AGENDA

1. Public Participation

2. Minutes of the December Education Policy Planning Committee Meeting (pp. 2-4)

3. ISAT Cut Scores (Becky McCabe) (pp. 5-7)

4. Additional Items

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.
The Education Policy Planning Committee convened at 4:35 p.m.

1. **PUBLIC PARTICIPATION:** There was one participant. Mr. Elliot Regenstein briefly commented on how he is encouraged that regional offices of education are working with the state board in helping align the strategic plan. He appreciated all the efforts between the State Board and the ROE’s to work out some plans for the future of the regional superintendents that will effectively serve the State Board’s goals as well.

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

3. **DISCUSSION OF STATE PERFORMANCE PLAN FOR SPECIAL EDUCATION:** (Chris Koch)

Chris began his presentation by informing the Committee that this plan is required of all states. This is our 6-year plan (2005-2010) and we are coming off of a 5-year plan. Chris then highlighted some points of the plan to the Committee. Dr. Koch stated that there are 20 indicators required by the federal government to support state performance for special education. He further added that the plan has added nine additional data indicators for states to report on annually and we are to come up with annual measures of progress for all of those indicators. States have been complaining about these new regulations because of the additional potential data burden for states including the cost. Chris further stated that we approached this task by utilizing every federal resource available to us and trying to keep the cost down. For some of these indicators, the expectation from the federal government is 100% compliance. In February 2007, the State Board will have to come up with activities for the new indicators, those of which are not required at this time, and after we have those activities, we will have a better cost estimate. The plan addresses the monitoring priorities of Free and Appropriate Public School Education, Disproportionality, Effective General Supervision Part B/Child Find, Effective General Supervision Part B/Effective Transition and General Supervision. Dr. Koch then added that the plan includes percentage and participation rates for students with disabilities relative to AYP, IEP, LRE, suspensions, private placements and expulsions along with mediations and timeliness and accuracy of the data.

4. **STUDENT ADVISORY COUNCIL:** (Members of SAC/Linda Jamali/Lynn Rhoades) Members from the Student Advisory Council discussed various policy proposals to the Committee. Two issues the members brought forth were on rural awareness (problems focusing on the schools in the southern part of Illinois (the rural areas of the state)) and the second issue being the task force and solutions.

The first member of the SAC who spoke, Ed, is a co-chairperson of the Rural Education and Advancement Committee. He commented on how the Council members are discussing issues of resource acquisition between schools in the south and rural areas, in terms of classes, class procurement as well as fine arts in rural areas.
The second member, Laurice, is from more northern Illinois, so she represented more suburban and urban areas. She stated that they need to reach common ground on how to address the problems and find that we also have the problems that rural areas have.

Next, Ross, chairman of the Task Force, spoke about getting students on to their local school boards. He stated that this initiative went through the ISBE last summer and our leaders in the SAC feel that encouraging students and school boards to add a student to their school board almost embodies what we are trying to do as a Student Advisory Council. He further stated that students need to get actively involved in their education. The SAC would like to create an event, maybe sometime next year, that would invite school leaders, students, superintendents, or school board members, to talk about the logistics of adding a student on to a school board. We would talk about the problems the students could possibly address and we made a list at the last meeting of issues students could address if they were on a school board. Further, he stated that the SAC would like to have a keynote speaker and panelists to discuss the implications of having a student on a school board. Ross then requested some feedback from the Committee on the creation of this policy.

Joyce Karon responded, since she had been on the Board for a number of years, by stating that this was brought to the Board’s attention previously. She said that the Board thought it was very important to have a student voice. She stated that student’s can go to school board meetings by participating during public participation. Many of the government classes in high school, has as part of their classwork, was to attend the various school board meetings so they would see how everything worked together.

Ross then asked if the agency or board members could help us distribute this message at an event, like the one we are planning.

Dr. Hall mentioned the Superintendent’s Bulletin as a resource.

Joyce Karon also mentioned Cynthia Woods, representative for the Illinois Association of School Boards. She thought Cynthia would be helpful to the SAC.

Dr. Hall also added that Rich Duran, the president of the Regional Offices of Education, would be helpful.

5. **BOARD INVOLVEMENT WITH REGIONAL OFFICES OF EDUCATION: (Rich Duran)** At the request of an EPPC Committee member for an overview on the current operations of the Regional Offices of Education, Richard Duran, Regional Superintendent of Will County and the current President of the IARSS addressed the Committee to share information on the operations of the Regional Offices of Education. (Mr. Duran issued handouts and had a powerpoint presentation.) He pointed out in the handout a list of the responsibilities of the regional offices of education. He then stated that there are 45 ROE’s statewide and they are divided into six regions. Mr. Duran touched upon some issues that the regional offices of education handle:

- School Recognition
- Health/Life Safety
- School Bus Driver Training
- GED Programs
- Home Schooling
- Truancy
- Homelessness
- Criminal Background Checks
- Compliance Issues, such as the school calendar

One of the key things about regional offices, is that we get to know our customers (schools, administrators, districts, superintendents, etc). Mr. Duran then stated that their role is defined through the General Assembly and it falls in to two categories, regulatory and compliance. He added that service and support are the other aspects of our job that have come up over time. He highlighted an issue regarding Certification, by saying that, last year, when they passed the law on school
employees being fingerprinted, the regional offices of education stepped up and created a system to offer services to schools of fingerprinting at a cost savings. Mr. Duran then stated that service and support is their pride and has the greatest impact.

In addition, Mr. Duran spoke about how ROE’s are elected in to office, the process of being elected and also training of regional superintendents and accountability.

6. **WIDA SPANISH LANGUAGE ARTS STANDARDS: (Board Member Joyce Karon)** Joyce began by stating that WIDA are our standards for Spanish Language Arts and they are referred to frequently and are in several states (Wisconsin, Illinois, Delaware and Washington DC). She then commented on how exemplary the standards are and that she has no problem with what is in them. They acknowledge the growing number of programs serving school-age Spanish-speaking students in U.S. schools and they establish rigorous and comprehensive standards that are comparable to and align with existing state English Language Arts and Standards. She said it is time we get these finalized and out to the practitioners. Joyce further stated that there was a depth of thinking from a variety of sources and a lot of states came together.

Board Member Dr. Hall commented on how she has shared these with others and they are very delighted to see them.

Dr. Ginger Reynolds also commented on how hard everyone has worked on these.

The Committee approved the recommendation to take these standards to the whole Board for approval.

7. **ADDITIONAL ITEMS:** There were no additional items.

**ADJOURN:** The Educational Policy Planning Committee meeting adjourned at 5:45 p.m.
TO: Education Policy Planning Committee

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

Agenda Topic: Illinois Standards Achievement Test Cut Scores

Materials: Scale Score Ranges That Define Student Performance Levels on the 2006 ISAT Scales

Staff Contact(s): Becky McCabe, Student Assessment
                  Dr. Sam Krug, Metritech

Purpose of Agenda Item
To approve the proposed cut scores for the ISAT at the February board meeting. This will include an adjustment of the 8th grade math cut scores.

Relationship to/Implications for the State Board’s Strategic Plan

Expected Outcome(s) of Agenda Item
The cut scores are the point at which students are considered “meeting” the Illinois standards or not. All the cut scores, including exceeds, meets, below standards and academic warning, must be approved by the Board before final scoring can be implemented.

Background Information
In 2006, as required by federal law, ISAT reading and math will be tested at all grades 3 through 8. This adds three more grades to the testing. Therefore, cut scores needed to be addressed and established for those new grades – 4th, 6th, and 7th.

The process requires a group of math and reading teachers and administrators to examine test questions and establish a reasonable place for the “meets” cut score. This was done in 1999 when the ISAT became the state test for grades 3, 5 and 8.

Cut scores for the new grades were set by mathematical interpolations between the existing cut scores.

In 1999, there were two panels of math experts that worked on the 8th grade math cut score. One group recommended a score of 169 and the other panel recommended a score of 146. The State Board at that time recommended using 169, which has been the case since 1999.

During the current process, Dr. Sam Krug provided information that linked the cut scores to the national percentile rankings (npr). Every “meets” cut score in reading and math were near to the 38% npr, except for 8th grade math which was at 67%.

The group of math educators recommended to the State Testing Review Committee that they adjust the 8th grade math cut score to better reflect the other grades meets cut scores.

The State Testing Review Committee met on January 4th, reviewed the process and information as presented by Dr. Krug. They recommended the adjustment to 8th grade to reflect a 38% npr
and then to accept the cut scores as presented and to be reviewed when preliminary data comes back from the ISAT 2006 test.

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

**Policy Implications:** This will establish the cut scores for the upcoming and future ISAT tests.

**Budget Implications:** None

**Legislative Action:** None

**Communication:** This will be printed and published in the ISAT Technical Manual, Student Assessment ISAT website and in the federal Workbook.

**Pros and Cons of Various Actions**

**Pros:**
This adjustment to the 8th grade math cut score lines up with all the other grades.

More students will be able to show that they are meeting the standards on a reasonable and fair measure.

The test content is not being adjusted – students will still have to be instructed and understand the Illinois Learning Standards as outlined in the Assessment Frameworks for grade 8.

**Cons:**
Some in the field and in the public will see this adjustment as making the test easier to pass.

**Recommendation**
It is recommended that the following motion be adopted:

> The Education Policy Planning Committee will recommend that the State Board of Education approve the recommendation of the State Testing Review Committee and accept the cut scores as presented.

**Next Steps**
Student Assessment will work with its contractors to implement the cut scores for scoring.
## Scale Score Ranges That Define Student Performance Levels on the 2006 ISAT Scales

### READING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>120-155</td>
<td>156-190</td>
<td>191-226</td>
<td>227+</td>
</tr>
<tr>
<td>4</td>
<td>120-157</td>
<td>158-202</td>
<td>203-236</td>
<td>237+</td>
</tr>
<tr>
<td>5</td>
<td>120-160</td>
<td>161-214</td>
<td>215-246</td>
<td>247+</td>
</tr>
<tr>
<td>6</td>
<td>120-166</td>
<td>167-219</td>
<td>220-256</td>
<td>257+</td>
</tr>
<tr>
<td>7</td>
<td>120-173</td>
<td>174-225</td>
<td>226-266</td>
<td>267+</td>
</tr>
<tr>
<td>8</td>
<td>120-179</td>
<td>180-230</td>
<td>231-277</td>
<td>278+</td>
</tr>
</tbody>
</table>

### MATHEMATICS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>120-162</td>
<td>163-183</td>
<td>184-223</td>
<td>224+</td>
</tr>
<tr>
<td>4</td>
<td>120-171</td>
<td>172-199</td>
<td>200-246</td>
<td>247+</td>
</tr>
<tr>
<td>5</td>
<td>120-179</td>
<td>180-213</td>
<td>214-270</td>
<td>271+</td>
</tr>
<tr>
<td>6</td>
<td>120-193</td>
<td>194-224</td>
<td>225-275</td>
<td>276+</td>
</tr>
<tr>
<td>7</td>
<td>120-206</td>
<td>207-234</td>
<td>235-280</td>
<td>281+</td>
</tr>
<tr>
<td>8</td>
<td>120-220</td>
<td>221-245</td>
<td>246-287</td>
<td>288+</td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>120-157</td>
<td>158-186</td>
<td>187-236</td>
<td>237+</td>
</tr>
<tr>
<td>7</td>
<td>120-196</td>
<td>197-213</td>
<td>214-259</td>
<td>260+</td>
</tr>
</tbody>
</table>

**Education Policy Planning Packet - Page 7**