TO: Illinois State Board of Education
FROM: Robert E. Schiller, Superintendent
       Christopher Koch, Director

Agenda Topic: No Child Left Behind Status Report

Materials: None

Staff Contact(s): Gail Lieberman

Purpose of Agenda Item
Board members will be apprised of the current status of events regarding the No Child Left Behind Act (NCLB).

Expected Outcome(s) of Agenda Item
The expected outcomes are 1) a better understanding of current events and issues, and 2) direction from the Board to the Superintendent and staff as needed.

Background Information
This is a follow-up to all of the dialogue earlier this spring with the Board and the subsequent submissions of the three required state plans for receipt of federal education funds.

Consolidated State Application Status
The Consolidated State Application was submitted on June 10th and approved on July 11th after several discussions with USDE staff for clarifications on minor issues. The approval letter and grant awards of July 11th from the United States Department of Education (USDE) informed ISBE that all the programs in the application were funded. There has been additional discussion recently regarding the status of supplemental educational services in Illinois, beyond what was outlined in the approved plan. Regulatory guidance from USDE has not been received for all the areas of the application, and continues to filter in. Additionally, some funds are not yet available for release to districts at this time, e.g., REAP. The plan is at http://www.isbe.net/nclb/csa/toc.htm.

Public School Choice Option: After a review of elementary and middle school state test data regarding adequate yearly progress of the 404 schools in the most involved status of school improvement, staff made calls to local education agencies on July 12 and July 15th informing them of their responsibility to offer choice. Staff also sent sample letters and packets out to those districts comprising the 232 elementary and middle schools required to offer choice as a consequence to poor performance on the ISAT. Parent letters of choice offerings have been sent out already in some districts (e.g., Springfield, Peoria). We have copies of the numerous press articles on choice from all over the state. We have some indication of the numbers of parents who may exercise choice. For
example, Kansas and Delaware offered choice prior to NCLB and have approximately 1-5% participants exercising choice options. Some districts in Illinois already offer choice within a district, using magnet and/or alternative and/or charter school options, e.g., Springfield.

**Supplemental Educational Services:** On July 24, 2002, officials from USDE contacted the Illinois State Board of Education requesting additional information regarding the baseline year from which adequate yearly progress was measured in Illinois and the planned provision of supplemental services. We are continuing to have discussions with Department officials on this matter given that we have an approved consolidated state application. On August 6, 2002 USDE issued draft, non-regulatory guidance on Supplemental Educational Services. A PDF version of these guidelines is available on the USDE website at: [http://www.ed.gov/topics/topicsTier2.jsp?&top=Policy&subtop=Policy+guidance&subtop2=Elementary+%26+Secondary+education&type=](http://www.ed.gov/topics/topicsTier2.jsp?&top=Policy&subtop=Policy+guidance&subtop2=Elementary+%26+Secondary+education&type=)

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. These services may include academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the Illinois Learning Standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement *[Section 1116(e)(12)(C)]*.

When students are attending schools that have not made adequate yearly progress in increasing student academic achievement for three consecutive years, parents will be provided opportunities to ensure that their children achieve at high levels. Supplemental educational services are a component of *NCLB* that will provide extra academic assistance for eligible children. Parents/students may choose either choice or supplemental services, but not both in a given year. Students from low-income families who are attending Title I-funded schools that are in their second year of school improvement (i.e., have not made adequate yearly progress for three or more years), in corrective action, or in restructuring status are eligible to receive these services.

State Education Agencies have a responsibility to approve providers of Supplemental Educational Services, make a regional and local listing available to families and districts, and to monitor the performance of Supplemental Service Providers (SSPs). Vendors may include faith-based organizations, non-profits and public entities. A draft state application to select vendors is being prepared.
**Reading First Grant Application Status**
The Reading First application was submitted on June 10th. Staff has received comments from the expert review team process used by USDE. The application was revised and resubmitted. Subsequent minor comments have been received from the expert review team, and have been addressed. Staff is awaiting final approval and a grant award. To date only three states have received final approval, and their applications were submitted in May 2002. The entire plan is on the website at [http://www.isbe.net/nclb/pdfs/ilreading.pdf](http://www.isbe.net/nclb/pdfs/ilreading.pdf).

**Homeless Education Grant Application Status**
This was the third separate application required pursuant to NCLB. It was submitted on May 29th as required, and approval/grant award was received on July 16th. The relevant website is [http://www.isbe.net/nclb/pdfs/homeless.pdf](http://www.isbe.net/nclb/pdfs/homeless.pdf).

**Update on Data and Reporting Requirements**
The School, District and State Report Cards have been revised for 2002 to include all of the NCLB requirements. A two-part RFSP will be disseminated this fall for a total redesign of the report cards and developing an interactive website, as well as the refinement and update of ILSI. Public Act 92-604, enacted in July 2002, allows districts to post their report cards on their websites, alert parents and others, and provide paper copies to those who request them; ISBE will disseminate the cards via a secure website.

Existing data collection systems have been revised to accommodate additional data requirements under NCLB:

- the End of the Year Report is now a school-level reporting effort instead of district-level reporting in order to collect the suspension/expulsion and safety information
- the school report card data collection form now requests information on the percentage of classes not taught by highly qualified teachers
- graduation rate is disaggregated by the required reporting categories

A comprehensive RFSP for the evaluation of Reading First, 21st Century funds, Comprehensive School Reform funds, and technology resources is being drafted. It will also include an administrative oversight component at the state level that will coordinate all of the evaluation efforts in order to reduce data burden and redundant visits to schools.

A contract has been let to Third Day Solutions to conduct the feasibility study for developing a Student Identification System.

An RFSP for a feasibility study of a data warehouse is in the development stage. The data warehouse should provide for the production of all performance reporting.

Additionally, through the Title II applications for funding, districts will inform the state regarding their professional development activities and movement toward all appropriate paraprofessionals and teachers becoming highly qualified.
**Communications**

Two new items on the website at [http://www.isbe.net/nclb/default.htm](http://www.isbe.net/nclb/default.htm) are an ISBE press release of July 25th concerning schools determined to need to offer public school choice this fall, and a July 25th set of initial guidance from USDE on adequate yearly progress.

Related to *NCLB* was the press release of July 31 regarding student achievement on the ISAT and PSAE. These results were released a month earlier than last year, with the information to schools needing to offer choice two weeks earlier than this.

Staff is creating a Speaker’s Bureau so that requests regarding on-site information on *NCLB* can be accommodated. Staff is working with the Regional Offices of Education personnel and the Educators-in-Residence (part of the System of Support).

**Timelines and Next Steps**

At the end of this report are the remaining timelines pursuant to the federal *NCLB* guidance of May 2002. The highlights of this document are the need for finalizing adequate yearly progress (AYP) duties by January 2003 and accountability duties by May 2003.

**Analysis and Implications for Policy, Budget, Legislative Action, and Communication:**

**Policy Implications**

All three of the state applications for federal funds have policy implications, e.g., those already discussed for the consolidated application such as the target for setting the minimum or bar for AYP. A revised homeless education policy is under review for presentation to the Board. Reading First processes and results will drive future reading endeavors of the State.

**Budget Implications**

The use of the federal education funds as outlined in the three plans is complementary and supplemental to the state’s General Revenue Funds. All of the line items have implications, e.g., use of the Reading Improvement Funds aligned or not with Reading First funds, uses of Title I funding within the System of Support at the local level, use of Title I funds or other federal funds to support the required LEA homeless education liaison.

**Legislative Action**

The law was modified in 2002 in four ways for *NCLB* (e.g., NAEP required testing if selected, bilingual notification, report cards on the LEA website, and some state parameters on public school choice. Changes to be sought for 2003 (this is not an exhaustive list at his time) are unsafe school choice, a single system of accountability, potential modifications in the state student assessment system.

**Communications**

As has been the case since December 2001, ongoing clear and frequent communication is vital. Staff across the agency has worked hard to ensure this occurs.
**Pros and Cons of Various Actions**
Ongoing dialogue with USDE remains critical.

**Superintendent’s Recommendation**
Maintain open communication with LEAs, boards and USDE.

**Next Steps**
The Board will need to continue to be apprised, and engage in discussion on several issues throughout the remainder of 2002 (e.g., legislative changes needed in 2003; assessment; accountability).
### TIMELINE FOR SUBMISSION OF COMPONENTS OF THE CONSOLIDATED STATE APPLICATION

*(Minus the June 2002 submission items)*

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*Notes:
- **√**: Indicates completion.
- **×**: Indicates non-completion.
- **/**: Indicates partial completion.
- **/***: Indicates ongoing work.
- **/****: Indicates work pending.
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* Topics are listed in abbreviated form. Full detail is in the federal application form.

** One condition on the consolidated application, regarding migrant education services, due September 1, 2002.

*** Approval of the consolidated application does not mean approval of the assessment system, which will occur when all information is submitted.

****States have an option of submitting this data earlier than January 2003 if they are seeking to become a State Flex state.