

ILLINOIS STATE BOARD OF EDUCATION
ANNUAL STRATEGIC PLANNING SESSION

Holiday Inn and Suites
Marie Litta Conference Room
3202 E. Empire St
Bloomington, IL 61704

Dress: Business Casual

Tuesday, September 21, 2010
9:00 a.m.

NOTE: The public portions of this two-day Strategic Planning Session will be audio cast on the Internet.

- I. Roll Call (9:00 a.m.)
- II. Closed Session: Board Self Evaluation (9:00 – 11:30 a.m.)
(with Gene Wilhoit, Superintendent Koch, Darren Reisberg, Susie Morrison, Jean Ladage)
11:30 – 12:30 – lunch
- III. Data Review & Strategic Plan Development Update (12:30 – 2:30)
(Superintendent Koch and Senior Staff)
2:30 – 2:45 – break
- IV. College & Career Readiness: An Analysis of Illinois Data (2:45 – 4:30)
(Jon Erickson, ACT Senior Vice President of Educational Services, and Paul Weeks, ACT Assistant Vice President of Educational Services)

Wednesday, September 22, 2010
8:30 a.m.

8:30 a.m. Reconvene/Roll Call

- V. Legislative Update and Preliminary Discussion of 2011 Legislative Proposals
Federal Update and a discussion of potential 2011 legislative proposals aligned to the goals and strategies.
(Superintendent Koch, Darren Reisberg, Nicole Wills, Cynthia Riseman) (8:30 a.m. – 11:00)

11:00 – 12:00 p.m. – break for lunch

12:00 – Plenary Session (A limited number of printed materials will be available at the meeting.)

All State Board of Education meetings listed on this agenda will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education, Phone: 217-782-2221; TTY/TDD: 17-782-1900; Fax: 217-785-3972.

Dress: Business Casual

ILLINOIS STATE BOARD OF EDUCATION
Plenary Session

Holiday Inn and Suites
Marie Litta Conference Room
3202 E. Empire St., Bloomington, IL 61704

NOTE: A limited number of printed packets will be available at the meeting.

Wednesday, September 22, 2010
12:00 p.m.

This meeting will begin immediately following lunch

VI. Plenary Session *(will begin immediately following lunch)*

- A. Roll Call/Pledge of Allegiance *(Timeframes are for planning purposes only.)*
- B. Public Participation **(12:00 – 12:30)**
- C. Resolution(s) and Recognition
 - 1. Academy for Global Citizenship: HealthierUS School Challenge Gold Award of Distinction **(p. 2)**
- D. Superintendent's Report **(consent agenda: 12:30 – 1:00)**
 - *Consent Agenda**

All action consideration items listed with an asterisk (*) are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.
 - 1. *Approval of Minutes: August 17, 2010 **(pp. 3-11)**
 - 2. *Rules for Initial Review
 - a. Part 25 (Certification) *(Linda Jamali)* **(pp. begins on p. 12)**
 - b. Part 30 (Programs for the Preparation of Principals in Illinois) *(Patrick Murphy)* **(pp. 13-34)**
 - c. Part 100 (Accounting, Budgeting, Financial Reporting & Auditing) *(Deb Vespa)* **(pp. 34-58)**
 - d. Part 675 (Providers of Supplemental Educational Services) *(Monique Chism)* **(pp. 59-68)**
 - 3. *Rules for Adoption
 - a. Part 1 (Standards) (Public Schools Evaluation, Recognition and Supervision) **(pp. 69-87)**
(Susie Morrison)
 - b. Part 22 (Code of Ethics for Illinois Educators) *(Patrick Murphy)* **(pp. 88-94)**
 - c. Part 100 Emergency (Accounting, Budgeting, Financial Reporting and Auditing) **(pp. 34-58)**
(Deb Vespa)
 - d. Part 226 (Special Education) *(David Andel)* **(pp. 95-124)**
 - 4. *Board Calendar - November 2010 and November 2011 Tentative Meeting Dates **(pp. 125)**
 - 5. *Contracts & Grants Over \$1 Million
 - a. Development of Data Warehouse *(Connie Wise)* **(pp. 126-128)**
 - b. Truants Alternative and Optional Educational Programs *(Monique Chism)* **(pp. 129-130)**
 - c. Illinois ASPIRE - Special Education Continuation Grants *(David Andel)* **(pp. 131-134)**
 - 6. Fall 2010 Waiver Report *(Winnie Tuthill)* **(pp. 135-155)** **(1:00 – 1:15 p.m.)**
- E. Additional Items/Announcements **(1:15 – 1:45 p.m.)**

VII. Adjourn

NOTE: Monthly Fiscal and Administrative Reports are now available online at www.isbe.net/board/fiscal_admin_rep

**Illinois State Board of Education
MINUTES**

**Annual Board Strategic Planning Session
September 21-22, 2010**

Holiday Inn and Suites
3202 E. Empire Street, Bloomington, IL 61704

September 21, 2010

Chairman Ruiz called the meeting to order at 9:00 a.m., followed by roll call and the recitation of the Pledge of Allegiance.

Board Members Present

Chairman Jesse Ruiz
Christopher Ward, Vice Chairman
Vinni Hall, Secretary
Jim Baumann
Andrea Brown
David Fields
Steven Gilford
Melinda LaBarre
Lanita Koster

Senior Staff Present

Superintendent Koch
Susie Morrison
Darren Reisberg
Jean Ladage

Others Present

Gene Wilhoit, CCSSO

Closed Session Motion

Dr. Vinni Hall moved that the Board go into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee;

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board,

and

Section c 16 for the purpose of self evaluation, practices and procedures or professional ethics while meeting with the Executive Director of the Council of Chief State School Officers.

She further moved that the Board may invite anyone they wish to have included in this closed session.

Dr. Ward seconded the motion and it passed with a unanimous roll call vote. The Board entered into closed session at 9:05 a.m.

The Board reconvened in open session at 12:30 p.m. on Tuesday, September 21, 2010.

Board Members Present

Chairman Jesse Ruiz
Christopher Ward, Vice Chairman
Vinni Hall, Secretary
Jim Baumann
Andrea Brown
David Fields
Steven Gilford

Senior Staff Present

Superintendent Koch
Susie Morrison
Darren Reisberg
Jean Ladage
Connie Wise
Linda Tomlinson
Beth Hanselman

Others Present

Gene Wilhoit, CCSSO

Board Members Present (cont'd)

Melinda LaBarre
Lanita Koster

Senior Staff Present (cont'd)

Linda Mitchell
Don Evans
Matt Vanover
Marsha Moffett

Data Review & Strategic Plan Development Update

Superintendent Koch and Deputy Superintendent Susie Morrison welcomed the Board and staff provided the Board with a progress update on the Board's goals and the implementation of the strategies identified to assist in achieving the goals. Superintendent Koch also thanked Gene Wilhoit, Executive Director of the Council of Chief State School Officers, for being present to add the national perspective to Tuesday's discussion.

Dr. Connie Wise led the Board through a review of data that was used to make national comparisons. (See presentation at http://www.isbe.net/board/meetings/2010/sept_strat_plan/data_review.pdf.)

Update on the Board's Strategic Plan and Implementation of the Common Core Standards

Staff shared a handout to be referred to in today's discussion of the goals and the strategies staff have developed and utilized to assist the Board in making strides to achieve the goals.

Superintendent Koch and Susie Morrison led the staff presentation on the progress toward the Board's goals. (See presentation at http://www.isbe.net/board/meetings/2010/sept_strat_plan/strategic_planning.pdf.)

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategies 1 & 2

- Revise and align PK-12 learning standards and assessments to post-secondary education and employment expectations.
- Develop and implement policies, programs, and practices that promote rigor in Illinois high schools.

Accomplishment: The Illinois State Board of Education has adopted new Math and ELA academic standards for K-12 education aligned to college and career readiness.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategy 5

- Develop and sustain a PK-20 Longitudinal Data System

Illinois Longitudinal Data System (ILDS) Project Overview

Goal – Establish the technical and management systems necessary for ISBE and its education partners to manage, link, and analyze P-20 education data.

Two federal grants support the ILDS initiative

GRANT #1: SLDS Cooperative Agreement – \$8.9M

Status

- Data Advisory Committee
 - Committee formed, 6 meetings have been held, meetings are ongoing.

- Two additional focus groups formed: Teachers (IEA, IFT); Principals and Administrators (IPA).
- Enterprise-wide Data Architecture
 - Focus groups providing additional requirements; Procurement cycle complete, vendor (PCG, Inc.) selected; Data Architecture development is underway.
- Data Stewardship
 - Two position filled; Analysis underway.
- Education Enterprise Data Warehouse
 - RFSP for Data Warehouse vendor under construction.
- Linking of ISBE data with Postsecondary and Employment Data, and use this data for Research and Analysis
 - Data Sharing Agreements in place; High School Feedback Report Data Sharing activities ongoing.

Overall Status - On schedule, within budget

GRANT #2: SLDS Expansion Grant (ARRA) - \$11.9M

Status

- Project funding received, startup July 1, 2010
- Project timelines developed
- Includes ARRA reporting requirements
- Initial planning underway
 - Acquiring additional Project Management Office (PMO) resource; Planning with Postsecondary partners (ICCB, IBHE) underway; Defining new intergovernmental agreements to manage grant activities; Alignment of Memorandum of Understanding (MOU) between ISBE and ISAC; Other procurement activities for resources to perform: Rewrite of teacher systems and collection of additional Early Childhood data

Feedback from Districts: Feedback from districts regarding the longitudinal data system has been positive. We have been able to incorporate different data systems into our SIS and that has been very beneficial to districts. In regards to common course notations and districts have been used to making those decisions locally – we have had a pilot district and have made some adjustments based on that positive feedback. Training will be rolling out in October 2010. To date there have been no negative responses.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategies 4 & 6

- Evaluate and strengthen the statewide system of support for schools and districts.
- Identify the chronically lowest performing schools in order to construct policies that support turn around interventions and create better options for students.

Ms. Morrison stated that the agency’s Statewide System of Support (SSOS), a 6-person cross division team, has been discussing aspects of a quality school, quality district, and what indicators exist which districts can use to measure effectiveness. SSOS is piloting a Rising Star tool to assist RESPRO coaches in working with districts in a continuous improvement process based on quality standards and indicators.

School Improvement Grants (SIG) grantees/partners

After an extensive 3-phase review, 10 schools in 5 districts have been awarded federal 1003g School Improvement Grants (SIG). The purpose of the SIG program is to assist the state's lowest performing schools that demonstrate the greatest need for the funds and show the strongest commitment and capability to use these funds to substantially improve student achievement. The eligible schools were those identified as Tier I and II under the State Stabilization Fund program and are considered to be the

persistently lowest achieving schools in the state. All schools included receive Title I funds or are secondary schools that are eligible but do not accept Title I.

The district must implement one of the four school intervention models approved by the U.S. Department of Education (ED). The models include the 1) Turnaround 2) Restart 3) School Closure or 4) Transformation.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Strategies 3 & 7

- Develop and implement policies, programs, and strategies to eliminate achievement gaps.
- Encourage resource allocation and consolidation of funding sources to support academic achievements at the local level.

Much of the work the Board has done as a result of the fiscal crisis has led to giving districts more flexibility by moving funding into the General State Aid Formula. In addition, the Streamlining Task Force has been taking a close look at all regional education services, including regional offices of education, intermediate service centers, special education cooperatives, education for employment systems, and learning technology centers and the support provided by the State Board of Education to City of Chicago School District 299, to determine which duties and responsibilities could be coordinated regionally to more appropriately and efficiently deliver services. Andrea Brown has been attending those meetings, the report is being finalized and the Superintendent indicated he will share that information when it becomes available.

In regards to the strategy to eliminate achievement gaps – the work that the Board and staff are doing should result in eliminating that achievement gap. Focusing on college and career readiness and improving what and how our students are taught, provide a guaranteed and viable curriculum and simplify leadership so they can support the teachers who are making the difference for our students.

In review of this discussion, Board members and staff were asked to form two groups and brainstorm the following question:

Goal 1 Reflection: Is there a policy/legislative/advocacy direction or focus the Board should initiate and support more aggressively?

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

- More aggressively reach out to legislators to push our policy agenda.
 - Where there are challenges relative to teacher shortages – Distant Learning Capabilities MUST be available!
-

Dr. Linda Tomlinson led the Board in the discussion and review of Goal 2.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Strategies

- Establish and implement policies that support standards for teacher and school leader mentoring programs that focus on teacher/leader development and student learning.
- Redesign professional development requirements for certification renewal.
- Redesign the certificate structure and increase endorsement requirements.
- Establish and implement policies and processes that support preparation programs focused on instruction and student learning.

- Manage and support grant programs that address excellence in teaching or teacher shortage areas.

Progress to Date

- 5-time limit for certification testing requirements - February, 2010
- Raised passing scores for Basic Skills test September 11, 2010
- Rules for Board Review: September
 - A revamped continuous approval for higher education programs
 - Approval process of not-for-profits entities
 - New focus for principal preparation
- Teacher and Principal Evaluation: The Performance Evaluation Advisory Council (PEAC) formed in May 2010 to work on a state system focused on performance and student growth. The group has formed 4 subcommittees working on:
 - Teacher Evaluation
 - Principal Evaluation
 - Growth
 - Support and Training Program
- Examining different types of tasks for use as assessments during student teaching
- Piloting use of video for assessment activities
- Redefining academic language for specific content areas
- Working on rubrics for alignment between evidence, commentaries, and competencies
- Forming groups to begin work on the requirements for Middle Level and Elementary endorsements

General Counsel/Deputy Superintendent Darren Reisberg took over to lead the discussion about legislation which has been passed to carry forward the policy objectives of the Board.

Five critical pieces of recent legislation

- New, rigorous teacher and principal evaluations
- Independent alternative teacher and principal preparation programs
- Comprehensive approach to longitudinal data system
- Doubled the cap for the number of authorized charter schools
- June 1, 2010: Overhauled the State's principal preparation and certification requirements

Goal 2 Reflection: Is there a policy/legislative/advocacy direction or focus the Board should initiate and support more aggressively?

Goal 2: Every student will be supported by highly prepared and effective teachers.

- Put practices in place to require grantees to set aside a portion of grant dollars to demonstrate sustainability.
- Common Assessments at H.S.
- Default Curriculum (Teach kids to THINK)
- More flexible grants

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Strategies

- Develop and implement policies, programs, and strategies to promote healthy living for students and reduce barriers to teaching and learning.
- Promote communication and collaboration among stakeholders to eliminate persistent danger in all schools.
- Implement processes to allow for prompt and appropriate action to be taken against educators for alleged misconduct.
- Streamline ISBE processes to assist school districts with respect to inspection, repair, and all other aspects of their school facilities.

Progress to Date

- Bullying as specific requirement in new principal preparation
- Streamlined process for becoming aware of and taking action against educators who have been alleged to have committed misconduct.
- Guidelines for Managing Life-Threatening Food Allergies in Illinois Schools
- NEW Electronic Direct Certification System was implemented statewide
 - This system is used for determining student's eligibility for free meals through the National School Lunch and School Breakfast Programs or free milk under the Special Milk Program without completing a Household Eligibility Application.

Goal 3 Reflection: Is there a policy/legislative/advocacy direction or focus the Board should initiate and support more aggressively?

Goal 3: Every school will offer a safe and healthy learning environment for all students.

- Move forward on approving and hopefully funding assessments (interim/benchmark/end of course) so we have more consistency within and across school districts. (Improved technology to deliver/score assessments.)
- Extend school year and day
- Consolidate school districts
- SIS for community colleges, colleges, and universities aligned to 0-12 SIS and to work force.

Strategic Plan Discussion Wrap-up: Ms. Morrison indicated that the work on the Strategies for the Board's goals continues to be a work in progress, and the State Superintendent and his leadership team, as well as the hundreds of great employees in the agency to do our very best to deliver on the promises the Board has made in the strategic plan.

Superintendent Koch commented that with the Common Core Standards, with the Longitudinal Data System, and with our work on quality teachers and principals, we have been working with the higher education systems in Illinois from the beginning. That collaboration is well worth the time and effort.

The Board thanked staff for the hard work and the progress made to date.

Susie Morrison recognized the education stakeholders in the audience and asked them to stand and introduce themselves.

Jane Quinlan, Regional Superintendent, representing IARSS
Diane Rutledge, Exe Director, Large Unite District Association (LUDA)
Cynthia Woods, Director of Advocacy, Illinois Association of School Boards
Ericka Lindley, Executive Director, ED-RED
Anne Hoffman, Assistant Director, ED-RED
Sharon Teefey, Illinois Federation of Teachers
Sarah Hartwick, Education Analyst, House Republican Staff
Daryl Morrison, Illinois Education Association
Robert Bartels, Citizens Advisory Council Member, McLean County Unit 5

College & Career Readiness: ACT Data

Superintendent Koch introduced Jon Erickson, ACT Senior Vice President of Educational Services and Paul Weeks, ACT Assistant Vice President of Educational Services. They have been asked to review Illinois' data and discuss opportunities available to assist more students to meet benchmarks.

Mr. Erickson indicated that ACT has become more involved in the practice and policy aspects to better present the information in a more meaningful fashion for the entire education community - from state boards, governor's offices, legislators, local boards, teachers and parents. Mr. Paul Weeks led the Board

in reviewing and discussing the ACT data.
(http://www.isbe.net/board/meetings/2010/sept_strat_plan/act_pres.pdf.)

The data reviewed was from the 2010 graduating class, from the graduates' most recent ACT score. College and career readiness refers to a level that would give the student an opportunity to enter into a credit bearing college course in a 2 or 4-year institution or a work force training program and realize success without remediation.

Mr. Erickson added that ACT just released a report called *Mind the Gaps*, which looks at post-secondary success of students from racial, income and curriculum aspects. He welcomed members to sign up for policy alerts on their website at <http://www.act.org/research/subscribe.html>.

Mr. Weeks closed by stating that ACT stands ready to be a resource to the Illinois State Board of Education and will welcome questions at anytime.

Ms. Morrison thanked Mr. Erickson and Mr. Weeks and commented that she feels Illinois is in a good place as we begin to transition to the Common Core Standards because we were early partners with ACT in using their benchmarks to guide instruction in Illinois.

Mr. Ruiz announced that the Board would recess at 4:40 p.m. and would reconvene on Wednesday, September 22, 2010, at 8:30 a.m.

September 22, 2010

The Board reconvened in open session at 8:30 a.m., followed by roll call and the recitation of the Pledge of Allegiance.

Board Members Present

Chairman Jesse Ruiz
Christopher Ward, Vice Chairman
Vinni Hall, Secretary
Jim Baumann
Andrea Brown
David Fields
Steven Gilford
Melinda LaBarre
Lanita Koster

Senior Staff Present

Superintendent Koch
Susie Morrison
Darren Reisberg
Jean Ladage
Connie Wise
Linda Tomlinson
Beth Hanselman
Linda Mitchell
Don Evans
Matt Vanover
Marsha Moffett
Deb Vespa
Michelle Heninger
Nicole Wills
Cynthia Riseman

Others Present

Gene Wilhoit, CCSSO

School District Reorganization

Superintendent Koch and Darren Reisberg stated that although not officially a proposal from ISBE, staff is taking this opportunity to discuss the issue of school district reorganization as there may be legislation introduced relative to school consolidation.

Linda Mitchell and Deb Vespa led the Board in a review of the history and challenges of school district reorganization in Illinois. The following is excerpted from the presentation.

History

School District reorganization initiatives began in Illinois in 1899, with the first consolidation petition in 1903. Although different needs have driven reorganization in the past, one critical area of concern today

is the fiscal viability of school districts as to insure that they are able to provide the highest quality educational opportunities for students. In addition to financial motivations for reorganization, research demonstrates that for high school students, school size can make a difference in both achievement and in the number of course offerings available. Each reorganization situation is unique and depends on the individual circumstances of the school districts involved.

From FY 1984 to FY 2010, the number of school districts has decreased from 1,008 to 869, a reduction of more than 13 percent. From 1986 to 2010, the state has made incentive payments totaling \$155.6 million.

There are six types of reorganizations:

- **Annexations** (69 since 1984) – One district dissolves and annexes into another district. The dissolving district assumes the tax rates, board members, etc. of the district they are annexing into. No new district is formed.
- **Consolidations** (56) – Two or more districts dissolve and form a new district. A new board is elected, new tax rates are established, etc.
- **Hybrids** (1) – Dual high school districts and their feeder elementary school districts vote to determine if their communities would approve them become a unit district. For the elementary territories that approve the vote, a unit district is formed. If an elementary territory does not approve the referendum that district remains an elementary dual district that now feeds into the newly formed unit school district. (The only hybrid formation Illinois has experienced was the formation of the Flanagan-Cornell Unit 74 school district. This district was established in July 2008 from the previous Flanagan CUSD 4 and Cornell HSD 70. The Cornell elementary district remains in operation. When those students reach high school, they “feed” into the newly formed unit district instead of the now dissolved high school district.
- **Deactivations** (13) – The community of the deactivating elementary attendance center or high school attendance center approves the measure by referendum. If approved, the district pays tuition for the students from the deactivated attendance to the receiving district. (The latest deactivation was in school year 2010. Crescent-Iroquois CUSD 249 deactivated their high school and they now pay tuition for their 9-12 students to attend Cissna Park CUSD 6, Iroquois County CUSD 6, or Iroquois West CUSD 10.)
- **Cooperative High Schools** (1) – Two or more districts enter into an intergovernmental agreement to form a cooperative. The high school students of the member districts attend the cooperative. The member districts pay tuition to the cooperative for the education of their students. (In July 2009, Paris CUSD 4 and Paris-Union SD 95 entered into an intergovernmental agreement to form the Paris Cooperative High School.
- **Conversions** (1) – Two or more unit districts convert into elementary dual districts and one high school district. For example, if two unit districts converted, the end result would be two elementary and dual districts and one dual high school district.

Issues

Through the years there have been many unsuccessful reorganization referenda. Many of these referenda were not successful because they did not address the following community concerns:

- Loss of identity or voice
- Sentiment over the loss of mascot and school colors/rivalries/sports
- Tax rates
- Transportation of younger students
- Closing of community schools
- Test scores
- Delayed incentive payments

For the state government and local school districts, there are potential concerns:

- Cost of incentives
- District staff retention
- Closing of facilities

Possible Reasons for Reorganization

When deliberating potential revisions to reorganization possibilities, several factors may be considered such as:

- Dual districts
- District size
- Student Performance
- Wealth/finances

Recent legislation in other states include:

- Indiana – SB 521 from the 166th Session would have required Indiana districts with less than 500 students to merge. It further would have required districts with 499-100 to merge unless they could demonstrate they met certain standards. Charter schools were exempted. Districts failing to merge by 2013 would have been subject to a comprehensive reorganization plan to be developed by the state board of education. The bill passed first reading and was referred to committee, but was later withdrawn.
- Kansas – In the spring of 2010, HB 2728 would have required Kansas school districts to have a minimum of 10,000 students in order to reduce administrative and non-instructional expenses. The bill died in committee. From the 1960's until 2000, the number of districts was reduced from about 2,600 to 304 through legislative action. Later, the 1999 legislature passed KSA 72-7533 which required the state board of education to undertake a comprehensive boundary study of Kansas school districts. The study concluded that the total number of districts could be further reduced to 255-284. That same session KSA 72-6445 was passed to provide financial incentives for districts to voluntarily consolidate. Voluntary consolidations reduced the number of districts from 304 in 2000 to 295 in 2009.
- Maine – In April 2008, a mandatory consolidation law was enacted requiring Main's 285 school districts to consolidate to 80 new districts by January 2009. Every district is required to convene its own reorganization planning committee. Reorganization plans (but not alternative plans) are subject to voter approval. Governance is by regional school unit boards and districts must attempt to form regional school units of at least 2,500 students. The law allows exceptions. Non-compliance or voter rejection at referendum means monetary penalties through withholding of state education funds. By October 2009, 32 alternative plans and six reorganization plans had been approved (out of the 80 necessary). On November 4, 2009, a state-wide ballot measure to repeal the law was defeated; thus, the statute is still in effect.
- North Carolina – SB 265 would have funded only one local school administrative unit in each county, forcing some mergers. The amount allotted per county is based on total average daily membership of all units located in the county. In February 2009, the bill was referred to committee and has not resurfaced.

The same Senate sponsor had proposed an identical bill (SB 120) during the 2007 session but was told by the education committee that the legislature would need more time for consideration.

Considerations for future Illinois legislation

Future legislation may stimulate the organization process. In addition to consideration of dual districts, district size and district performance, the following possible initiatives could be considered for potential legislation:

- **Change the language of compact and contiguous:** Currently, school districts must be compact and contiguous to be eligible to reorganize. Consideration could be given to requiring districts to remain compact but not necessarily contiguous. Compact would be statutorily defined. If contiguous was not required, districts considering reorganization would have a larger pool of area districts with which to have such discussions.
- **Provide new incentives**
 - Building construction
 - Pupil transportation incentives
 - Low income incentives
 - Tax differential incentive

- **Require feasibility studies for districts that may be candidates for reorganization.**
 - School districts having an enrollment of less than 625 for elementary districts, 250 for high school districts, or 875 for unit districts.
 - All dual districts
 - Small districts that have not been meeting the Three-Year Average Percentage Proficiency Standard

Presentation Conclusion

There are many considerations in drafting legislation mandating school district reorganization. Eight hundred sixty-nine (869) districts were reviewed and district type, size, wealth and student performance were studied.

- Although dual districts could be reorganized to gain operating efficiencies, there does not appear to be a correlation between student performance and type of district.
- Districts of smaller size could also be reorganized to obtain operational efficiencies. It does appear that larger high school districts have better student performance. This could be related to their ability to offer more AP courses and provide a larger variety of classes than smaller districts. District size does not drive district wealth and finances. In every range of district size there are districts with lower EAV per pupil than the state average as well as districts with a significantly higher EAV per pupil than the state average. School district financial profiles appear to be better in smaller school districts with smaller districts being more likely to achieve recognition status in the evaluation. However, it is known that less wealthy districts can face struggles in offering students AP courses, art, music or a variety of elective classes. This makes it difficult for these students to continue on to college or obtain a career after high school.
- While there is not currently a correlation between district size and student performance on the ISAT and PSAT further analysis would be warranted as we refine our assessments and incorporate other data variables as they become available through the Longitudinal Data System (such as data about high school courses available to students).
- For efficiency measures and the ability to provide an enhanced curriculum, smaller school districts could be reorganized into larger unit districts and dual districts could be reorganized into larger unit districts. Education could be delivered in fewer buildings at a reduced facilities cost. District administrators would be able to specialize in areas such as curriculum or business affairs to improve the level of services after smaller districts combine.

School District Reorganization - Discussion wrap-up

Superintendent Koch and Darren Reisberg indicated that staff will be bringing more detail about ISBE's legislative agenda back for further discussion and direction in December and January. While we do not have a legislative proposal for school district reorganization at this time, there will be bills introduced by others which staff will discuss in future committee meetings in order to get direction on the Board's/Agency's position on those bills as well as suggestions for potential amendments. Senator Lauzen has introduced legislation in the past and he continues to be interested in further pursuing district reorganization. His most recent proposal would have required regional superintendents to conduct a reorganization study by region. The questions then would be how those studies are covered financially and how objective the outcomes of the studies would be.

Staff are keenly aware that there is no one-size-fits-all solution. In addition, the data around student achievement and financial profile based on district size are conflicting, so there is no single answer. The Board will be kept informed as bills are introduced and amended during the upcoming sessions of the General Assembly.

Chairman Ruiz asked stakeholders in the room if they had any comments they wished to share on the issue. Dr. Diane Rutledge of the Large Unit District Association commented that LUDA represents the 55 largest districts in the state. Within those 55 districts, are more than half of the students in the State of Illinois. Although there is no data to conclusively show that unit districts' students achieve higher scores, there is evidence that shows that the larger districts are able to provide more opportunity for their

students, able to offer the most courses/opportunities and there is alignment in a unit district that provides for a smoother transition from the elementary/middle school into high school. Not only is there alignment and consistency within a unit district, there is also an efficiency factor. There is one board overseeing students from Pre-K through high school, one superintendent, and one system for infrastructures (transportation/facilities) to be supported in that one community.

Cynthia Woods, from the Illinois Association of School Boards, added that as the Board continues to look at school district reorganization, the original Education Funding Advisory Board had a subcommittee that focused on this issue and she recommended that report be pulled and reviewed once again. In such a diverse state as Illinois, there is no easy solution.

Superintendent Koch thanked the stakeholders for their input and indicated that the Agency is now aggregating more data and the data is being used to make recommendations and decisions based on outcomes. This is a complex policy decision that will continue to be brought to the table.

The complete study presented to the Board on September 22, 2010, can be found at (http://www.isbe.net/board/meetings/2010/sept_strat_plan/sd_reorg_pres.pdf.)

Legislative Update and Preliminary Discussion of 2011 Legislative Proposals

Darren Reisberg indicated that again this year staff would like to have a preliminary discussion about prospective legislation. Over the past several months, the Agency's Governmental Relations staff have been working with Agency divisions to develop legislative proposals for the spring 2011 legislative session.

Mr. Reisberg began by providing an update on the status of the task forces established in the 96th General Assembly.

- **The School Bullying Prevention Task Force** is charged with exploring the causes and consequences of bullying in schools, identifying promising practices in school districts that reduce incidences of bullying and evaluating the effectiveness of schools' current policies and bullying prevention programs. A report on the task force findings is due to the Governor and General Assembly on or before March 1, 2011. The State Superintendent is responsible for making all appointments to the Task Force. He has already done so and we anticipate the Task Force having its first meeting in early October. The Agency has developed a webpage for this Task Force. See <http://www.isbe.net/SBPTF/default.htm>.
- **The Instructional Mandates Task Force** will examine current instructional mandates governing public schools and make recommendations concerning existing mandates and the imposition of future mandates. In addition, the Task Force is to include in its recommendations information about necessary funding to carry out the identified instructional responsibilities. A report on the recommendations and findings is due to the Governor and General Assembly on or before July 1, 2011. The Agency has developed a webpage for this Task Force. See <http://www.isbe.net/IMTF/default.htm>. (Note that the work of this Task Force will build off of work begun by the Blue Ribbon Committee on Mandates that met twice in April 2010. http://www.isbe.net/blue_ribbon/default.htm.)
- **The Performance Evaluation Advisory Council** has been meeting monthly since May 2010. This group is charged with (a) assisting the State in development the system of supports necessary for teacher and principal evaluation reform (including developing appropriate templates, data systems, and evaluator pre-qualification and training programs) and (b) making recommendations to the State on critical decision-points related to the incorporation of student growth in these reformed evaluations. The Council is comprised of representatives from school management, teachers unions, and higher education, as well as national experts in the area of evaluation reform. The Agency has developed a webpage for this Council. See <http://www.isbe.net/PEAC/default.htm>.

Pending Federal Legislation – While the information in the packet does not include every federal education-related bill (over 171 bills have been introduced), the summary provides a range of issues currently before Congress. (http://isbe.net/board/meetings/2010/sept_strat_plan/leg_update.pdf)

Potential ISBE legislative initiatives for spring 2011 session of the Illinois General Assembly include:

- Revamping the Educator Certification System (Article 21 of the School Code);
- Aligning State and Federal Accountability Standards;
- Further alignment of Financial Oversight Panels and School Finance Authorities;
- Revisions to the Textbook Loan Program;
- Removing bilingual education from the Educational Services Block Grant for Chicago;
- Permanently terminating the General State Aid Hold Harmless program;
- Applying the Alternate Double Whammy formula to all Property Tax Extension Limitation Law (PTELL) to school districts statewide (to address the General State Aid-related issues raised by School District U-46 and others);
- Less Red Tape/Clean-up; and,
- Elimination or Modification of Unfunded Mandates.

Mr. Reisberg added that the Board has discussed the possibility of more aggressively reaching out to legislators to advocate for ISBE's legislative proposals. He suggested that the Governmental Relations staff develop a listing of not only legislators in each Board member's home district but also dividing the legislators in the House and Senate Education Committees and perhaps the two appropriations committees. Staff would then allot a period of time while the Board and the General Assembly is in Springfield to allow members to make visits in the Capitol to promote their legislative package.

Mr. Reisberg identified Sarah Hartwick, an Education Analyst in the Illinois House, and thanked her for attending. Ms. Hartwick indicated that she works for the House Republican staff and her members are always willing to hear every side of each piece of legislation, so they welcome the personal interaction and will be happy to help in this effort.

The Board took a break and then immediately went into plenary session.

(See September 22, 2010 plenary minutes under separate cover.)

**Illinois State Board of Education Meeting
September 22, 2010
Holiday Inn & Suites
Marie Litta Conference Room
3202 East Empire St.
Bloomington, Illinois**

**RECONVENE
ROLL CALL/**

Mr. Jesse Ruiz, Chairman, reconvened the Board for the plenary session at 12:30 p.m. All members were present as recorded at 8:30 a.m. roll call on Wednesday, September 22, 2010. Dr. Christopher Koch, State Superintendent of Education, was also in attendance.

**PUBLIC
PARTICIPATION**

Debbie Meisner-Bertauski, Education Director of Academic Affairs at the Illinois Board of Higher Education (IBHE) discussed the school leader rules, (Part 30) Programs of the Preparation of Principals in Illinois. She noted that these rules are the result of five years of work by hundreds of stakeholders. Within these rules the Board will find standards for the development of rigorous, competency-based programs that will prepare principals with the skills and knowledge necessary to build school capacity with teachers, students, families and community members, and to create a culture focused on student learning and success. Ms. Meisner-Bertauski stated that the IBHE wishes to declare their strong support for the proposed school leadership rules presented today and for the subsequent reapproval of programs aligned to these new requirements.

Diane Rutledge, Executive Director of Large District Unit Association (LUDA), spoke in support of the principal preparation rules. Ms. Rutledge commented that a school in need has never been turned around without the leadership of a strong principal. In order for that to happen, Illinois must ensure that we are preparing our leaders to rigorous standards and expectations. Ms. Rutledge noted that these rules will ensure competent leadership and that there are highly selective gates for entrance into a program, and challenging assessments for successful completion. Ms. Rutledge asked that the State Board support the principal preparation rules so that Illinois districts may experience the many facets of these rules in their schools.

Steve Tozer, from the University Illinois Chicago, discussed the national movement to strengthen school principal development. The movement is about improving student learning in schools. Mr. Tozer stated that the single strongest and most cost effective way to improve student learning in lower performing schools is to put an outstanding principal in all of these schools. The reason this movement is taking place nationwide is that outstanding school leaders can improve student performance in even the highest need schools in the country. National consensus has shown that the key ingredients in successful programs are:

1. They have a close partnership with school districts in the design and implementation of assessment and preparation programs.
2. The programs focus on student learning outcomes in PreK-12 schools.
3. The programs must have selective admissions.
4. They must have extended paid internships with a rigorous assessment of candidates during the internship.
5. They must have an assessment of programs by the candidates achieving school leadership positions and documented impact on student learning outcomes in schools.

Mr. Tozer closed by saying that the proposed rules for SB 226 address most of these dimensions and he urged the Board to support them.

Samantha Aiger-Treworgy, Policy Associate from the Ounce of Prevention Fund, spoke in support of the new Principal Preparation Endorsement proposal. Ms. Aiger-Treworgy noted that research indicates that effectively trained principals are a cost-effective and critically important element for both improving teaching and learning environments and

promoting student success. The Ounce of Prevention would like to applaud the following two components:

- The requirement that principal preparation programs provide curricula that addresses student learning at all age levels, from grade school through grade 12.
- The inclusion of a substantial internship process as part of the Principal Preparation Endorsement.

While these two components of the Proposed Preparation Endorsement structure are significant strides towards building in the investments in early childhood in Illinois, the structure does not specifically include elements concentrating on children's learning from birth. Basic language, communication, and social-emotional skills (essential building blocks of school readiness) are formed in the first three years of life. Including specific content in the vital learning that begins at birth in the new Principal Preparation Endorsement can only enhance the school leader's understanding of the developmental continuum. Ms. Aiger-Treworgy thanked the Board for their continued commitment to the education of Illinois's children and all of our future.

Erika Hunt from the Center for the Study of Education Policy at Illinois State University and Director of the Illinois State Action for Education Leadership Project shared with the Board two documents containing recent data; the first one was from Learning Point Associates entitled "Illinois Principal Certification Survey: Results and Main Findings" and the other was ISBE's "Enrollment Growth and Completion Data 2008-2010: Illinois Principal Preparation Programs". The documents included views from the field on SB 226 and enrollment data from principal preparation programs in Illinois. Dr. Hunt commented that leadership matters, and effective leadership is needed in order to provide high quality teaching and learning for all kids in Illinois.

SB 226 requires that all principal programs be redesigned to align with new outcomes based criteria and in partnership with school districts. Dr. Hunt pointed out that during the process, there were comments that these proposed changes would be difficult and would not be supported by rural districts. However, the survey results show that the majority of superintendents support the proposed changes to principal preparation programs as a result of SB 226. Dr. Hunt asked that the board members take time to read the data she has shared; data from the field showing agreement with the content of these rules, and enrollment data showing a scary trend if rules are not tightened to prevent this continued practice. Dr. Hunt urged the Board to support the content of these rules.

Ellen Gallagher, Regional Project Director for Recording for the Blind & Dyslexic (RFB&D), distributed copies of the RFB&D FY 2010 Year End Report. Ms. Gallagher spoke on the accomplishments of RFB&D and their plans for the future. She thanked the Board on behalf of the students whose lives they have enhanced and the teachers they have helped equip to meet the needs of all students. Ms. Gallagher commented that she will be back in the future to report on the progress they have made with the funds they received for FY11.

Jane Quinlan, Regional Superintendent of Champaign-Ford Counties, **Rich Myers**, Regional Superintendent of LaSalle County and **Gene Goeglein**, Regional Superintendent of Kane County spoke on the concerns they have with the 9.2% reduction in the salary line of Regional Superintendents and their Assistants. Superintendent Myers noted that it is clearly stated in statute and reconfirmed by several legislative leaders that salaries of regional superintendents and assistants are protected by statute, and these salaries cannot be diminished during the course of their elective terms of office. There are many legal issues that need to be resolved regarding this concept and they asked that the State Board Education at this time continue to pay their salaries at the FY10 level until additional information is made available to all parties involved.

Dr. Koch stated that the salary issue is a concern, and he is inclined to recommend to the Board to continue paying out at this year's salaries through the Fall Veto Session. Dr.

Koch noted, however, that, if salaries continue to be paid at FY10 levels, and no supplemental appropriation is passed by the General Assembly, the reduction to the regional superintendents and assistant superintendents in the end

Darren Reisberg, General Counsel, clarified to the Board that the Governor's action in reserving the 9.2% did not directly affect the biweekly salary amount—it just reduced the overall appropriation amount. Thus, the State Board would not be doing anything contrary to applicable law by keeping the salaries at FY10 levels for the time being. stand.

**RESOLUTIONS &
RECOGNITION**

Dr. Ward moved that the State Board of Education, with its sincere appreciation and respect, adopt the resolution honoring the Academy of Global Citizenship for their commitment and dedication to providing the healthiest learning environment possible. Dr. Fields seconded the motion and it passed unanimously with a voice vote.

**CONSENT
AGENDA**

Motion:

Dr. Hall moved that the State Board of Education hereby approves the consent agenda items as presented. Dr. Ward seconded the motion and it passed with unanimous roll call vote.

The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education hereby approves the minutes for the August 17, 2010 Board meeting.

**Rules for Initial Review
Part 25 (Certification)**

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Certification (23 Illinois Administrative Code 25) including publication of the proposed amendments in the Illinois Register.

Part 30 (Programs for the Preparation of Principals in Illinois)

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Programs for the Preparation of Principals in Illinois (23 Illinois Administrative Code 30) including publication of the proposed amendments in the Illinois Register.

Part 100

(Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for Requirements for Accounting, Budgeting, Financial Reporting, and Auditing (23 Illinois Administrative Code 100).

Part 675

(Providers of Supplemental Educational Services)

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for Providers of Supplemental Educational (23 Illinois Administrative Code 675) including publication of the proposed amendments in the Illinois Register.

Rules for Adoption

Part 1 (Standards) (Public Schools Evaluation, Recognition and Supervision)

The State Board of Education hereby adopts the proposed rulemaking for Standards, Public School Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 22 (Code of Ethics for Illinois Educators)

The State Board of Education hereby adopts the proposed rulemaking for Code of Ethics for Illinois Educators (23 Illinois Administrative Code 22). Further, the Board authorizes

the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 100 Emergency (Accounting, Budgeting, Financial Reporting and Auditing)

The State Board of Education hereby adopts the emergency rulemaking for Requirements for Accounting, Budgeting, Financial Reporting, and Auditing (23 Illinois Administrative Code 100).

Part 226 (Special Education)

The State Board of Education hereby adopts the proposed rulemaking for Special Education (23 Illinois Administrative Code 226). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules

Board Calendar

November 2010 & November 2011 Tentative Meeting Dates

The State Board hereby changes the tentative dates of the November 2010 and November 2011 tentative Board meetings to November 19, 2010 and November 18, 2011.

Contracts & Grants Over \$1 Million

Development of Data Warehouse

The State Board hereby authorizes the Agency staff to release a Request for Sealed Proposal for the development of a Data Warehouse and to enter into a contract with the successful bidders through June 30, 2013 not to exceed \$2,933,300 in total. The resulting contract will have 5 possible renewals.

Truant Alternative Optional Education Program Grants

The State Board hereby authorizes the State Superintendent to enter into a grant agreement in FY 2011 with St. Clair ROE 50 for a term to end no later than June 30, 2013. Funding in FY 2011 will not exceed \$422,248.

Illinois ASPIRE- Special Education Continuation Grants

The State Board hereby authorizes the State Superintendent to enter into continuing grant agreements not to exceed the specified amounts, with each of the following entities in FY 2011: NSSD (\$500,000), ROE 48 (\$240,000), CPS 299 (\$310,000) and SIU-E (\$230,000). Such grant agreements will provide for each entity's receipt of an IDEA, Part D discretionary grant for the purpose of providing a coordinated, statewide approach to technical assistance and support for the implementation Rtl.

END OF THE CONSENT AGENDA

**FALL 2010
WAIVER REPORT**

Dr. Fields moved that the State Board Education hereby forwards the 66 waiver requests summarized in the Fall 2010 report, and the one appeal of a State Board denial of a request to waive rules pertaining to Transitional Bilingual Education, to the General Assembly without comment. Dr. Hall seconded the motion and it passed with a unanimous voice vote.

**ADDITIONAL
ITEMS/
ANNOUNCEMENTS**

Chairman Ruiz announced that Dr. Proshanta Nandi, the representative from the Illinois Board of Higher Education (IBHE) was not able to attend today's meeting but had provided the Board with a written summary.

**IBHE Liaison
Report**

Dr. Nandi reported that IBHE had not held a meeting since his last report in August; however, IBHE and ISBE have been working together on several fronts and he wanted to update the Board on those happenings.

Dr. Nandi noted that while the communication and collaboration between K-12 and higher

education is strong, we all know there is much work that lies ahead including improved alignment of standards that support college and career readiness and upgrading standards and professional development for teachers and school leaders. Today on the Board's agenda are recommendations for rules that take a big step forward in implementing stronger standards for principal preparation programs that will better prepare school principals to be instructional leaders and improve student performance. This work was facilitated through the *Working Together to Prepare Illinois School Leaders Initiative* directed by HJR 42, and just recently enacted legislation (P.A. 96-903) enabling the redesign of principal preparation programs and the restructuring of principal certification for Illinois educators. We applaud this Board's efforts and actions.

Earlier this month, IBHE Interim Executive Director, Don Sevenser, along with Illinois team members, Superintendent Koch and Dr. Elaine Johnson from the Illinois Community College Board, attended the American Diploma Project (ADP) Team Leadership meeting, which featured U.S. Education Secretary Arne Duncan. Secretary Duncan announced that \$170 million dollars would be given to a consortium of states, including Illinois, for development of new student assessment to be calibrated to the Common Core Standards, recently adopted by the State Board of Education. Interim Executive Director Sevenser reported to IBHE's Board that their chief task over the next weeks and months will be to bring the higher education community, faculty, deans, provosts, presidents and state agencies on board to take an active role in the implementation of the Common Core Standards and assessment.

As always, IBHE appreciates their partnerships with ISBE to improve educational attainment as an important goal of the *Illinois Public Agenda for College and Career Success*.

The Illinois Board of Higher Education's next meeting will be October 5, 2010 at Oakton Community College in DesPlaines.

P-20 Report

No report available at this time.

**Superintendents
Announcements**

Superintendent Koch introduced and welcomed Melissa Oller, ISBE's new Chief Internal Auditor. Melissa joined ISBE from the Teachers' Retirement System.

Chairman's Report

Chairman Ruiz reported that Dr. Vinni Hall will be attending the NASBE Annual Meeting on October 14-16, 2010 in Salt Lake City, Utah. (Professional Development Funds will be used).

Chairman reported that he will be attending the National Association of Latino Elected and Appointed Officials (NALEAO) Education Task Force on September 27-29, 2010 in Washington, D.C. (Funded by the NALEAO)

Members Reports

Ms. Koster commented that the Extreme Poverty Commission on which she has been serving has completed their report and it will be released in November. Ms. Koster has asked that in the future one of the commission members attend one our Board meeting to present the findings of the report and how poverty can affect a child's education.

Ms. LaBarre reported that she attended Attorney General Lisa Madigan's training module on Internet Safety.

Dr. Fields reported that he attended the First Summit on Aging and Education on September 20, 2010, at Illinois State University in Normal. The Summit's goal is to bring individuals of all generations to action to solve problems through a new cross-generations partnership. The generations will address two critical economic issues: dropouts and health. Dr. Fields will continue to keep the Board informed of the group's progress.

Dr. Ward commented that this year he served on the NASBE Study Group "Preparing

Teachers for the 21st Century Learners” and will be released soon.

Dr. Hall stated that she also attended the Attorney General Lisa Madigan’s training module on Internet Safety.

Dr. Brown reported that she and Lanita Koster attended the Education Commission of the States Meeting in Portland, Oregon. She also attended an Illinois Community College Board Meeting.

Mr. Baumann stated that he will be attending an Illinois Association of School Boards division meeting in Lake County on October 13, 2010.

Mr. Gilford stated he will be speaking at an ED-RED Kick-Off Luncheon on October 1, 2010 in Rosemont.

**INFORMATION
ITEMS**

Chairman Ruiz announced that the Monthly Fiscal and Administrative Reports are now available on line at www.isbe.net/board/fiscal_admin_rep.

**MOTION FOR
ADJOURNMENT**

Dr. Hall moved that the meeting be adjourned. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 1:05 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Jesse Ruiz
Chairman