AGENDA
1. Public Participation
2. Minutes of the November Education Policy Planning Committee Meeting (pp. 2-4)
3. Illinois Alternate Assessment – Descriptors and Alignment (Becky McCabe) (pp. 5-6)
4. Illinois Standards Achievement Test – Descriptors (Becky McCabe) (pp. 7-8)
5. Language Arts Assessment for Grade 11 (Becky McCabe) (pp. 9-10)
6. Coalition for Illinois High Schools Mission and Goals Statement (Becky McCabe and Dana Kinley) (pp. 11-13)
7. State Board Draft Annual Report (Becky Watts & Ronny Wickenhauser) (Plenary pp. 78-143)
8. Additional Items

* Items listed with an asterisk (*) will be discussed in committee and Board action may be taken in the plenary session.
The Education Policy Planning Committee meeting convened at 10:32 a.m.

1. PUBLIC PARTICIPATION: Penny Richards, Vice President of Learning Disabilities Association of Illinois was in attendance to give a summary of statements on the Part 226 Rules.

Charlotte Des Jardins, Executive Director of Family Resource Center on Disabilities was also in attendance to comment on the proposed Part 226 special education rules.

2. MINUTES OF THE OCTOBER 2006 EPPC MEETING: The Committee approved the minutes for the October 2006 EPPC Meeting.

3. RESULTS OF STANDARDS IMPLEMENTATION STUDY (Dana Kinley and Lizanne DeStefano, UIUC): Dana Kinley gave a brief introduction of Lizanne DeStefano from the University of Illinois at Urbana/Champaign who was in attendance to guide the Committee through the results of the study of the implementation of the Illinois Learning Standards. Ms. DeStefano prepared and gave the Committee a summary of this study. She began by stating that the evaluation of this implementation is a four-year study funded by the Illinois State Board of Education and this study began in February 2005 and will continue through June 2008. She further stated that this study builds on the 1999-2002 Illinois Learning Study and serves the following three purposes:

   • To assess the extent to which local districts are implementing ILS;
   • To identify factors which enhance or inhibit implementation; and
   • To investigate the relationship between ILS implementation and student achievement.

Lizanne then informed the Committee of the five levels of the survey, which are as follows (Figure 1 and 2 on handout):

   • Maintenance of a Non-Standards-Led System;
   • Awareness and Exploration of a Standards-Led System;
   • Transition to a Standards-Led System (which Lizanne said was an important level);
   • Emerging New Infrastructure to Support a Standards-Led System; and
   • Predominance of a Standards-Led System.

Further, Ms. DeStefano referred the Committee to Figure 3 on the handout, which shows the average ratings of the dimensions of the Illinois Learning Standards.

Lizanne briefly summarized the recommendations on the handout, which are as follows:
• To increase implementation, ISBE should produce materials and professional development that describe how schools can reach higher levels of implementation;
• ISBE should facilitate Community and Stakeholder Awareness of ILS by providing schools with examples of ILS-based report cards, newsletters and other parent-oriented information;
• To facilitate use of ILS resources, ISBE should consolidate them in an easily-accessible package; and
• To help bring schools into higher levels of ILS implementation, ISBE should provide schools and Regional Offices of Education with training or other similar resources for use during local professional development activities.

Dr. Hall commented on how part of our budget should support the ways in which we can bridge the gap of achievement. She further commented on how she likes the idea of making the standards a package. Vinni would also like to see some links with some teacher strategies.

Andrea Brown is interested in more information on disaggregation of the status of how standards are embedded in special education and vocational education and to find out if there are teachers that feel like the standards were in conflict with them.

Brenda Holmes requested an explanation of the definition of “implementation of the ILS”. She further asked at what point the Committee will see the plan for the re-examination of standards. Dana Kinley responded by stating that if there were any Committee or Board members who would be interested in participating in our external advisory committee. Dana further added that there is an internal advisory committee as well. Ms. Holmes believes it is very important that we have “experts” in this particular area.

4. **STATEWIDE REPORT ON STAFF AND ADMINISTRATOR DEMOGRAPHICS (Connie Wise):** At the request of Dr. David Fields, Richard Yong of the Data Analysis staff was in attendance to answer any questions about the statewide report on staff and administrator demographics. The Committee discussed the report.

Dr. Fields stated that this topic was brought up about a year ago and again at the Board Retreat in Bloomington, relative to the distribution of minorities. What should we do to increase and encourage in total number of teachers and administrators of color across the state? He further stated that the Board needs to focus on this topic.

Brenda Holmes commented on how excellent of a report this was and how it looked very well put together.

Superintendent Dunn commented on the money this issue takes to do it well. He further stated on how education careers have to compete with other career choices and that if there were some kind of package to intice students to go in to the field of education.

Board Member Vinni Hall commented on how the enrollment in education programs has diminished. Mr. Yong stated that his division has heard from districts that they have done everything to hire minorities, but have a difficulty finding minority people and that it makes them look bad.

The Committee discussed the possibility of getting additional information from the Board of Higher Education. Brenda Holmes added that with regard to Board of Higher Education, since the Student Assistance Commission is under the umbrella of the Board of Higher Education, there are some minority teacher scholarships and if they can provide us some data on this, that could be helpful.

Superintendent Dunn believes that a partnership with Board of Higher Education is the way to go.

Board Member Joyce Karon is going to contact a representative from Board of Higher Education.
5. **RECOMMENDATION TO AMEND STUDENT INFORMATION SYSTEM CONTRACT (Connie Wise and Becky McCabe):** Becky McCabe was in attendance to speak to the Committee about increasing the current contract with IBM to provide additional development, help desk support and preparation of documents and communications to district personnel that will result in the design and building of data structures to capture and post assessment score data for school districts.

The increase amount is $595,000. Dr. Hall asked if this increase would impact our current budget. Becky McCabe stated that the money for the increase is available through Assessment.

Brenda Holmes asked when IBM would complete this contract. Ginger Reynolds stated that it was June 30, 2007. Ms. Holmes requested the budget history from General Counsel Darren Reisberg.

Joyce Karon believes it is time to zero in and let the system run for awhile. Becky commented that this increase takes care of all of our assessments now. She believes we can continue to use this without adding more. Ginger responded also by saying that the demands for reports and data continue to grow and we need to keep up with that.

The Committee approved the Superintendent’s recommendation to be adopted.

6. **BOARD EMERGING ISSUE: HIGH SCHOOLS (Randy Dunn and Ginger Reynolds):** Ginger began by stating that in a previous Board Meeting, the Board requested to review the plans of the Coalition and the research project coming from the Great Lakes West, which this research project was given to the Committee for reviewing and discussing.

Andrea Brown requested that at some point, we might identify small schools.

Brenda Holmes thinks this is a tremendously significant issue and believes this is already behind schedule and would like to have an extensive discussion on this issue. Dr. Fields stated that the Committee could have a discussion on December’s agenda.

Superintendent Dunn stated that this is one of the Board’s emerging issues and suggested to bring a meeting of the minds, that the Board should have strong direction on where this should go. Dr. Dunn gave an example that they (staff) have had discussions with people from the Gates Foundation about their involvement for high school reform efforts. He further stated that this could take us in a direction and that we should have a discussion and see what that strategic plan looks like from the Coalition and allow Gates some time to make their decision, but we have some very frank discussions with Gates about how it is going to be hard to do this in Illinois.

In referring to the report, Ms. Holmes also requested a written definition of “alphabetic principle”.

The Committee discussed having a separate meeting to hold the discussion on this topic. Dr. Fields stated that we will determine how much time we will need on whether to hold a separate meeting.

7. **ADDITIONAL ITEMS:** No additional items.

**ADJOURNMENT:** Vinni Hall moved to adjourn the EPPC meeting and Joyce Karon seconded the motion. The meeting adjourned at 12:05 p.m.
TO: Educational Policy Planning Committee

FROM: Dr. Ginger Reynolds, Assistant Superintendent
Becky McCabe, Division Administrator, Student Assessment

Agenda Topic: Illinois Alternate Assessment Performance Descriptors

Materials: Will be provided prior to the committee meeting

Staff Contact(s): Becky McCabe, Student Assessment

Purpose of Agenda Item
As per the US Department of Education’s Peer Review process, the Illinois State Board of Education is to approve the performance descriptors for the Illinois Alternate Assessment.

Performance descriptors define the basic definitions of what students should know and be able to do at a given performance level – exceeds, meets, below standards and academic warning. The descriptors presented to the Board are based on the Illinois Learning Standards and are measured by Illinois Alternate Assessment (IAA).

These descriptors are being presented to the EPPC for discussion and will be presented in January for Board approval.

Expected Outcome(s) of Agenda Item
The performance descriptors IAA will be approved at the January Board meeting.

Background Information
In the July 2006 review of Illinois’ Assessment program, the US Department of Education required that Illinois review and rework its performance descriptors for reading, math and science for IAA. The review required that the IAA performance descriptors be in smaller grade spans than what is currently provided.

ISBE staff, Illinois content and special education teachers and the State Testing Review Committee have reviewed these prior to bringing them to the Board.

These descriptors will not change any test item.

The State Testing Review Committee meets on December 6. Their input and recommendations will be provided to Committee members prior to the EPPC meeting.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Student Assessment will communicate to the DOE and Illinois educators about the approved changes to the performance descriptors.
Pros and Cons of Various Actions
Pro: These recommendations will meet the requirements of federal law.

Next Steps
Student Assessment will notify the field and the Department of Education of the approved recommendations.
TO: Educational Policy Planning Committee

FROM: Dr. Ginger Reynolds, Assistant Superintendent
Becky McCabe, Division Administrator, Student Assessment

Agenda Topic: Illinois Standard Achievement Test Performance Descriptors

Materials: Will be provided prior to the Committee meeting

Staff Contact(s): Becky McCabe, Student Assessment

Purpose of Agenda Item
As per the US Department of Education’s Peer Review process, the Illinois State Board of Education is to approve the performance descriptors for the Illinois Standard Achievement Test (ISAT). Performance descriptors are the basic definitions of what students should know and be able to do at a given performance level – exceeds, meets, below standards and academic warning. The descriptors presented to the Board are based on the Illinois Learning Standards and are measured by ISAT.

These descriptors are being presented to the EPPC for discussion and will be presented in January for Board approval.

Expected Outcome(s) of Agenda Item
The ISAT performance descriptors will be approved at the January Board meeting.

Background Information
In the July 2006 review of Illinois’ Assessment program, the US Department of Education required that Illinois review and rework its performance descriptors for reading on the ISAT. The review required ISAT performance descriptors to detail the progress made at each grade level.

ISBE staff, Illinois content specialists and the State Testing Review Committee have reviewed these descriptors prior to bringing them to the Board.

These descriptors will not change any test item or cut score.

State Testing Review Committee meets on December 6. Their input and recommendations will be provided to Committee Members prior to the EPPC meeting.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Student Assessment will communicate to the DOE and Illinois educators about the approved changes to the performance descriptors.
**Pros and Cons of Various Actions**
Pro: These recommendations will meet the requirements of federal law.

**Next Steps**
Student Assessment will notify the field and the Department of Education of the approved recommendations.
TO: Educational Policy Planning Committee
FROM: Dr. Ginger Reynolds, Assistant Superintendent
        Becky McCabe, Division Administrator, Student Assessment

Agenda Topic: Language Arts Assessment for Grade 11 (Reading Goal 2)
Materials: None

Staff Contact(s): Becky McCabe, Student Assessment
                 Judie Steinhauser, Student Assessment

Purpose of Agenda Item
As per recommendations from the Language Arts Assessment Advisory Council and the State Testing Review Committee, Student Assessment is asking the Board to approve a change in the Prairie State Achievement Examination Frameworks and IMAGE Grade 11 test so that Goal 2 of Reading in the Illinois Learning Standards will not be included in state testing at Grade 11 starting with the 2007 PSAE test administration.

Expected Outcome(s) of Agenda Item
The State Board will approve the change in the PSAE assessment framework so it better reflects the recommendations of the Language Arts Assessment Committee and State Testing Review Committee.

Background Information
The results from the alignment studies for the Prairie State Achievement Examination (PSAE) and IMAGE indicate that these two assessments only marginally align to Reading Goal 2 – “Literature”. This was brought to the attention of the High School Advisory Committee and the State Testing Review Committee last spring prior to Illinois’ submission for peer review. Both Committees agreed that the assessment objectives listed in Reading Goal 2 Literature are not essential to test at Grade 11.

The teaching of Literature is very diverse Illinois high schools and the skills and knowledge listed in the assessment objectives for Goal 2 are presented in various ways and at various stages from middle school into high school. The content of the PSAE and IMAGE reading assessments covers the depth and diversity that Illinois has expected for the years prior to 2006.

These recommendations were sent to the US Department of Education for peer review. The reviewers did not accept these recommendations because Goal 2 was still listed in the Assessment Framework for PSAE Grade 11.

Following the peer review results and following procedures prescribed by the US DOE, Student Assessment presented the situation to the Language Arts Assessment Advisory Council in September and the High School Advisory Committee in October. Both committees recommended that Goal 2 not be tested at grade 11 since the depth and diversity of reading content is well covered in both the PSAE and IMAGE assessments. Both committees stated however that Goal 2 should still be considered a valuable part of Illinois high school curriculum.
On December 6, Student Assessment will take the committees’ recommendations to the State Testing Review Committee for their approval. The Committee’s recommendation will be provided to the EPPC for its December committee meeting for discussion and then in January for approval.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: None  
Budget Implications: None  
Legislative Action: None  
Communication:  Student Assessment will inform Illinois educators of the change in the frameworks and the Department of Education via peer review.

**Pros and Cons of Various Actions**

Pros:  
- This change will better reflect Illinois’ past practice in reading assessment.  
- The PSAE and IMAGE Grade 11 tests will align with the Assessment Frameworks.

Cons:  
- High Schools may consider that Goal 2 is not worth teaching because it is not assessed.  
- In order to align to the Assessment Framework, pilot items would have to be developed and tested next fall.

**Next Steps**

Student Assessment will notify the field and the Department of Education of the approved recommendations.
TO: Education Policy Planning Committee
FROM: Dr. Ginger Reynolds, Assistant Superintendent

Agenda Topic: Coalition for Illinois High Schools Mission and Goals Statement

Materials: Coalition Mission and Goals

Staff Contact(s): Becky McCabe, Dana Kinley

Purpose of Agenda Item
The purpose of this agenda item is that the Committee will discuss the Coalition for Illinois High Schools mission and goals statement.

Expected Outcome(s) of Agenda Item
It is expected that the Committee will discuss the mission and goals statement of the Coalition for Illinois High Schools and continue to participate in the Coalition.

Background Information
We have continued to discuss the Board’s Emerging Issue of High Schools at Board meetings. One of the pieces of this agenda has been participation in the Coalition for Illinois High Schools. John Ourth from the Coalition and IPA came to our meeting in October to discuss the progress of the Coalition. Since then, the Coalition has developed a proposed mission and goals statement. As participants in this Coalition, the Coalition has asked our representatives to affirm our status on the Coalition, given its newly developed mission and goals. They have asked for confirmation by January 10, 2007.

Next Steps
If there is general consensus that the mission and goals statement of the Coalition does not contradict the Board’s high school agenda and that the Board wishes to continue our participation in the Coalition, our representatives will confirm this with the Coalition.
November 22, 2006

The High School Challenge Committee has changed its name to the Coalition for Illinois High Schools. The Coalition has spent two days in strategic planning to develop a mission statement, beliefs and goals.

We need your organization to affirm your continuing membership in the Coalition for Illinois High Schools. Please review the mission statement, beliefs, and goals and reply by January 10, 2006 to confirm your status on the Coalition. Please include the name(s) of your representative(s).

Thank you.

The Coalition for Illinois High Schools

MISSION OF THE COALITION FOR ILLINOIS HIGH SCHOOLS:

To advocate and support the continuous improvement of Illinois high schools.

WE BELIEVE...

Every student should receive curriculum and instruction that is both rigorous and relevant
Every student and employee is entitled to a safe environment
Every student should be accepted, supported and included in school
Every student should complete high school with a well-developed plan for their future
Every student should have the knowledge, skills, ability and attitude to make informed choices about their future
Successful high schools make instructional and program decisions based on data
High schools should adapt, change, and grow in relation to the needs of the future
Success of the Illinois high schools is critical to the success of our state, nation, and civilization
Successful high schools find ways to engage parents and community as partners
Successful high schools invest in professional development for continuous improvement
Successful high schools have strong, visionary leadership

GOAL STATEMENTS

1. Inform policy and decision makers
2. Provide and be a forum for discussion
3. Identify and share effective practices
4. Stimulate reflection and innovative thinking for continuous improvement
5. Maintain focus on student achievement and success for all students
We affirm our membership in the Coalition for Illinois High Schools.

Date: ______________________________

Name: ______________________________

Organization: ________________________

Contact information (address, phone and email):

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