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Technical Assistance Work Plan: Illinois

2007–08

Updated January 2008



**Great Lakes West
Comprehensive Assistance Center**

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Context: Year 1 and Year 2 Technical Assistance

At the beginning of its contract in early 2006, the Great Lakes West Comprehensive Assistance Center conducted needs-sensing activities with the Illinois State Board of Education (ISBE) to identify state needs and develop a long-term plan for technical assistance. Working in collaboration with ISBE, Great Lakes West staff originally identified four priority areas: high school redesign, safe schools, supplemental educational services, and district improvement.

During this time, ISBE was in the midst of significant change in leadership. In August 2006, the state superintendent announced his intention to leave the agency. During the next several months, the state was in a period of transition. In May 2007, a new superintendent was appointed. This transition significantly impacted the scope of work and technical assistance activities that Great Lakes West provided to ISBE.

High school redesign was the only originally identified project that remained part of the technical assistance activities in Year 2 and was continued into Year 3. In addition to high school redesign activities, Great Lakes West also provided limited assistance in the areas of teacher quality and response to intervention in Year 2. At the beginning of 2007, Great Lakes West redefined the priority areas with the new superintendent and the projects identified were as follows: integrated performance-based monitoring, statewide system of support, high school redesign, and parent involvement. Table 1 shows Great Lakes West goals and evidence of progress for Year 1 and Year 2 in Illinois.

To build the state's capacity, Great Lakes West provides support to help ISBE do the following: assess the improvement needs of schools and districts, develop solutions to address identified needs, build and sustain systemic support for improvement efforts, and improve the tools and systems that districts and schools need for improvement and accountability. Great Lakes West uses the five stages of the technical assistance cycle: (1) *design*, an initial exploratory phase that focuses on needs sensing, envisioning goals, and negotiating the scope of work that is agreed upon by Great Lakes West and state staff; (2) *technical planning*, detailed planning that identifies timelines, actions (including evaluation), and responsibilities; (3) *implementation*, which can include coaching, providing information, facilitating meetings, and preparing and providing events and activities; (4) *evaluation and debrief*, which includes working with state staff to interpret their evaluation of the actions and policies the state has developed; and (5) *next steps*, a review of the history of the project and, as appropriate, a reiteration of the technical assistance cycle, beginning with envisioning goals and determining and designing a new scope of work.

Table 1. Great Lakes West Technical Assistance Goals in Illinois: Years 1 and 2

Overarching goal: To deliver technical assistance that is of high quality, relevance, and utility

Great Lakes West Goals for Year 1 and Year 2¹			
Goal 1	Goal 2	Goal 3	Goal 4
To promote high school reform in the state of Illinois.	To disseminate information to districts and schools about research-based practices related to the cultivation of safe schools.	To identify and disseminate evaluation processes for supplemental educational services providers.	To develop and implement policy related to schools in restructuring, districts in corrective action, and systemically noncompliant districts.
Evidence of Progress			
Goal 1	Goal 2	Goal 3	Goal 4
<ul style="list-style-type: none"> • ISBE acquired knowledge regarding national high school reform initiatives in order to make informed decisions about statewide initiatives. • ISBE acquired needed information regarding dual enrollment, P–20 initiatives, and college readiness in order to make informed policy decisions. • ISBE provided information and resources to key stakeholder groups in the state in order maintain high-quality relationships and support collaboration. 	<ul style="list-style-type: none"> • ISBE did not go forward with the safe schools technical assistance plan. 	<ul style="list-style-type: none"> • ISBE did not go forward with the supplemental educational services technical assistance plan. 	<ul style="list-style-type: none"> • ISBE did not go forward with the technical assistance plan for schools in restructuring, districts in corrective action, and systemically noncompliant districts.

¹ Please see the section “Transition Into Year 3: Improving ISBE’s Capacity to Implement NCLB” for a description of additional technical assistance provided to Illinois during Years 1 and 2.

Transition Into Year 3: Improving ISBE’s Capacity to Implement NCLB

During its first 18 months of operation, Great Lakes West provided technical assistance to ISBE in the areas of teacher quality, response to intervention (RTI), and high school redesign. With regard to teacher quality, Great Lakes West facilitated state meetings on the Illinois highly qualified teacher plan under the No Child Left Behind (NCLB) Act, and worked with ISBE staff at the REL Midwest Research to Action Forum to develop ideas and planning relating to teacher quality issues in Illinois. Assistance for RTI included a resource guide and report on approaches to and lessons learned about state RTI initiatives. This report was developed because of a special request by the interim state superintendent as he prepared for a meeting with special education directors from Illinois and the six other states that comprise the 7-PAK Consortium of Large States. High school redesign is the only Illinois priority area that is a continuation of technical assistance activities from Years 1 and 2 into Year 3.

High school redesign became an ISBE priority in 2005, when the governor of Illinois signed the Higher Standards, Better Schools plan into law. This law increased the number of credits required for high school graduation; required students to take more mathematics, science, and writing-intensive courses; and required school districts to offer a broader range of electives and Advanced Placement courses. In addition, high school redesign is an “emerging issue” for the ISBE State Board, which at the beginning of 2006 was in the process of examining various high school redesign frameworks and conceptual approaches. As a result of initial conversations, with then-State Superintendent Randy Dunn, Great Lakes West began working with ISBE and state staff on high school redesign. It continued to be a focus of attention and priority throughout the center’s second year, particularly as ISBE entered into a memorandum of understanding with the Bill & Melinda Gates Foundation on a college and work readiness partnership.

In Year 2 of the Great Lakes West contract, staff produced a white paper for ISBE titled *Perspectives on High School Redesign: Key Considerations for a State Education Agency*. Great Lakes West provided resources from the National High School Center to the Coalition for Illinois High Schools, a prominent advocacy group of key stakeholders. In addition, Great Lakes West also provided evaluation services for the second annual conference hosted by this group. In addition, Great Lakes West provided a report to the state superintendent outlining issues related to college readiness, dual enrollment, and P–20 efforts. Great Lakes West will continue technical assistance activities related to high school redesign in Year 3 with the goal of providing research and information that support policies and other decisions related to high school redesign.

Midyear Update

During the last few months, Great Lakes West work in Illinois has been increasing. This work is focused on identifying projects with goals that might be of long-term benefit to educators in the state. Thus, Year 3 projects include work related to integrated performance-based monitoring, statewide system of support, high school redesign, and parent involvement.

Table 2 indicates Great Lakes West’s updated Year 3 technical assistance goals in Illinois for January–June 2008.

Table 2. Great Lakes West Technical Assistance Goals in Illinois: January–June 2008

Overarching goal: To deliver technical assistance that is of high quality, relevance, and utility

Great Lakes West Year 3 Goal Focus Areas			
Integrated Performance-Based Monitoring	Statewide System of Support	High School Redesign	Parent Involvement
<ul style="list-style-type: none"> • To assist ISBE staff with improving their monitoring efficiencies by: <ul style="list-style-type: none"> • Coordinating state performance-based monitoring. • Improving internal information sharing. • Creating an actionable plan to identify systemically noncompliant districts. 	<ul style="list-style-type: none"> • To identify the function and effectiveness of the current statewide system of support in Illinois and plan for its improvement. 	<ul style="list-style-type: none"> • To provide information, resources, tools, and processes that will improve statewide capacity to support districts and schools in their high school redesign efforts in order to increase academic achievement and ensure graduation. 	<ul style="list-style-type: none"> • To identify district needs related to parent involvement and coordinate SEA initiatives in order to support district improvement.

Updated Plans for Year 3

Integrated Performance-Based Monitoring

Overall Goal—To assist ISBE staff with improving their monitoring efficiencies.

Scope of Services

In May 2007, the state superintendent identified a critical need to address the growing issues related to systemically noncompliant districts. Systemically noncompliant districts are those with extensive compliance problems that do not relate solely to the district's academic or financial status or a single ISBE division. Instead, the compliance issues of these districts involve fiscal or operational mismanagement, failure to abide by state or federal requirements, or concerns across multiple ISBE divisions. Often, multiple ISBE divisions simultaneously are addressing the noncompliance issues of the same 10 to 20 school districts. In many cases, these school districts also are in financial difficulty or have management deficiencies. ISBE is working to develop an integrated performance-based monitoring system to coordinate compliance among divisions and allow ISBE to take a holistic approach as it assists these districts.

Currently at ISBE, each program area captures appropriate data for compliance monitoring in unique ways with unique site visits and corrective-action requirements. This approach is inefficient for both ISBE and the school districts. Although ISBE has extensive system resources with as many as 200 separate systems in-house, there are limitations to generating reports, providing analysis, and making data-supported decisions within and outside ISBE. ISBE wants to move toward an integrated performance-based monitoring system, modeled to some extent after what has been done within the ISBE Special Education Services division. The long-term plan is to have a system in place that integrates multiple forms of data—which would include, but not be limited to, data that provide information on how districts are performing related to programs, special education, finances, assessments, and other pertinent indicators.

A shift to this new approach will require a change in current practices at the agency. In order to support this systemic change, Great Lakes West will work with ISBE staff to create a shared understanding the current operating procedures in place, identify information that will help staff make informed decisions about the direction that ISBE wants to take, provide opportunities for staff to convene meetings, and support the project team.

Key Team Members

Key team members are as follows: Chris Koch, Ed.D., state superintendent, ISBE; Susan Morrison, special assistant to the superintendent, ISBE; Monique Chism, Ph.D., Great Lakes West Illinois state manager; Sheryl Poggi, Great Lakes West consultant; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 3 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of integrated performance-based monitoring.

Table 3. Elements of Capacity Building and Outcomes for Integrated Performance-Based Monitoring

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	ISBE Outcomes (for End of Year 3)
<p>ISBE accurately assesses the improvement needs of its districts and schools.</p>	<ul style="list-style-type: none"> • Great Lakes West will provide an overview of current monitoring practices and procedures at ISBE to cultivate a shared understanding of current practices. • Great Lakes West will review current state policies and procedures in Illinois and at other state education agencies (SEAs) for working with systemically noncompliant districts. 	<ul style="list-style-type: none"> • ISBE will have a better understanding of the components of an integrated performance-based monitoring system. • ISBE will have information that documents cross-divisional compliance processes in order to identify common indicators. • ISBE will have a review of other SEA approaches to integrated performance-based monitoring.
<p>ISBE develops solutions to address needs.</p>	<ul style="list-style-type: none"> • Great Lakes West will identify a project management framework that supports project activities. • Great Lakes West will synthesize other SEA approaches to working with systemically noncompliant districts and their integrated performance-based monitoring systems. • Great Lakes West will support interdivisional opportunities to review ISBE’s current system, identify project goals, and create a shared understanding of expected outcomes. • Great Lakes West will provide cross-state networking opportunities for ISBE staff. • Great Lakes West will identify indicators for determining risk using common ranking language or scales. 	<ul style="list-style-type: none"> • ISBE will have a project management framework to guide project work activities. • ISBE will have tools for building a common language and shared understanding related to integrated performance-based monitoring. • ISBE will have documented examples of SEA approaches to integrated performance-based monitoring and systemically noncompliant districts.
<p>ISBE builds and sustains systemic support for district and school improvement efforts.</p>	<ul style="list-style-type: none"> • Great Lakes West will assist ISBE in identifying actionable steps for designing a comprehensive model to address systemically noncompliant districts. The model will include strategies for various points of engagement and will map out exit strategies. • Great Lakes West will assist ISBE staff with long-term planning to identify potential associated costs, resources, and policy needs for implementing the plan to intervene with systemically noncompliant districts. 	<ul style="list-style-type: none"> • ISBE will have a framework for identifying and working with systemically noncompliant districts.

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	ISBE Outcomes (for End of Year 3)
<p>ISBE improves the tools and systems it employs for school improvement and accountability.</p>	<ul style="list-style-type: none"> • Great Lakes West will assist with creating a standardized reporting template for all divisions to use in their respective monitoring processes. • Great Lakes West will assist with creating an evaluation instrument or instruments to measure the impact of the ISBE’s interventions and strategies with systemically noncompliant districts. • Great Lakes West will assist ISBE staff with designing a needs-sensing strategy and tools to collect information from districts to inform the design of the ISBE integrated performance-based monitoring system. 	<ul style="list-style-type: none"> • ISBE will have a common reporting template for monitoring. • ISBE will have a needs-sensing tool to collect information from districts. • ISBE will have an evaluation plan in place to measure impact of intervention strategies.

Statewide System of Support

Overall Goal—To identify the function and capacity of the current statewide system of support and plan for its improvement.

Scope of Services

According to NCLB, “Each state shall establish a statewide system of intensive and sustained support and improvement for local educational agencies and schools...in order to increase the opportunity for all students served by those agencies and schools to meet the state’s academic content standards and student academic achievement standards” (Title I, Part A, Subpart 1, Section 1117[a][1]).

With the growing demand for assistance and the increased number of districts and schools in corrective action or restructuring, ISBE is working with Great Lakes West to move toward a more cohesive and consistently delivered statewide system of support. The technical assistance activities in Year 3 will focus on identifying the function and capacity of the current statewide system of support in order to plan for its improvement. The process for assessing and planning SSOS improvement has been developed by the Center on Innovation & Improvement (CII) in collaboration with several SEAs that participated in discussions with CII researchers about the nature and operations of their statewide systems of support; the discussions included how these systems were developed as well as their specific strengths and areas for improvement.

Specific activities will include helping ISBE accurately assess the current systems by collecting information and data from ISBE staff, regional office of education (ROE) staff, regional service provider system of support (RESPRO) providers, and district and school administrators. With assistance from Great Lakes West, an identified SEA team responsible for the oversight of the current system will complete a self-assessment, engage key stakeholders, and plan for the system’s improvement. In addition, Great Lakes West will support ISBE’s work to develop a greater involvement of and connectivity to all the ROEs and their respective RESPROs. The overarching goal of the initiative would be to ensure that regional superintendents receive relevant, accurate, up-to-date information and guidance from ISBE that provides for a consistently high-quality delivery of support services.

Key Team Members

Key team members are as follows: Chris Koch, Ed.D., state superintendent, ISBE; Susan Morrison, special assistant to the superintendent, ISBE; Rene Valenciano, assistant superintendent for educational programs, ISBE; Monique Chism, Ph.D., Great Lakes West Illinois state manager; Dr. P. E. Cross, Great Lakes West consultant; and Great Lakes West staff and subcontractors from American Institute for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 4 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of statewide systems of support.

Table 4. Elements of Capacity Building and Outcomes for Statewide Systems of Support

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	ISBE Outcomes (for End of Year 3)
ISBE accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will introduce and orientate state staff to an evidence- based framework that identifies the characteristics of an effective statewide system of support. • Great Lakes West will gather information and data to assist with the assessment of the current statewide system of support. • Great Lakes West will collect information from the regional service providers to identify systemwide needs. 	<ul style="list-style-type: none"> • ISBE will have an understanding of an evidence-based framework to guide self-assessment activities. • ISBE will have an informed understanding of the components of its current statewide system of support. • ISBE will have information to document the level of effectiveness of its current statewide system of support. • ISBE will have information about the current needs of system providers.
ISBE develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will convene a wider group of personnel and partners already involved in the statewide system of support to understand the strengths and challenges of the system. • Great Lakes West will support ISBE in its development of a more consistent theory of action for supporting schools and districts requesting support services provided by the Illinois statewide system of support. • Great Lakes West will provide opportunities for ISBE staff to improve the state’s ability to provide guidance to the ROEs by further formalizing the relationship between ISBE and the ROEs. 	<ul style="list-style-type: none"> • ISBE will have convened stakeholders to plan for improving the current statewide system of support. • ISBE will have data and information to share with key stakeholders about the capacity and effectiveness of the current statewide system of support. • ISBE will have formalized communication structures to support information sharing between the agency and the ROEs.
ISBE builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will assist with the creation of an improvement plan for the Illinois statewide system of support. 	<ul style="list-style-type: none"> • ISBE will have an actionable plan for improving its statewide system of support.
ISBE improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will assist with the creation of an evaluation plan that measures the impact of state interventions. 	<ul style="list-style-type: none"> • ISBE will have an actionable evaluation that measures the impact and effectiveness of the Illinois statewide system of support.

High School Redesign

Overall Goal—To provide information, resources, tools, and processes that will improve statewide capacity to support districts and schools in their high school redesign efforts in order to increase academic achievement and ensure graduation.

Scope of Services

High school redesign is a priority area for the ISBE State Board members. In the initial phases, the board wished to examine various high school redesign frameworks based on best practices information from researchers, practitioners, and policymakers. To support these efforts, Great Lakes West provided a report to the board in October 2006. The intent of the report was to provide state-level decision makers with information that could be used as a tool in conversations about the future of high school redesign efforts in Illinois. The report described ideological beliefs and national policies that have moved high school redesign into the spotlight; it also emphasized the major challenges facing high schools today. In addition, it provided an overview of the context in Illinois, reviewed selected high school reform frameworks, and discussed the role of an SEA in supporting statewide high school redesign efforts. This document was disseminated to ISBE staff, board members, and key stakeholders in the state, including the Coalition for Illinois High Schools.

In a continuation of Great Lakes West work to support the state and further action in Illinois, Great Lakes West in March 2006 provided information to the state superintendent so he could discuss with the board information related to college readiness, dual enrollment, and P-20 initiatives. High school redesign continues to be a priority issue for ISBE. Currently, the Bill & Melinda Gates Foundation—through its partner, Holland & Knight Charitable Foundation—is working with ISBE. Holland & Knight’s first step is to provide the board with a report that takes a critical look at ways to do the following: improve curriculum; improve coordination between elementary, secondary, and higher education; improve the state’s data systems; and target assistance to schools that need it most. The partnership will work to create an overall framework for developing and implementing policies to improve student performance beyond high school. To support ISBE’s efforts on high school redesign, Great Lakes West is collaborating with several entities—including the Coalition for Illinois High Schools and Holland & Knight—to move the work forward without replication of efforts.

Key Team Members

Key team members are as follows: Chris Koch, Ed.D., state superintendent, ISBE; Susan Morrison, special assistant to the superintendent, ISBE; Coalition for Illinois High Schools; Monique Chism, Ph.D., Great Lakes West Illinois state manager; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 5 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of high school redesign.

Table 5. Elements of Capacity Building and Outcomes for High School Redesign

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	ISBE Outcomes (for End of Year 3)
ISBE accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will work with ISBE and the Coalition for Illinois High Schools to assess the status of Illinois high schools using Illinois-specific data. 	<ul style="list-style-type: none"> • ISBE will have reports that capture the current status and challenges facing high schools in Illinois. • ISBE will have data that identify the specific needs of high school students, administrators, and teachers in Illinois.
ISBE develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will assist with the activities and planning that will support the Illinois High School Conference, sponsored by ISBE and the Coalition for Illinois High Schools. • Increase knowledge about effective strategies for improving high schools. 	<ul style="list-style-type: none"> • ISBE will have an end-of-conference evaluation instrument. • ISBE will have a tool to collect information about the current needs of Illinois practitioners • ISBE will have a report that captures evidence-based strategies for improving high schools.
ISBE builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will leverage ISBE resources to create a network of support for improving secondary schools. • Great Lakes West will assist ISBE with dissemination of new policies, initiatives, and incentives related to high school redesign in Illinois. 	<ul style="list-style-type: none"> • ISBE will have a structure in place to provide support and resources to its key stakeholder groups in the state in order maintain high-quality relationships and facilitate collaboration.
ISBE improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will provide opportunities to convene stakeholders to discuss high school redesign initiatives. 	<ul style="list-style-type: none"> • ISBE will have convened stakeholder groups and documented feedback to inform its plans for improvement.

Parent Involvement

Overall Goal—To identify district needs related to parent involvement and coordinate initiatives in order to support district improvement.

Scope of Services

Last year, the governor of Illinois signed an executive order creating the Illinois Parent Leadership Council to advise ISBE on encouraging parent involvement in their children's education. The Illinois Parent Leadership Council is seen as an intricate part of an overall strategy to continue reforming and improving schools. Specifically, the council will determine the best practices for parent involvement and will advise ISBE on resources and materials needed to implement these practices statewide.

Great Lakes West will work with ISBE staff to support parent involvement activities. Specific technical assistance will include mapping current federal requirements related to parent involvement and related ISBE parent involvement initiatives and supporting collaboration efforts between the Illinois Parent Leadership Council and ISBE.

Key Team Members

Key team members are as follows: Chris Koch, Ed.D., state superintendent, ISBE; Susan Morrison, special assistant to the superintendent, ISBE; Monique Chism, Ph.D., Great Lakes West Illinois state manager; and Great Lakes West staff and subcontractors from American Institutes for Research, Mid-continent Research for Education and Learning, and Wisconsin Center for Education Research, as areas of expertise require.

Table 6 describes the core elements of capacity building and their anticipated outcomes and evidence for the overall goal of parent involvement.

Table 6. Elements of Capacity Building and Outcomes for Parent Involvement

Core Elements of Capacity Building	Great Lakes West Activities for Year 3	ISBE Outcomes (for End of Year 3)
ISBE accurately assesses the improvement needs of its districts and schools.	<ul style="list-style-type: none"> • Great Lakes West will work with ISBE, Illinois Parent Leadership Council, the Illinois Parent Information and Resource Center, and the RESPROs to map current parent involvement activities underway, planned, or needed. • Great Lakes West will design a survey for ISBE staff to capture current parent involvement activities. • Great Lakes West will work with staff to prioritize state activities. 	<ul style="list-style-type: none"> • ISBE will have a clear understanding of federal and state requirements related to parent involvement. • ISBE will have a survey that allows it to collect information from staff. • ISBE will have a resource that identifies all of the state parent-involvement initiatives.
ISBE develops solutions to address needs.	<ul style="list-style-type: none"> • Great Lakes West will work with ISBE staff to draft an action plan that provides a holistic picture of ISBE’s activities related to parent involvement. • Great Lakes West will review frameworks that identify best practices for effective parent involvement activities. • Great Lakes West will leverage existing materials and products in order to deliver parent involvement information based on research and promising practices to RESPROs and districts. • Great Lakes West will convene stakeholders for meetings. 	<ul style="list-style-type: none"> • ISBE will have convened staff across divisions to design an actionable plan for improvement. • ISBE will have a structure in place that supports cross-divisional collaboration and communication related to parent involvement. • ISBE will have a report that synthesizes state activities and areas for improvement related to parent involvement.
ISBE builds and sustains systemic support for district and school improvement efforts.	<ul style="list-style-type: none"> • Great Lakes West will work with ISBE staff to design and implement professional development for RESPRO staff related to student, family, and community involvement strategies. 	<ul style="list-style-type: none"> • ISBE will have standardized professional development resources to provide to RESPROs.
ISBE improves the tools and systems it employs for school improvement and accountability.	<ul style="list-style-type: none"> • Great Lakes West will assist ISBE with the revision of its statewide parent involvement policy. 	<ul style="list-style-type: none"> • ISBE will have a revised statewide parent involvement policy.

Proposed Resources

Statewide System of Support

- Redding, S., & Walberg, H. J. (Eds.). (2007). *Handbook on statewide systems of support*. Lincoln, IL: Center on Innovation & Improvement. Retrieved February 4, 2008, from <http://www.centerii.org/survey/downloads/Handbook%2011%2020%2007.pdf>
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- Walberg, H. J. (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Lincoln, IL: Center on Innovation & Improvement. Retrieved February 4, 2008, from <http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf>

High School Redesign

- Herlihy, C. (2007). *State and district-level support for successful transitions into high school* (Policy Brief). Washington, DC: National High School Center. Retrieved February 4, 2008, from http://www.betterhighschools.org/docs/NHSC_PolicyBrief_TransitionsIntoHighSchool.pdf
- Kennelly, L., & Monrad, M. (Eds.). (2007). *Easing the transition to high school: Research and best practices designed to support high school learning*. Washington, DC: National High School Center. Retrieved February 4, 2008, from http://www.betterhighschools.org/docs/NHSC_TransitionsReport.pdf

Parent Involvement

- Redding, S., Langdon, J., Meyer, J., & Sheley, P. (2004). *The effects of comprehensive parent engagement on student learning outcomes*. Cambridge, MA: Harvard Family Research Project. Retrieved February 4, 2008, from <http://www.gse.harvard.edu/hfrp/content/projects/fine/resources/research/redding.pdf>