 to capture these data at the school level for the first time. A statewide advisory group guided implementation to prioritize the new reporting’s value for resource allocation visibility, assessing and improving equity, exploring the relationship between investments and outcomes, and discovering best practices and innovations.

EBF’s provision of stability and equity for state K-12 funding and site-based expenditure reporting’s new look at districts’ resource allocations inspire this priority area of the strategic plan. As districts receive new dollars or stretch existing dollars, they face the challenge of spending those dollars strategically, aligning fiscal solvency with student success priorities. School system leaders know their students best and are therefore best equipped to make these decisions within their district. At the same time, the state has a responsibility to support these decision-makers by providing user-friendly data and tools, encouraging collaboration between finance and program area leaders, educating practitioners on funding expectations and requirements, and maximizing the equity of resources available to districts.

As districts receive new dollars...they face the challenge of spending these dollars strategically, aligning fiscal solvency with student success priorities.

The strategies under this priority area are intended to uphold this state responsibility and position districts to make better informed resource allocation decisions that support sustainable student success and that better balance fiscal and academic solvency.

FOOTNOTES

¹ Additional background on EBF can be found at <https://www.isbe.net/ebf>

² Full language of [legislation](#)

³ Information on site-based expenditure reporting can be found at www.isbe.net/site-based



Strategies and Related Success Measures

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

By end of the 2020-21 school year

ISBE will provide professional development on the use of the financial projection tool.

By end of the 2021-22 school year

There will be an increase of 20% of LEAs demonstrating alignment between the financial projection tool and the financial impact on program decisions.

By end of the 2022-23 school year

There will be an additional 20% increase of LEAs demonstrating alignment between the financial projection tool and the financial impact on program decisions.

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

By end of the 2020-21 school year

All LEAs will have the redesigned Evidence-Based Funding Spending Plan information available to them to equitably allocate designated funds to specific student populations.

By end of the 2021-22 school year

A revised supplement not supplant policy will be implemented. This will be validated by Title I monitoring, Resource Allocation Reviews, and site-based expenditure reporting data.

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

By end of the 2020-21 school year

Agency staff will be trained to understand and work with districts on blending and braiding.

By end of the 2021-22 school year

Up to 10 pilot districts will be selected and trained and will utilize blending and braiding.

By end of the 2022-23 school year

ISBE will increase by two the number of federal funds braided at the state level to maximize its resources to serve LEAs and will distribute all discretionary grants according to equity-based criteria.

“ Teaching is one of the most important jobs in the world. The COVID-19 pandemic has highlighted how teachers **inspire, connect, care for, and transform** – not just students, but entire communities. We will continue to uplift this sacred profession and support our teachers as they have supported each of us.”

— **Dr. Carmen I. Ayala**

State Superintendent of Education



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

BACKGROUND

ISBE launched Teach Illinois: Strong Teachers, Strong Classrooms in September 2017 to better understand the state's staffing challenges and craft a holistic set of policy solutions to address them. The 2018 publication of [Teach Illinois: Strong Teachers, Strong Classrooms](#) prompted policy recommendations designed to expand the teacher workforce by creating alternative pathways to the field based on job experience, facilitating the transition of career changers into the field, and licensing substitute teachers. In 2019, Illinois Governor JB Pritzker signed multiple bills into law in support of increasing the number of educators and educator diversity in Illinois schools.

Unfilled positions (UFPs) are the most prominent component of teacher shortages. Between 2010 and 2019, the number of full-time unfilled teaching positions more than quadrupled, with the most vacancies in special education and bilingual/English as a Second Language education. In contrast, English Learners are one of the fastest growing groups of students, accounting for 12.5 percent of all students in the 2019-20 school year.

Educators of color are also in high demand across the state. Research from the Learning Policy Institute shows that teachers of color boost the academic performance of students of color, including reading and math test scores, graduation rates, and aspirations to attend college. Studies also show that students taught by teachers of the same race are less likely to be chronically absent and less likely to experience exclusionary discipline. However, despite the increasing diversity of Illinois' students to more than 50 percent students of color, the teaching profession remains overwhelmingly white and female. Importantly, while students of color in particular benefit from having teachers of color, students of all races report favorable attitudes, including feeling cared for and academically challenged, toward Black and Latinx/Hispanic teachers.

The strategies under this goal are intended to increase the number of diverse educators who are attracted to the profession and ensure all educators of every race are prepared to work with diverse students and support their learning. These strategies are also intended to improve the support via training, coaching, and mentoring for new teachers and those in our highest-need subject areas.



Strategies and Related Success Measures

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

By end of the 2020-21 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 30% to 35%).

By end of the 2021-22 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 35% to 40%).

By end of the 2022-23 school year

The percentage of students of color enrolled in Illinois educator preparation programs will increase by at least 5% (from 40% to 45%).

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

By end of the 2020-21 school year

The school/district leadership department will be established.

By end of the 2021-22 school year

The number of diverse leader candidates across the state will increase by 5%.

By end of the 2022-23 school year

The number of diverse leader candidates across the state will increase by 10%.

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

By end of the 2020-21 school year

There will be an 8% reduction in unfilled early childhood, special education, and bilingual positions.

By end of the 2021-22 school year

There will be an additional 8% reduction in unfilled early childhood, special education, and bilingual positions (from 8% to 16%).

By end of the 2022-23 school year

There will be an additional 8% reduction in unfilled early childhood, special education, and bilingual positions (from 16% to 24%).

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

By end of the 2020-21 school year

There will be at least three partnerships focused on retention of educators of color resulting in an 8% reduction in the retention gap between white teachers and teachers of color.

By end of the 2021-22 school year

ISBE will sustain the school year 2020-21 partnerships and develop one new partnership focused on retention of educators of color resulting in an additional 8% reduction in the retention gap between white teachers and teachers of color (from 8% to 16%).

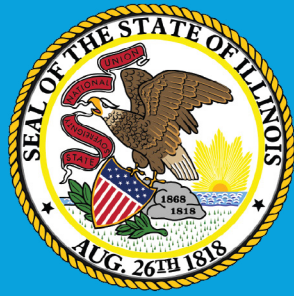
By end of the 2022-23 school year

ISBE will sustain the school year 2021-22 partnerships and develop one new partnership focused on retention of educators of color resulting in an additional 8% reduction in the retention gap between white teachers and teachers of color (from 16% to 24%).

Summary of Stakeholder Engagement

The Illinois State Board of Education engaged deeply with hundreds of stakeholders across the state during the first few months of 2020, and virtually over the summer and early fall. Hundreds of pieces of feedback were gathered from all major stakeholders, whose perspectives and experiences informed the development of this strategic plan. Feedback was gathered in three ways:

- + Community Forums.** ISBE led seven in-person stakeholder engagement sessions across the state that were open to the public. These sessions were held at the St. Clair County Regional Office of Education, Regional Office of Education #11 in Charleston, Carbondale Middle School, DuPage Regional Office of Education, Governors State University, Springfield School District 186, and the Rodolfo Lozano Bilingual & International Center. For the first time ever, ISBE also offered an engagement session presented in Spanish, which was held at the Rodolfo Lozano Center in Chicago. More than 200 stakeholders - including teachers, administrators, families, students, policymakers, and community members - attended these sessions, and they shared more than 200 pieces of feedback on the strategic plan.
- + Survey.** ISBE designed and shared a stakeholder survey on its website to gather feedback on the strategic plan. ISBE received nearly 190 survey responses from a number of stakeholders, including teachers, administrators, parents, community members, and advocates.
- + Focus groups.** ISBE led four internal focus groups with staff, as well as numerous external focus groups with stakeholders throughout the process. Stakeholder groups included, but were not limited to, the Management Alliance, the Illinois Education Association and the Illinois Federation of Teachers, Illinois education advocates, and regional superintendents.



Illinois State Board of Education

For more information, visit
www.isbe.net/strategicplan.

