AGENDA

A. Call Meeting to Order/Roll Call

B. Public Participation

C. Rules for Initial Review
   1. New Part 265 (Grants for Arts Education and (pp. 2-12)
      Foreign Language Education)

D. Approval of Teacher Certification Board Appointments (pp. 13-16)

E. NCLB Accountability Workbook Changes (pp. 17-18)

F. Award Contract for State Superintendent Search (p. 19)

G. Adjourn

NOTE: Chairman Ruiz will call for a break following Agenda Item F, at which time the Board will go into
closed session in accordance with one or more of the exceptions set forth in the Open Meetings Act of
the State of Illinois. The Board will return following closed session only to adjourn the public meeting.

All State Board of Education meetings are 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.
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Ginger Reynolds, Assistant Superintendent
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Initial Review – New Part 265 (Grants for Arts Education and Foreign Language Education)

Materials: Recommended Rules

Staff Contact(s): Dana Kinley, Division Administrator, Curriculum & Instruction

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed new rules for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking is required as a result of legislative action but is also congruent with Goal 1, Enhancing Literacy.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on proposed new Part 265.

Background Information
This rulemaking responds to P.A. 94-835, which was signed into law on June 6 of this year and established the Arts and Foreign Language Education Grant Program. (Board members may recall that ISBE received an appropriation with a similar title in FY 2006 for which there was no accompanying substantive language.)

Under new Section 2-3.65a of the School Code as added by this year’s legislation, ISBE is to enter into an interagency agreement with the Illinois Arts Council to administer a grant program whose purpose is to ensure that art and foreign language courses are available as part of a school’s core curriculum. That agreement has been executed, and ISBE staff members have collaborated extensively with representatives of the Arts Council in developing the assumptions and structure for this new program.

The program will be conducted in two phases. There will be an opportunity for applicants to receive one-year planning grants for either the fine arts or foreign language and then to apply for three years of implementation funding for the initiative that was the subject of the planning grant. State support for the new or enhanced program will diminish over the three-year period, with a view toward local maintenance of the effort at the end of that time. Each eligible applicant will be able to apply for one planning grant and one implementation grant in each of the two curricular areas. Receipt of a planning grant will not be a prerequisite for...
implementation funding, provided that a comparable planning effort has occurred. The rules discuss the nature of the two types of grants and the allowable expenditures under each, as well as the criteria for review of the two types of proposals.

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

Policy Implications: Please see above.
Budget Implications: The FY 2007 appropriation for this program amounts to $4 million.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**

The Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for:

Grants for Arts Education and Foreign Language Education (23 Illinois Administrative Code 265),

including publication of the proposed rules in the Illinois Register.

**Next Steps**

With the Board’s authorization, staff will submit the proposed rules to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent's message and agency website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
PART 265
GRANTS FOR ARTS EDUCATION AND FOREIGN LANGUAGE EDUCATION

SUBPART A: GENERAL PROVISIONS

Section 265.10  Purpose and Applicability
Section 265.20  Eligible Applicants
Section 265.30  Application Procedure
Section 265.40  Allocation of Funds

SUBPART B: PLANNING GRANTS

Section 265.110  Program Specifications
Section 265.120  Criteria for the Review of Proposals

SUBPART C: IMPLEMENTATION GRANTS

Section 265.210  Program Specifications
Section 265.220  Criteria for the Review of Initial Proposals

AUTHORITY: Implementing Section 2-3.65a of the School Code [105 ILCS 5/2-3.65a] and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].

SOURCE: Adopted at 30 Ill. Reg. _____, effective ________________.

SUBPART A: GENERAL PROVISIONS

Section 265.10  Purpose and Applicability
This Part establishes the application procedure and criteria for selection by the State Board of Education and the Illinois Arts Council of the entities that will receive funding under the arts and foreign language education grant program established by Section 2-3.65a of the School Code [105 ILCS 5/2-3.65a].

Section 265.20 Eligible Applicants

a) Eligible applicants shall be school districts, public university laboratory schools approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)], area vocational centers, and charter schools; see 105 ILCS 5/2-3.109a, 2-3.109b, and 27A-11.5, respectively. For purposes of this part, the term “district” shall be understood to include all these eligible entities.

b) No grantee shall receive more than one planning grant for the arts and one for foreign language. No grantee other than a grantee located in a city of over 500,000 inhabitants shall receive a second planning grant until the implementation phase has been completed with respect to the initiative to which the original planning grant related (or until at least three years have elapsed since completion of the original planning grant, in the case of an applicant that was not successful in securing implementation funding).

c) No grantee shall receive more than one implementation grant for the arts and one for foreign language.

Section 265.30 Application Procedure

For purposes of this Subpart, the terms “proposal” and “application” shall have the same meaning.

a) When State funding is available for grants under this Part, the State Superintendent of Education and the Executive Director of the Illinois Arts Council shall issue a Request for Proposals (RFP) in order to solicit applications from eligible entities.

b) The RFP shall describe the format that applicants will be required to follow and the information they will be required to submit, including identification of the specific schools that will be served throughout the grant period, whether the grant
will support education in the arts or in foreign language, and the rationale for these choices.

c) The RFP shall indicate the amount or expected amount of the appropriation for the program and the expected portions to be reserved for planning and implementation grants, respectively, and shall describe the allowable expenditures and the basis for awarding grants. The RFP shall identify any restrictions or areas of high priority that have been established for a particular program year. If matching funds or resources will be required of applicants, the RFP shall describe these requirements.

d) The RFP shall include a budget summary and payment schedule as well as a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure.

e) The RFP shall identify the information recipients will be required to collect and report regarding the activities conducted with grant funds and the results of those activities, as well as the timelines for reporting.

f) The RFP shall include such certification and assurances as the State Superintendent and the Executive Director may require.

g) The RFP shall specify the deadline for submission of proposals, which shall provide potential applicants with at least 45 days to respond.

h) Separate applications shall be required for renewal of implementation funding. Each application for renewal shall include at least:

1) a description of expenditures and activities during the year just concluded, demonstrating that the project has been implemented in conformance with the approved grant agreement and that the recipient continues to exhibit a need for grant funds for this purpose; and

2) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.

i) Incomplete proposals shall not be considered.
Section 265.40  Allocation of Funds

Applications for funding shall be approved and final determinations regarding the amounts to be provided shall be made based upon the total funds appropriated for this initiative, the amounts necessary to fund the top-ranked proposals, and the need to strengthen educational programs in the arts and foreign language on a statewide basis.

a) Recipients of planning grants shall be given priority consideration in the subsequent awarding of implementation grants. However, receipt of a planning grant shall not be a prerequisite to receipt of an implementation grant; see Section 265.210 of this Part.

b) It is the intention of the State Board of Education and the Illinois Arts Council to approve implementation grants under this Part for a three-year period. Funding for the second and third years shall be contingent upon the availability of funds for the program and evidence presented in renewal proposals in accordance with Section 265.30(h) of this Part. Amounts awarded in the second and third years will decrease in light of the expectation for the funded programs to be sustained with local resources.

SUBPART B:  PLANNING GRANTS

Section 265.110  Program Specifications

a) Planning grant funds shall be used for the purpose of developing specific plans for initiating, strengthening, or expanding instruction in the fine arts or in foreign language. The goal of each planning grant shall be to identify one or more components of an instructional program to be added or enhanced and the human, financial, and other resources that will be necessary in order to incorporate these components into the affected schools’ curriculum and sustain them when State funding is no longer available.

b) Each planning effort shall consist of a comprehensive, district-based program planning process relating to either the fine arts or foreign language. The planning process shall include not only school administrators, teachers, and other relevant staff members, but also parents, students, and community-based organizations with an interest in fostering the availability of fine arts or foreign language programming, as applicable.
c) Grant funds awarded under this Subpart B may be used to offset the costs of district staff members’ time, the time of other individuals who are demonstrably involved in the planning process, and other related expenditures such as supplies and materials, communications, travel expenses, and meeting space rental. Expenditures related to the implementation of instructional programs shall not be allowable as part of these planning grants, and no more than five percent of planning grant funds shall be used for general administrative expenses.

d) Each grantee shall be required to prepare a written plan that identifies programmatic goals and objectives developed through analysis of the district’s curricular needs and that describes how local resources will be coordinated to meet those needs in a program that can be sustained over time.

e) Planning grants shall be issued for one fiscal year each and shall not be renewed.

Section 265.120 Criteria for the Review of Proposals

a) Applications for planning grants shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (40 points)

   A) The proposal demonstrates that the planning team includes individuals with knowledge of the curricular field, individuals with decision-making authority in the district, and individuals who can help make relevant community-based resources available to the district as an integral part of the program that will subsequently be implemented.

   B) The proposal indicates a role for parents’ and students’ preferences in the determination of the program to be implemented.

   C) The plan of work for the planning project is based on a timeframe that is reasonable when implementation of the instructional program in the subsequent year is taken into consideration.
D) The proposal acknowledges the central role of qualified staff in the relevant curricular area and includes strategies for determining how these positions will be staffed.

E) The proposed method of evaluating the planning project will yield information that will be useful to other applicants in the future.

2) Sustainability (30 points)

The proposal identifies a plan for securing additional resources from local organizations, businesses, and governmental agencies that will be useful to the grantee in sustaining a new or enhanced fine arts or foreign language program in the future.

3) Need (20 points)

The proposal demonstrates that the district is currently unable to offer the desired instructional program or the desired quality of instruction in the fine arts or foreign language due to issues related to finance, staffing, curricular expertise, or facilities.

4) Cost-Effectiveness (10 points)

The proposed budget is reasonable based on the scope of the planning work to be conducted and the number of individuals to be involved.

SUBPART C: IMPLEMENTATION GRANTS

Section 265.210 Program Specifications

a) Implementation grant funds provided under this Subpart C shall be used for the purpose of introducing or expanding instruction in the fine arts or foreign language, as applicable, and for developing means of perpetuating the funded program with local resources after the conclusion of the grant period.

b) If an implementation grant is received after use of planning grant funds under this Part, the implementation grant funds shall be used to support the specific program to which the planning grant pertained.
c) Receipt of a planning grant shall not be a prerequisite to eligibility for implementation funding. However, each applicant not having received a planning grant under this Part shall demonstrate that a comprehensive planning process conforming to the requirements of Section 265.110(b) of this Part occurred with respect to the program for which funding is sought. Each such applicant shall present a plan as discussed in Section 265.110(d) of this Part.

d) Grant funds provided under this Subpart C shall generally be used for expenditures directly related to the delivery of the instructional program, including salaries, professional development, curriculum planning and development, supplies and materials, software, and other necessary technology or equipment.

1) No more than five percent of the grant funds may be used for general administrative expenses.

2) No more than 50 percent of the salaries of certified staff members involved in the program shall be paid out of funds under this grant program. Salaries of noncertificated personnel shall not be allowable.

3) At least 10 percent of the grant funds shall be used for professional development of the certified staff associated with the program, which may include the services of “teaching artists”.

4) Grant funds may be expended in connection with the utilization of community resources to the extent that these directly affect the delivery of instruction or the availability of resources for the instructional program.

Section 265.220 Criteria for the Review of Initial Proposals

a) Applications for implementation grants shall be evaluated in accordance with the following criteria:

1) Quality of the Plan (40 points)

A) The proposal demonstrates that the program to be implemented is based on information derived from the planning process.
B) The proposal identifies the aspects of the program that cannot currently be implemented in the absence of grant funding and demonstrates that plans exist to ensure the availability or redeployment of resources to sustain the program with declining reliance on State funding.

C) The proposal demonstrates that appropriately certified teachers are available to deliver instruction in the program and that their specific needs are reflected in the professional development that has been chosen.

D) The proposal demonstrates that the affected students will have systematic access to relevant linguistic, artistic, or cultural resources as an integral part of their participation in the instructional program.

2) Sustainability (30 points)

The proposal presents a portfolio of available local resources for which commitments have been secured so that the program can be sustained in future years when no further State funding will be provided.

3) Need (20 points)

A) The proposal describes the status of the applicant’s instructional programs in the arts or foreign languages, as applicable, and demonstrates that students’ access to educational opportunities in this curricular area is limited to an undesirable degree.

B) The proposal demonstrates that other sources of funding are limited to such an extent that the applicant is unable to conduct or expand the program as proposed without funding under this Part.

4) Cost-Effectiveness (10 points)
The scope of the proposed activities is reasonable in light of the amount of funding to be provided, and the project will be cost-effective considering the number of students to be served.

b) The rankings of all implementation proposals will form one distribution.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education

Agenda Topic: Approval of Teacher Certification Board Appointments

Materials: Recommendation Information

Staff Contact(s): Dennis Williams, Secretary, State Teacher Certification Board

Purpose of Agenda Item
To review and act upon the recommendations for appointment to the Illinois State Teacher Certification Board.

Expected Outcome(s) of Agenda Item
Appointment of members to the Illinois State Teacher Certification Board for three-year terms beginning July 1, 2006.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois State Teacher Certification Board. An appointment to that Board is for a three-year term and members may serve two terms.

Appointments to the Illinois State Teacher Certification Board are to represent specified categories of educators as follows:

- 5 administrative or faculty members of public or private colleges & universities in Illinois
- 3 administrators in the public schools
- 10 public school classroom teachers
- 1 regional superintendent of schools

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.
Present members of the State Teacher Certification Board and their terms of membership are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Position/Institution</th>
</tr>
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<tbody>
<tr>
<td>Mr. Muhammad Abdullah</td>
<td>2004 – 2007</td>
<td></td>
<td>Teacher, IFT, Chicago Public Schools Chicago, Illinois</td>
</tr>
<tr>
<td>Mr. Ascencion Juarez</td>
<td>2005 – 2008</td>
<td>2005 – 2008</td>
<td>Chief Human Resources Officer Chicago Public Schools</td>
</tr>
<tr>
<td>Ms. Denise Albrecht</td>
<td>2004 – 2007</td>
<td></td>
<td>Teacher, IFT, Granite City SD 9 Granite City, Illinois</td>
</tr>
<tr>
<td>Dr. Elliott Lessen</td>
<td>2005 – 2008</td>
<td></td>
<td>Dean, School of Education, IACTE Southern Illinois University Edwardsville</td>
</tr>
<tr>
<td>Dr. Andrew Brulle</td>
<td>2003 – 2006</td>
<td></td>
<td>Chair, Education Department, IACTE Wheaton College</td>
</tr>
<tr>
<td>Sr. Colleen McNicholas, OP, Ph.D. (2005-2008)</td>
<td></td>
<td></td>
<td>Dean, IACTE, School of Education Dominican University</td>
</tr>
<tr>
<td>Dr. Deborah Curtis</td>
<td>2004 – 2007</td>
<td></td>
<td>Dean, Education Department, IACTE Illinois State University</td>
</tr>
<tr>
<td>Ms. Denise Williams</td>
<td>2004 – 2007</td>
<td></td>
<td>Teacher, IEA, Centralia SD 135 Centralia, Illinois</td>
</tr>
<tr>
<td>Dr. Nina Dorsch</td>
<td>2005 – 2008</td>
<td></td>
<td>Associate Professor, IACTE Northern Illinois University</td>
</tr>
<tr>
<td>Dr. Eugene Zalewski</td>
<td>2003 – 2006</td>
<td></td>
<td>Superintendent, Niles Elementary SD 71 Niles, Illinois</td>
</tr>
<tr>
<td>Dr. Allen Ellington</td>
<td>2005 – 2008</td>
<td></td>
<td>Principal, IPA, Collinsville CUSD Collinsville, Illinois</td>
</tr>
</tbody>
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* Denotes the member is serving his or her first complete term.
** Denotes the member is serving his or her second complete term.

On June 30, 2006 (with the exception of Kay Acklin), the terms of the following memberships will expire:

- Kay Acklin (submitted Letter of Resignation)
- Richard Ammentorp (first term)
- Andrew Brulle (second term)
- Lydia Bullock (Completed the term for former member Marsha Allen)
- Linda Malone (first term)
- Eugene Zalewski (second term)

Although Kay Acklin’s term does not expire until June 30, 2007, she submitted her resignation from the Illinois State Teacher Certification Board effective June 30 2006.

The procedures for nominating teacher members are detailed in law. A candidate may be nominated by: (1) filing a petition signed by 250 persons holding valid teaching certificates; or (2) any professional teachers' organizations may submit one candidate for
each vacancy for each 20,000 members or major portion thereof, who hold valid
certificates. For the remaining positions, recommendations are submitted by
professional organizations representing higher education and school administrators.

In accordance with the nomination procedures set forth in Article 21-13, the State
Superintendent has received the following nominations:

**Illinois Association of Colleges for Teacher Education (IACTE)**
- Dr. Janet Pierce-Ritter  Replace Andrew Brulle

**Illinois Education Association (IEA)**
- Linda Malone    Replace Kay Acklin
- Tamara Smith   Replace Linda Malone
- Richard Ammentorp  Reappointed to second three-year term

**Illinois Federation of Teachers (IFT)**
- Lydia Bullock  Reappointed - Beginning first three-year term after
  completing the term for former member Marsha Allen

**Illinois Association of School Administrators (IASA)**
- Replacement for Eugene Zalewski will be submitted by Brent Clark, the new
  Executive Director for IASA after IASA retreat (mid-July).

Brief biographical information about the nominees is attached.

**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board of Education hereby approves the following recommended
appointments to the Illinois State Teacher Certification Board:

**Illinois Association of Colleges for Teacher Education (IACTE)**
- Janet Pierce-Ritter  (First Term)

**Illinois Education Association (IEA)**
- Linda Malone    (Second Term – Completing Kay Acklin’s second term)
- Tamara Smith   (First Term)
- Richard Ammentorp  (Second Term)

**Illinois Federation of Teachers (IFT)**
- Lydia Bullock   (First Term)

**Next Steps**
The nominees and their sponsoring organizations will be notified about the action taken
by the State Board of Education. In addition, the members of the Illinois State Teacher
Certification Board will be notified and the State Board of Education and State Teacher
Certification Board websites will be appropriately updated. A training session for new
Certification Board members is planned for August.
Biographical Information

Janet Pierce-Ritter
Dr. Janet Pierce-Ritter is the Associate Dean of Student Academic Services in the School of Education at Loyola University Chicago. Dr. Pierce-Ritter is responsible for the School of Education’s daily operations that pertain to student academic services (recruitment, admissions, registration issues, leaves, graduation, etc.) She also is the Certification Officer for all university state credentialing programs. Over the last two years, Dr. Pierce-Ritter has been responsible for initiating six new degree programs that lead to state credentials (new or enhanced).

Dr. Pierce-Ritter received her Master of Arts degree from Governors State University and her Ph.D. from Loyola University Chicago. She is a board member and secretary for Parents Allied with Children and Teachers for Tomorrow (PACTT) association – a not-for-profit agency working to serve individuals with autism and their families. Dr. Pierce-Ritter has been principal of a therapeutic day school, the education director of a psychiatric care facility, and a teacher for students with special needs. She resides in Lincolnwood, Illinois with her husband and son.

Tamara Smith
Tamara Smith is a native of Wilmington, Illinois now residing in Moline, Illinois. She is a special education teacher in the Silvis School District. She is a graduate of Illinois State University. She is currently a member of the Board of Directors of the Illinois Education Association. She was recently name to Who’s Who Among American Teachers. She is married to Donald and the mother of four children, Christine, Angela, Bart and David and the grandmother of Andrew.

Lydia Bullock
Lydia Bullock has taught a total of 28 years in Illinois and Indiana. She is currently teaching sixth through eighth grade mathematics at the Nicholson Specialty School in Chicago. Ms. Bullock holds a bachelor’s degree from Chicago Teachers College and a master’s degree from Governors State University.

Biographical Information upon Request for

Richard Ammentorp (IEA second term)
Linda Malone (IEA second term)
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
Dr. Ginger M. Reynolds, Assistant Superintendent
Gail Lieberman, NCLB

Agenda Topic: NCLB Accountability Workbook changes

Staff Contact(s): Gail Lieberman

Purpose of Agenda Item
The purpose of this agenda item is to bring to the Board for approval the changes in Illinois’ Accountability Workbook. These changes have been recently negotiated with USED and if approved will be in effect for the 2005-2006 testing cycle. (The Terra Nova/Backmapping change described below will be in effect for the 2006-2007 testing cycle.)

Expected Outcome(s) of Agenda Item
The Board will rule on the proposed changes.

Background Information
This year, USED dealt with changes to Workbooks differently than in the past. Staff talked with ED and negotiated changes without submitting the actual Workbook. They are sending us a letter approving those changes. With your approval, we will implement them.

Most of the changes to this year’s Workbook are minor tweaks to or clarifications of our current system. The following are the negotiated changes:

- In the past, we have used the Terra Nova test to hold schools with no tested grades accountable (for example, a K-2 school). Now that Illinois will have a fully-functional student identification system by 2006-07, we propose to use the practice of mapping student AYP from a higher grade (for example, grade 3) to a lower grade (for example, grade 2) when the lower grade school has no tested grade. A K-2 building will be mapped to a counterpart elementary school containing grade 3. Grade 3 student performance in the elementary school containing grade 3 will be used as the accountability measure for the K-2 building. For those lower grade schools that merge into more than one feeder school, the feeder school with the majority of the students will be used as the basis for the lower grade school AYP status. This process will apply to K-2 schools and other school configurations as needed.

- Illinois proposes to use a 95% confidence interval for the “all” group as well as individual subgroups. Now, we only use a 95% confidence interval for subgroups. This change will ensure that we have as accurate a representation of the entire tested student population in a school/district as we do for the subgroups of a school/district.
• Illinois proposes to use a 75% confidence interval for safe harbor beginning in 2006. This will help ensure that Safe Harbor calculations are accurate.

• We propose to change the wording of what it means for a student to be enrolled a “full academic year.” This is not a substantive change but rather clearer wording, since there was some confusion in the field. We propose that the definition now read, “For 2005-06 and thereafter, students who are enrolled in the district on or before May 1, 2005, and who stay continuously enrolled through state testing in Spring 2006, are considered to be enrolled for a full academic year.”

• We propose to change the wording related to students who are medically exempt from testing. It came to our attention that previous wording may have implied the exemption from testing of students who are in long-term residential facilities and are being schooled. We propose that the definition now read, “Medically Exempt Students may be excluded from the enrollment count in a school and from taking a state assessment if, at the time of testing, they: (a) have been admitted on an emergency basis to a hospital or residential facility (e.g., because of a motor vehicle or other type of accident, emergency surgery, psychiatric emergency) or on an emergency basis to a drug/alcohol/psychological treatment program; and (b) are unable to be schooled.

• We propose to change the way the Agency deals with testing homebound students. We would like to include a definition of homebound students who can be considered exempt from testing rather than our past practice of committing the agency to make determinations of status on a case-by-case basis. We propose that the definition read as follows: Students on homebound status at the time of testing who are too ill, either physically or psychologically, to be able to test may be excluded from the enrollment count in a school and from taking a state assessment.

• We propose to continue to use the “proxy” process this year, as we did in the 2005 testing cycle. Illinois will use the proxy process outlined in the May 7, 2005 guidance from USDE regarding Transition Option #1. For Illinois, with its 14% identification of students with disabilities, this calculates to 14%.

**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

I move the State Board approve the proposed changes to Illinois’ Accountability Workbook, including implementing a backmapping process, a 95% confidence interval for the “all” group, a 75% confidence interval for Safe Harbor, the definition of “medically exempt” students, an alteration in the process for dealing with homebound students, and the continuation of the proxy process.
TO: Illinois State Board of Education

FROM: Christopher J. Ward, Ed.D.
      Board Operations Committee Chairperson

Agenda Topic: Award Contract for State Superintendent Search

Staff Contact(s): Darren Reisberg, General Counsel

**Purpose of Agenda Item**
The purpose of this agenda item is to select a firm or organization to conduct a Superintendent Search.

**Expected Outcome(s) of Agenda Item**
The Board will approve the award of a contract to secure search services for the next State Superintendent of Education.