This meeting will also be audio cast on the Internet at: www.isbe.net

**JUNE 19, 2013**

9:30 – 10:30 a.m.  **School Funding Working Group**  
Crouse Education Center, Indian Prairie School District 204

10:30 – 11:30 a.m.  **School Visit**  
Waubonsie Valley High School, Indian Prairie School District 204  
2590 Route 34, Aurora, IL 60504

12:00 – 12:45 p.m.  **Lunch**  
Crouse Education Center, Indian Prairie School District 204

1:00 – 5:00 p.m.  **Convene Plenary Session**  
Crouse Education Center, Indian Prairie School District 204

*5:00 p.m.*  **Closed Session (as needed)**  
Crouse Education Center, Indian Prairie School District 204

**JUNE 20, 2013**

8:30 – 12:00 p.m.  **Reconvene Plenary Session**  
Crouse Education Center, Indian Prairie School District 204

12:00 – 1:00 p.m.  **Lunch**  
Crouse Education Center, Indian Prairie School District 204

*1:00 p.m.*  **Closed Session (as needed)**  
Crouse Education Center, Indian Prairie School District 204

* The meeting will begin at the conclusion of the previous session.

This meeting 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: 217-782-1900; Fax: 217-785-3972.

**NOTE:**  Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Illinois State Board of Education  
Crouse Education Center  
780 Shoreline Drive  
Aurora, IL 60504  

June 19, 2013  
9:30 a.m.  

This meeting will also be audio cast on the Internet at: www.isbe.net  

I. School Funding Working Group  
A. Funding Formula Working Group Minutes: May 16, 2013 (pp. 4-5)  
B. Discussion and Approval of Project Timeline  
C. Discussion of Guiding Principles  

Plenary Session  
1:00 p.m.  

II. Roll Call/Pledge of Allegiance  
A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means  

III. Presentations/Showcases  
A. Indian Prairie School District 204  
B. Standards of Expectations, Evanston/Skokie Community Consolidated School District 65  
C. An Update on the New Principal Endorsement Programs in Illinois  

IV. Public Participation  

V. Resolutions & Recognition  
A. Stephanie Hawkins, 2012 Milken National Educator, Lynne Thigpen Elementary School (p. 6)  
B. Ron Moehring, 2012 Burroughs Award Recipient (p. 7)  
C. Holly Johnson , 2013 Arts Alliance Poster Contest Winner, Hinsdale South High School (p. 8)  
D. Maryna Mitchell, Horace Mann Educator of the Year 2013, Lanphier High (p. 9)  
E. Dr. Preston Williams, Urbana School District 116 (p. 10)  
F. Student Advisory Council Presentation  
G. Certificates of Appreciation to Outgoing Seniors of the Student Advisory Council  

VI. *Superintendent's Report - 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.  
A. *Approval of Minutes:  
1. Plenary Minutes: May 16, 2013 (pp. 11-16)  
B. *Rules for Initial Review  
C. *Rules for Adoption  
D. *Contracts and Grants Over $1 Million  
1. Request to Release Grant: Illinois Mathematics and Science Partnership (pp. 17-24)  
2. Request to Award Grant: Race to the Top Early Learning Challenge (pp. 25-27)  
3. Request to Award Grant: Illinois Early Childhood Asset Map (IECAM) (pp. 28-31)
4. Approval of School Improvement Grant (pp. 32-36)
E. *Update to the Strategic Plan (pp. 37-89)
F. *FY 2012 Compliance Report (pp. 90-91)
G. *FY 2014/2015 Audit Plan (pp. 92-94)

*End of Consent Agenda*

June 20, 2013
8:30 a.m.

H. Part 226 (Special Education [class size rules]) (pp. 95)
I. Qualified Zone Academy Bond Authorization(s) (pp. 96-102)
J. 2014 Board Meeting Dates (pp. 103-104)

VII. Discussion Items
   A. Budget Update (pp. 105-106)
   B. Legislative Update (pp. 107-114)
   C. Other Items for Discussion

VIII. Announcements
   A. Superintendent’s/Senior Staff Announcements
   B. Chairman’s Report
   C. Member Reports

IX. Information Items
   A. ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)
   B. Status of Agency Rulemaking (pp. 115-121)

X. Adjourn

This meeting 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: 217-782-1900; Fax: 217-785-3972.

NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session.
Co-Chair Baumann called the Funding Formula Working Group meeting to order at 9:06 a.m.

Matt Vanover indicated that the meeting will be audio cast on the internet.

**Funding Formula Resolution:** The Superintendent began by reminding members that Chairman Chico had asked that a draft of the Funding Formula Resolution, discussed at the April Board meeting, be brought to the May Board Meeting and that the Funding Formula Working Group review and modify the resolution if necessary. Members discussed proposed resolution and settled upon language to recommend to the full Board. The resolution recommended by the Working Group stated:

> The Illinois State Board of Education recognizes the financial crisis that confronts our state and the limited funds currently available to support K-12 school districts.

> The Illinois State Board of Education recognizes the harmful effect that the state’s underfunding of K-12 education and the resulting proration of General State Aid payments has on school districts, particularly impoverished school districts with little local wealth and large concentrations of low-income students that rely most heavily on state financial support.

> The Illinois State Board of Education also recognizes the challenges school districts confront as state, local and federal financial support diminishes while expectations climb for students, educators and schools.

> For these reasons, the Illinois State Board of Education resolves to work with the General Assembly to support the full funding of K-12 education and provide an adequate public education to every student statewide. However, if the state continues to underfund K-12 education, then the Illinois State Board of Education resolves to collaborate with the General Assembly to develop alternative strategies for Fiscal Year 2015 that could serve to more equitably spread budget reductions among school districts and minimize adverse impacts to those in distress.

**Funding Formula Interface with Stakeholders:** Education Roundtable and P-20 are offering assistance and want to be part of the conversation. Staff will meet with them to get a timeline in place.
Potential Consulting Scope of Work: ISBE will be seeking resources to accomplish the following:

- Develop a “White Paper” to present to the Funding Task Force
- Develop funding formula based upon the research and best practices that are in alignment with the guiding principles and desired outcomes developed by ISBE
- Provide information regarding best practices funding systems in states similar to Illinois in regards to population, school district configurations and diversity in population and local wealth
- Examine and explain the current funding system in Illinois

Staff will proceed for a contract to work on the white paper and start gathering information. We will communicate with the co-chairs and if they feel there is additional need to convene, staff will schedule.

The Formula Funding Working Group adjourned at 9:42am.
Illinois State Board of Education  
RESOLUTION  

Honoring  
Stephanie Hawkins  
June 2013  

WHEREAS, Stephanie Hawkins was recently recognized by the Milken Family Foundation and received a Milken National Educator Award on April 12 at an all-school assembly held at Lynne Thigpen Elementary School in Joliet; and  

WHEREAS, Stephanie is entering her eighth year of teaching and has repeatedly been described as an exceptional educator who demonstrates outstanding leadership abilities both in the classroom and with her colleagues; and  

WHEREAS, Stephanie excels at differentiating instruction through research and innovation so that every child gets the support he or she needs in order to learn and succeed; and  

WHEREAS, Stephanie is an avid continuous learner who shares strategies and ideas freely with her colleagues, and teachers seek her out for her expertise and advice; and  

WHEREAS, Stephanie is a team player, a collaborator, a leader and a role model who has earned high praise and respect from administrators, parents, students and staff alike; and  

WHEREAS, Stephanie is an exemplary educator who consistently goes above and beyond to ensure student success.  

THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Stephanie Hawkins for her dedication to the field of education and to the students and staff of Lynne Thigpen Elementary School.  

Gery J. Chico, Chairman  
Steven R. Gilford, Vice Chairman  
Vinni M. Hall, Secretary  
James W. Baumann, Member  
Curtis W. Bradshaw, Member  
Andrea S. Brown, Member  
David L. Fields, Member  
Melinda A. LaBarre, Member
WHEREAS, Ron has served as a member of the Illini Central School District 189 Board for 27 years, 17 of which he has been President; and

WHEREAS, Ron has shown a deep level of commitment and dedication to the district and its students by consistently going above and beyond to find successful solutions to a wide variety of issues; and

WHEREAS, Ron demonstrated his determination to helping students succeed by prioritizing assets; hiring high quality staff; and providing excellent professional development opportunities; and

WHEREAS, Ron works diligently to stay current on issues affecting the district, its staff and the community as was seen when the expulsion rate increased. Working with the superintendent, the Illini Central Academy was created and currently serves as ‘home’ to a dozen students who are working on an online education credit recovery program; and

WHEREAS, Ron’s friendly demeanor coupled with his high visibility in the schools he serves and the community, have enabled Ron to build positive, trusted relationships with administration, staff and parents that was in full evidence when a recent security threat at the high school called for fast action and calm facades and Ron was one of the first responders to the school to assist students, faculty and staff in any way necessary; and

WHEREAS, Ron’s tireless efforts, selfless dedication and unwavering commitment to Illini Central School District 189 earned him the Thomas Lay Burroughs Award; and

THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Ron Moehring for his commitment to the District 189 Board of Education and his numerous contributions to the field of education.
Illinois State Board of Education

RESOLUTION

RECOGNIZING HOLLY JOHNSON

Whereas, GOVERNOR PAT QUINN of the State of Illinois has proclaimed March 11-17, 2013 as ILLINOIS ARTS EDUCATION WEEK providing opportunities for students to experience the arts which will influence their lives beyond their formal education and encouraging all citizens to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

Whereas, HOLLY JOHNSON, an eighteen-year-old senior student from Hinsdale South High School, District 86 in Darien, Illinois, received first place in a statewide high school level poster contest sponsored by the Illinois Alliance for Arts Education in conjunction with the Illinois State Board of Education and the Governor’s Office; and

Whereas, HOLLY JOHNSON has created a composition which exhibits a very creative interpretation of the theme and has included the four art areas: dance, drama, music and the visual arts. She also has illustrated her concept by using mixed media; and

Whereas, ART INSTRUCTOR, MR. GREG GARDNER has aided and guided HOLLY in her successes as an art student; and

Whereas, DR. BRIAN WATERMAN, PRINCIPAL AND DR. NICHOLAS D. WAHL, SUPERINTENDENT OF SCHOOLS, recognize the value of the arts for all students to assure the development of self-expression, discipline, and a heightened appreciation of beauty and cross-cultural understanding to complete their education.

Therefore be it Resolved by the ILLINOIS STATE BOARD OF EDUCATION that HOLLY JOHNSON is hereby recognized on this 19th day of June 2013 for the outstanding design concept reflected in her artwork submitted in the 2013 “ARTS 4 ALL!” poster contest.

_______________________    __________________________     _______________________
Gery J. Chico, Chairman    Steven R. Gilford, Vice Chairman    Vinni M. Hall, Secretary

_______________________     ___________________________     _______________________
James W. Baumann, Member    Curtis W. Bradshaw, Member    Andrea S. Brown, Member

________________________    __________________________
David L. Fields, Member    Melinda A. LaBarre, Member
WHEREAS, Maryna was named the 2013 Horace Mann Educator of the Year in recognition of her being an exemplary educator who consistently goes above and beyond to ensure student success.

WHEREAS, Maryna earned her Bachelor’s Degree in elementary education with an emphasis in music from Southern Illinois University and then went on to earn a Master’s Degree in educational leadership from the University of Illinois at Springfield; and

WHEREAS, Maryna teaches show choir, vocal music, piano and freshman literacy students at Lanphier High School in Springfield; and

WHEREAS, Maryna utilizes her strong connections to parents and former students to share her enthusiasm and passion for music by mentoring, coaching and training current students; and

WHEREAS, Maryna puts her numerous talents to use leading madrigals, serving as an accompanist and musical director, leading the school’s theater program, being the flag corps sponsor, the PRIDE Store coordinator and a member of the attendance committee; and

WHEREAS, Maryna is a team player, a collaborator, a leader and a role model who has earned high praise and respect from administrators, parents, students and staff alike; and

THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Maryna Mitchell for her dedication to the field of education and to the students and staff of Lanphier High School.

Gery J. Chico, Chairman

Steven R. Gilford, Vice Chairman

Vinni M. Hall, Secretary

James W. Baumann, Member

Curtis W. Bradshaw, Member

Andrea S. Brown, Member

David L. Fields, Member

Melinda A. LaBarre, Member
WHEREAS, Dr. Williams has decided to begin a new chapter in his life by retiring as Superintendent of Urbana School District 116, where he has served in various capacities for the past 25-years of his illustrious career; and

WHEREAS, Dr. Williams has worn a variety of hats over his 34 years in education; and

WHEREAS, Dr. Williams has served as a coach, a teacher and an administrator and has made a significant impact on education at the local, regional and state level during his career; and

WHEREAS, Dr. Williams was an invaluable leader and contributor in the creation and implementation of strategies used to desegregate elementary schools in compliance with federal guidelines; and

WHEREAS, Dr. Williams served as a tireless advocate to ensure all students received the best educational opportunities in a safe and nurturing learning environment that best suited their needs; and

WHEREAS, Dr. Williams has lent his expertise and knowledge to numerous educational organizations and community projects; and

WHEREAS, Dr. Williams has consistently demonstrated his passion for education and his enthusiastic support for educators and students; and

WHEREAS, Dr. Williams has lead Urbana School District 116 since 2007, and during that time overall test scores and attendance have increased and the dropout rate has decreased; while at the same time the percentage of low-income and minority students has increased: now

THEREFORE, BE IT RESOLVED that the ILLINOIS STATE BOARD OF EDUCATION extends its sincere appreciation and gratitude to Dr. Preston Williams, Jr., for his dedication to the field of education.
Illinois State Board of Education Meeting
May 16, 2013
100 North First Street
Springfield, Illinois

ROLL CALL
Mr. Steven Gilford, Vice-Chairman, called the meeting to order at 10:10 a.m. Vice-Chairman Gilford asked Ms. Kim Clarke to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance. A quorum was present.

Members Present
Mr. Gery Chico, Chairman (joined meeting at 11:11 a.m.)
Mr. Steven Gilford, Vice Chairman
Dr. Vinni Hall, Secretary
Mr. James Baumann
Mr. Curtis Bradshaw
Dr. Andrea Brown
Dr. David Fields
Ms. Melinda LaBarre

PRESENTATIONS/SHOWCASES
Susie Morrison updated the Board on the Common Core Standards activities and progress. Ms. Morrison informed the Board that a Request for Proposal for a more robust evaluation of Common Core implementation around the state is being prepared at this time and she will be coming back to the board in the near future to share the results of the Common Core evaluation.

Update on the Longitudinal Data System
Joyce Karon, P-20 Council Liaison and Peter Godard provided the Board with a summary of the work, progress, goals and deadlines of the Longitudinal Data System (LDS). Mr. Godard noted that the Longitudinal Data System will enable more transparent government, informed policy making, outcomes-based program management and improved access to data for educators.

PUBLIC PARTICIPATION
Chairman Chico recognized Jane Quinlan, Superintendent of Regional Office of Education #9 Champaign-Ford Counties.

Benjamin Boer from Advance Illinois commended the Board for continuing to work on the funding issue and advocating for fully funding of K-12 education.

RESOLUTIONS & RECOGNITION
Motion
Jim Bauman moved that Illinois State Board of Education adopt the following resolution. Dr. Hall seconded the motion and it passed with unanimous roll call vote.

Funding Formula Resolution

The Illinois State Board of Education recognizes the financial crisis that confronts our state and the limited funds currently available to support K-12 school districts.

The Illinois State Board of Education recognizes the harmful effect that the state’s underfunding of K-12 education and the resulting proration of General State Aid payments has on school districts, particularly impoverished school districts with little local wealth and large concentrations of low-income students that rely most heavily on state financial support.
The Illinois State Board of Education also recognizes the challenges school districts confront as state, local and federal financial support diminishes while expectations climb for students, educators and schools.

For these reasons, the Illinois State Board of Education resolves to work with the General Assembly to support the full funding of K-12 education and provide an adequate public education to every student statewide. However, if the state continues to underfund K-12 education, then the Illinois State Board of Education resolves to collaborate with the General Assembly to develop alternative strategies for Fiscal Year 2015 that could serve to more equitably spread budget reductions among school districts and minimize adverse impacts to those in distress.

**Board Recognitions**

**Motion**
Dr. Fields moved that the Illinois State Board of Education adopt the resolutions recognizing Paula Davis, Superintendent of Pekin Community High School #303 and Dr. Lawrence Carlton, Superintendent of Henry-Senachwine Community Unit School #5. Resolutions were also adopted recognizing the Illinois ACT College and Career Readiness Exemplars': Urbana High School, Harper College, Fabric Images, Inc. and Roman M. Martin of West Leyden High School High School.

Ms. LaBarre seconded the motion and it passed with the previous roll call vote.

Chairman Chico recognized Isabel Reyes, Auvelino Chavez and Maria Ayala from the Mexican American Legal Defense Fund (MALDEF).

**RECESS**

Chairman Chico announced that lunch today is made from winning recipes of the Healthy Schools Campaign. The winners are here today from George Washington High School in Chicago to present their dishes during our lunch.

Chairman Chico recessed the board meeting for lunch at 12:04 and returned to continue the plenary session at 1:00 p.m.

**CONSENT AGENDA**

**Motion:**
Ms. LaBarre moved that the State Board of Education hereby approve the consent agenda as presented. Dr. Fields seconded the motion and it passed with a unanimous voice 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 April 16, 2013 board meeting.

**Rules for Initial Review**

- **Part 65, New Teacher Induction and Mentoring**
  (23 Illinois Administrative Code 65)

- **Part 75, Agricultural Education Program**
  (23 Illinois Administrative Code 75)

- **Part 140, Calculation of Excess Cost under Section 18-3 of the School Code**
  (23 Illinois Administrative Code 140)
Part 210
(Illinois Hope and Opportunity Pathways through Education Program)
(23 Illinois Administrative Code 210)

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

- New Teacher Induction and Mentoring (23 Illinois Administrative Code 65),
- Agricultural Education Programs (23 Illinois Administrative Code 75),
- Calculation of Excess Costs under Section 18-3 of the School Code (23 Illinois Administrative Code 140), and
- Illinois Hope and Opportunity Pathways through Education Program (23 Illinois Administrative Code 210),

including publication of the proposed amendments in the Illinois Register.

Proposed amendments to Parts 65, 75, and 140 make technical changes to align terminology in the rules to the new licensure system to take effect July 1, 2013.

Part 228, Transitional Bilingual Education
(23 Illinois Administrative Code 228)

The State Board of Education hereby authorizes solicitation of public comment for Transitional Bilingual Education (23 Illinois Administrative Code 228), including publication of the proposed amendments in the Illinois Register.

Proposed amendments to Part 228 provide for options other than English proficiency for placing English learners into part-time transitional bilingual education programs. Additional technical changes that respond to legislation or agency policy also are being proposed.

Rules for Adoption

Part 35, Mentoring Program for New Principals
(23 Illinois Administrative Code 35)

The State Board of Education hereby adopts the proposed rulemaking for Mentoring Program for New Principals (23 Illinois Administrative Code 35),

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 375, Student Records
(23 Illinois Administrative Code 375)

The State Board of Education hereby adopts the proposed rulemaking for Student Records (23 Illinois Administrative Code 375),

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 425, Voluntary Registration and Recognition of Nonpublic
(23 Illinois Administrative Code 425)

The State Board of Education hereby adopts the proposed rulemaking for Voluntary Registration and Recognition of Nonpublic Schools (23 Illinois Administrative Code 425),

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.

**Contracts and Grants Over $1 Million**

**Approval of Contract**

**ELL Professional Development, Illinois Resource Center**
The State Board hereby authorizes the State Superintendent to renew the contract for the delivery of ELL Statewide Professional Development services with the Illinois Resource Center for the amount of $1,911,639 for the period of July 1, 2013 – June 30, 2014, total contract amount not to exceed $4,720,921.

**Approval of Contract**

**Approval of Intergovernmental Agreement**

**Illinois Virtual School, Peoria County ROE**
The State Board hereby authorizes the Agency staff to renew the IGA with the Regional Office of Education #48 – Peoria County through June 30, 2014 and to increase the contract’s amount by $1,450,000, such that the total amount of the contract shall be $7,254,822. This contract is for the administration and management of the Illinois Virtual School.

**Approval of Contract**

**SIS Maintenance, IBM**
The State Board hereby authorizes the State Superintendent to enter into a contract with International Business Machines Corporation (IBM) which was the successful bidder under the RFSP for Student Information System support. The cost of the initial term of the contract is $7,500,000 from July 1, 2013 through June 30, 2018. This contract will have 5 optional 1-year renewals.

**Request for RFSP**

**Migrant Education Program Coordination**
The State Board hereby authorizes the State Superintendent to issue a Request for Sealed Proposals for the purpose of entering into a contract for coordination of the statewide migrant education program for a maximum amount not to exceed $2,950,000 for the initial term and four possible one-year renewals.

**Request for RFSP**

**Illinois Longitudinal Data System 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, 2014 not to exceed $1,800,000 in total. The resulting contract will have 4 possible one-year renewals.

**Amend FY13 Audit Plan**
The State Board of Education hereby accepts the Amended FY 2013/FY 2014 Audit Plan.

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**END OF THE CONSENT AGENDA**

**VALUE TABLE FOR GROWTH MEASURE ACCOUNTABILITY**

Mary O’Brien informed the Board of the value table proposed for use in the state growth model and the impact it will have on districts and schools.

*This is an information item; no action is needed at this time.*

Motion
Mr. Bradshaw moved that the State Board of Education hereby authorizes the approval of the Financial Plan for the Lemont-Bromberek School District 113A as presented. Dr. Hall seconded the motion and it passed with unanimous voice vote.

DISCUSSION ITEMS
Legislative Update
Nicki Bazer, General Counsel and Amanda Elliott, Governmental Relations Liaison provided the Board with a legislative update of items before the General Assembly and discussed potential ISBE legislative proposals for the 98th General Assembly.

Budget Update
Jim Bauman commented that the School Funding Working Group will continue to interface with stakeholders on the funding formula.

ANNOUNCEMENTS
Superintendent’s Report
Susie Morrison introduced our new Division Administrator for English Language Learning, David Nieto Gonzalez. David comes to us from the Massachusetts Department of Elementary and Secondary Education.

Senior Staff Report
Vinni Hall announced that she attended the Ounce of Prevention Luncheon on Early Childhood and the NASBE Millennium Study Group on May 3-4, 2013.

Member Reports
Melinda LaBarre reported that she is on the Generations Serving Generations Committee and they have received a grant from the MacArthur Foundation. The grant is to fund a survey to be completed by people over 50 years of age. Ms. LaBarre asked if you receive the survey to please complete and return it.

Ms. LaBarre noted that Maryna Mitchell was named the Educator of the Year for Springfield School District #186. Ms. Mitchell was the choir teacher whose class sang for the Board on their visit to Lanphier High School.

Curt Bradshaw commented that he had the opportunity to give the opening comments for the Bilingual Parents Summit on May 11, 2013 in Oakbrook.

Chairman Chico reported that he attended the Teach for America Dinner on May 8, 2013.

Jim Bauman thanked Robert Wolfe, Matt Vanover and Katherine Galloway for helping to organize the School Funding Working Group.

Superintendent Koch reported that he attended a viewing of several schools students interviewing World War II and Korean war veterans; several of the veterans were in attendance. Dr. Koch commented on what a great intergeneration project it was for all of those involved. Work still continues to go on with the No Child Left Behind waiver.

Superintendent Koch thanked the agency staff and board members for their involvement at the Capital to improve public education.

Matt Vanover announced that the Teacher Recognition will be held on June 11, 2013 at the Governor’s Executive Mansion.
INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)

MOTION FOR ADJOURNMENT

Dr. Hall moved that the meeting be adjourned. Dr. Brown seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 3:00 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
       Susan Morrison, Deputy Superintendent/Chief Education Officer


Materials: Appendix A: Program Summary

Staff Contact(s): Dora Welker, Division Administrator, College and Career Readiness
                 Gil Downey, Illinois Mathematics and Science Partnerships, (IMSP) State Coordinator, College and Career Readiness

Purpose of Agenda Item
The College and Career Readiness Division requests the Board to authorize the State Superintendent to release a Request for Proposals (RFP) whereby one or more eligible entities are expected to receive an Illinois Mathematics and Science Partnership (IMSP) Grant which exceeds $1 million over the term of the grant. The total award over a three year period will not exceed $3,600,000.

Relationship to/Implications for the State Board’s Strategic Plan
The IMSP Elementary grant supports the following goal:

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

The IMSP Grant provides capacity building activities for K-5 educators in teaching science. The grant will focus on developing content and pedagogical knowledge to enhance teaching and learning science.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to execute such RFP subject to staff recommendations.

Background Information
Title II, Part B, Sections 2201-2203, of the Elementary and Secondary Education Act (ESEA) authorizes the Mathematics and Science Partnerships (MSP) program as a means to improve teacher quality in these respective curricular areas. The purpose of the program is to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

The Illinois Mathematics and Science Partnerships Program (IMSP) funds projects that provide high quality professional development for math and science teachers. The program was begun in 2005 and to this point; all of the grants have been $250,000 or less. Appendix A describes IMSP programs that began 2007 along with a brief summary from external evaluation that describes growth in teacher content knowledge resulting from participation in IMSP Projects.
The federal legislation identifies five criteria to support the purpose of the MSP program. The purpose of this legislation is to provide funds to improve the academic achievement of students in the areas of mathematics and science by encouraging State educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to participate in programs that:

1. improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers;
2. focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
3. bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers’ teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
4. develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
5. improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

**IMSP Vision**

_Building capacity for high-quality, K-5 Science Teaching and Learning_

This vision begins with quality teaching and learning aligned to Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas (the Framework) and Next Generation Science Standards (NGSS). In order to achieve this vision, this IMSP Grant will develop activities to support the following goals:

1. **Promote student academic achievement** in science through capacity building activities designed to improve K-5 teaching and learning, aligned to Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas (the Framework) and Next Generation Science Standards (NGSS);
2. Development of **Building Capacity for K-5 Science Education (BCSE)**; rigorous online, instructional modules containing curricula, lessons, and resources as described in this IMSP WIP 5 Elementary RFP to improve capacity of K-5 in-service and pre-service math and science teachers.
3. Development of a model curriculum aligned to NGSS that districts and schools can use or adapt to provide teachers specific units and examples of lessons.
4. **IMSP Regional Partnerships** are designed to support teacher’s understanding of high-quality science instruction aligned to NGSS, give teachers access to scientists, mathematicians, and engineers (along with their technologies and resources) in order to help them develop knowledge, skills and resources; and to help high-need LEAs prepare
their students to be positioned to be college- and career-ready in an innovative and globally competitive society;
5. Promote strong teaching skills by increasing instructors’ understanding and application of scientifically-based educational research appropriate to science teaching and learning; and
6. Develop school culture with rich, highly integrated, learning opportunities for K-5 students, allowing the exploration of STEM challenges and fields of study.

The development of high-quality, instructional materials and resources designed to support the capacity building for understanding and effective implementation of teaching and learning practices aligned to Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core Ideas (Framework) and the Next Generation Science Standards (NGSS) will provide K-5 teachers the support for designing and implementing rigorous, lessons that challenge and prepare their students to be proficient in scientific and engineering practices and science content while developing critical thinking and inquiry-based problem solving skills.

Financial Background
ISBE will determine the next grantee through a competitive bid process.

Federal Funds to support the IMSP Grant are derived from the ESEA Title II B.

This grant is expected to award up to $1,200,000 in FY 2014. IMSP will provide for continuation awards of up to $1,200,000 during FY 15 and FY 16 contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period. The total award over a three year period will not exceed $3,600,000.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: Funding the IMSP Grant Program supports improved K-5 student achievement in science through development of teacher content and pedagogical knowledge. Providing support for K-5 teachers in science will be essential when science test scores become an accountability measure included in the Illinois NCLB Waiver.

As Illinois considers adoption and implementation of NGSS, it will be essential that support for many elementary teachers is provided for effective science instruction. NGSS include a coherent development of content, practices and crosscutting concepts that increase in complexity through K-12. In order for all students to be successful in middle and high school science, quality teaching and learning must take place in the elementary classrooms across all Illinois Schools.

Budget Implications: Funding for the IMSP Grant will draw funds from the federal Mathematics and Science Partnerships, formula grant allocation overseen by the US Department of Education.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions
Pros: With approval, MSP funds will be used to set up a state-wide system of providing high-quality capacity building support for K-5 teachers and administrators. It is also expected that this system will be scaled up to provide quality support to K-5 teachers throughout Illinois.
An important additional outcome will be impacting pre-service programs to better develop teacher-candidates teaching of science. Resources and practices developed in IMSP can be implemented in university programs so teachers are better prepared to teach science.

**Cons:** None.

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

The State Board hereby authorizes the State Superintendent to release an RFP whereby one or more entities are expected to receive an Illinois Mathematics and Science Partnership (IMSP) Grant for a maximum amount not to exceed $1,200,000 for the initial term and two possible one-year renewals for $1,200,000 each. The total award over the three year period will not exceed $3,600,000.

**Next Steps**
Upon Board authorization, Agency staff will release the RFP for the Illinois Mathematics and Science Grant competition.
Appendix A

Illinois Mathematics and Science Partnerships Program (IMSP)

Brief IMSP Summary:
The Illinois Mathematics and Science Partnerships Program (IMSP) has utilized two models for delivery of professional development to in-service, K-12 Mathematics and Science teachers. Beginning in 2007, the IMSP Graduate Program began with 16 programs participating in a three-year grant program. In the following year, seven additional programs were added. Primarily, these cohort programs were operated from colleges of math or science within the universities. The program consisted of a planning year for the universities to get the necessary approvals and plan for the courses to be taught. The universities had to reapply for an additional three-year grant in order to get their cohorts through the program. One program, SIU-C had two cohorts go through their program. The second model, the Workshop / Institute Model (WIP) was initiated in the summer of 2009. WIP 1, WIP 2 and WIP 3 were three-year grant programs with two summers of workshops with four follow up dates throughout the school year. The summer workshops are required to include a minimum of 80 hours of professional development. WIP 4 and WIP 5 are two-year grant programs.

IMSP Projects:
23 Graduate Programs
52 Workshop / Institute (WIPs)
36 current projects
1600 (approx) number of K-12 teachers served in IMSP
(does not include WIP 5 as it will begin this summer with approximately 250 6-12 science teachers.)

Brief evaluation Summary:
From 2007-2012, the IMSP funded 51 projects (25 graduate and 16 WIP). Grantees measured their teachers' content knowledge gains. A meta-analysis of these data show that since 2008-2009 (the first year of implementation), effect sizes for participating teachers' content knowledge have increased approximately 69% (Note: teacher cohorts were three to four years depending on the grant). There was no statistically significant difference in content knowledge gains between Graduate and Workshop Institute participants.

<table>
<thead>
<tr>
<th>Implementation Date</th>
<th>Institution</th>
<th>Project Contact</th>
<th>Project Title</th>
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<tr>
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<tr>
<td>Fall 08</td>
<td>UIUC</td>
<td>Dr. Barbara Hug</td>
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<td>R. James Breunlin</td>
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<td>Spring 09</td>
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<td>NIU</td>
<td>Dr. Helen Khoury</td>
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<tr>
<td>Fall 08</td>
<td>NIU</td>
<td>Dr. Mansour Tahernezhadi</td>
<td>IT/pre-eng</td>
</tr>
<tr>
<td>Fall 08</td>
<td>ISU</td>
<td>Chris Merrill</td>
<td>IT/pre-eng</td>
</tr>
<tr>
<td>Fall 08</td>
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<td>Dr. William Hunter</td>
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<td>Cynthia W. Langrall</td>
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<tr>
<td>Fall 09</td>
<td>SIU-E</td>
<td>Dr. Marilyn Hasty</td>
<td>Sec Math</td>
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<td>Fall 08</td>
<td>IIT</td>
<td>Dr. Daniel Meyer</td>
<td>Physics</td>
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<td>Fall 08</td>
<td>Bradley</td>
<td>Dr. Kelly McConnaughay</td>
<td>Elementary</td>
</tr>
<tr>
<td>Fall 08</td>
<td>Aurora</td>
<td>Dr. Sherry Eagle</td>
<td>Elementary</td>
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<tr>
<td>Fall 08</td>
<td>Aurora</td>
<td>Dr. Sherry Eagle</td>
<td>Sec Math</td>
</tr>
</tbody>
</table>

**Graduate (80s) FY08-FY10 / FY11-FY13**

| Spring 09 | NIU | Mr. Jon Miller | Biology |
| Spring 09 | ISU | Dr. Metcalf-Turner | Elementary |
| Spring 09 | SIU-C | Dr. Mary Wright | Elementary |
| Spring 09 | Bradley | Kelly McConnaughay | Environment |
| DePaul University | Ms. Carolyn Narasimhan | Sec Math |
| Fall 08 | Aurora | Dr. Sherry Eagle | Biology |
| Fall 08 | Aurora | Ken Gardner | Earth/Space |

**Workshop / Institute (WIP 1) FY09-FY11**

| Summer 09 | Aurora University | Sherry Eagle | MS / HS Mathematics (Plano) |
| Summer 09 | Aurora University | Sherry Eagle | MS / HS Physical Sciences (Woodstock) |
| Summer 09 | ISU | Skip Nelson | MS / HS Geology Earthscope |
| Summer 09 | ISU | Chris Merrill | HS Math 3D Solid Modeling - Geometry |
| Summer 09 | UIUC | Polly Kroha | HS STEM / Nanotechnology |
| Summer 09 | Monroe-Randolph ROE 45 | Mary Ann Quivey | MS / HS iBio technology |
| Summer 09 | Lee/Ogle Counties ROE 47 | Karen Reck | NIMS 6th - 9th grade Math and Science |
| Summer 09 | Rock Island County ROE 49 | Amy Sandgren | RI NIMS 4th - 9th grade Math and Science |
| Summer 09 | St. Clair ROE 50 | Gloria Oggero | Green STEM HS Math and Science |

**Workshop / Institute (WIP 2) FY10-FY12**

| Summer 10 | SIU-C | Dr. Frackson Mumba | MS/HS Science Partnership For Improved Achievement in Science Through Computational Science |
| Summer 10 | NIU | Dr. Mansour Tahernezhadi | MS / HS STEM |
| Summer 10 | ISU | Ryan A. Brown, Ph.D | MS Engaged STEM |
| Summer 10 | ISU | Dr. Amy M. Bloom | Threatened Species, Threatened Environments |
| Summer 10 | BHS ROE# 28 | Dara Carr | Gr 7-12 Math / Science |
| Summer 10 | M-R ROE #45 | Mary Ann Quivey | Elem / MS Intel Math |
| Summer 10 | Lee/Ogle ROE #47 | Amy Jo Clemmens | Gr 5-9 NIMS - Rockford |
### Workshop / Institute (WIP 3) FY11-FY13

| Summer 11 | Board of Trustees of U of I | Ms. Polly A. Kroha | UNITE |
| Summer 11 | ISU | Dr. Jeffery Barrett | FA Improving Teachers Instructional Practices |
| Summer 11 | ISU | Dr. Robert (Skip) Nelson | IL Easrthscope and the New Madrid Earthquakes |
| Summer 11 | Board of Trustees SIU-E | Mr. Stephen Marlette | MASLI3 - R |
| Summer 11 | ROE 45 | Ms. Mary Ann Quivey | MRI Math Connections |
| Summer 11 | ROE 45 | Ms. Ann Reed | I BIO |
| Summer 11 | Lewis University | Dr. Ray Klump | Lewis Green Energy for Grade Schools |
| Summer 11 | Aurora University | Dr. Chetna Patel | Summer Instructioinal Physical Science w/ Engineering |
| Summer 11 | Aurora University | Dr. Kenneth Gardner | Grounded to Soar - George Illiams Campus |

### Workshop / Institute (WIP 4) FY12-FY13

| Winter 12 | Bremen High School District | Dr. Corinne Williams | Physics for All |
| Winter 12 | Champaign/Ford ROE 9 | Mary Ellen Leonard | Common Core Transitions Project |
| Winter 12 | Champaign CUSD #4 | Dr. Judy Wiegand | PEMM: Partnership for Enhancing Mathematics Modeling |
| Winter 12 | Northern Illinois University | Helen Khoury | Institute for Excellence in Mathematics Teaching and Learning |
| Winter 12 | Northern Illinois University | Dr. Jon Miller | Integrating Math and Science with Content, Pedagogy, and Technology |
| Winter 12 | Illinois State University | Dr. William Hunter | Real Numbers in Real Situations: Modeling with Mathematics for Teachers and Students |
| Winter 12 | Board of Trustees of Western Illinois University | Dr. Sebastian Szyjka | Western Illinois Mathematics Teacher Transformation Institute (WI-MITTI) |
| Winter 12 | Bureau/Henry/Stark ROE 28 | Dara Carr | Integrating Mathematical Practices (IMP) |
| Winter 12 | Bureau/Henry/Stark ROE 28 | Dara Carr | Modeling And the Common Core (MACC) |
| Winter 12 | Lee/Ogle ROE #47 | Anji Garza | Lee/Ogle STEM Project |
| Winter 12 | Rock Island County ROE 49 | Amy Sandgren | RIROE - IMPACT Partnership |
| Winter 12 | STEM Center Education at Bradley University | Kelly McConnaughay | Leading Math for All Students Through STEM |
| Winter 12 | Aurora University | Dr. Saib Othman | WIP 4 |
| Winter 12 | North Central College | Jan Fitzsimmons | Math Learning Collaborative - Network (MLCN) |

### Workshop / Institute (WIP 5) FY13-FY14
<table>
<thead>
<tr>
<th>Winter 13</th>
<th>Board of Trustees of Illinois State University</th>
<th>Dr. William Hunter</th>
<th>Real Science and the Next Generation Science Standards</th>
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<tr>
<td>Winter 13</td>
<td>Board of Trustees of Illinois State University</td>
<td>Dr. David Loomis</td>
<td>Teaching Next Generation Energy Concepts with Next Generation Science Standards</td>
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<td>Winter 13</td>
<td>East St. Louis School District 189</td>
<td>Ms. Sydney Stigge-Kaufman</td>
<td>Inspire STEM</td>
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<td>Winter 13</td>
<td>Northern Illinois University</td>
<td>Dr. Mansour Tahernezhadi</td>
<td>Project ENGINE: Engineering the Next Gen Initiative for Northern Illinois Engagement</td>
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<td>Champaign CUSD 4</td>
<td>Ms. Kristin Camp</td>
<td>Partnership for Implementing the Framework for K-12 Science Education (PIFSE)</td>
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<td>Winter 13</td>
<td>Olympia CUSD 16</td>
<td>Mr. Chris Embry Mohr</td>
<td>Corn Belt STEM Alliance</td>
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<td>Winter 13</td>
<td>Aurora University</td>
<td>Dr. Saib Othman</td>
<td>Developing Models and Carrying Out Investigations in STEM</td>
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<tr>
<td>Winter 13</td>
<td>Board of Trustees of Illinois State University</td>
<td>Dr. Darci J. Harland</td>
<td>Introducing Students to Research and Development for the High School Classroom</td>
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<tr>
<td>Winter 13</td>
<td>Regional Office of Education 49</td>
<td>Ms. Amy Sandgren</td>
<td>Integrating STEM to Improve Science Education for all Students (Middle School)</td>
</tr>
<tr>
<td>Winter 13</td>
<td>Regional Office of Education 49</td>
<td>Ms. Amy Sandgren</td>
<td>Integrating STEM to Improve Science Education for all Students (High School)</td>
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</tbody>
</table>
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
        Susan Morrison, Chief Education Officer/Deputy Superintendent

Agenda Topic: Grant $1 Million: Illinois Resource Center (IRC)

Materials: N/A

Staff Contact(s): Reyna P. Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Early Childhood Division requests the Board to authorize the State Superintendent to enter into a Grant Agreement with the Illinois Resource Center to transfer funds for the Race to the Top-Early Learning Challenge-Phase 2.

Relationship to/Implications for the State Board’s Strategic Plan
The Grant Agreement will support the following Board Goals:

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

GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders;

Expected Outcome(s) of Agenda Item
This agenda item will be discussed as part of the consent agenda and then be called for a vote by the Board. It is expected that staff will receive the Board’s authorization to enter into the Grant Agreement.

Background Information
On December 6, 2012, Illinois was awarded a $34.8 million Race to the Top-Early Learning Challenge (RTT-ELC) Phase 2 grant by the US Department of Education and Health and Human Services. RTT-ELC focuses on improving early learning and development programs for young children. In Illinois, the grant builds on the state’s strong track record of rigorous evaluation and evidence-based decision making. A five-level quality rating improvement system will be created, which will be utilized by most early learning programs, including Preschool for All, Head Start, Early Head Start, center-and-home based child care, and private preschools licensed through the Department of Children and Family Services. Illinois will implement revised early learning standards for children ages birth to five. The plan will provide professional development and other supports to raise the quality of early childhood programs including ongoing supports for Illinois Higher Education Faculty using avenues that have proven successful in the past.

IRC will serve as the lead funding agency for three projects within the Early Learning Challenge:
1.) Faculty Institutes;
2.) Creation of a unified early childhood faculty resource website; and
3.) Creation of webinar series, training curricula, and/or college level course curricula resource materials.

1.) **Faculty Institutes**
IRC has successfully hosted multiple faculty institutes with funds from the State Advisory Council Grant, which has now ended. IRC will work with the Higher Education Learning and Professional Development (HELP) advisory committee to complete the following functions:
- Survey faculty at IHEs with early childhood programs to prioritize critical areas of need
- Hold two Faculty Institutes
- Hold regional follow up meetings and wraparound service opportunities for these institutes.

2.) **Creation of a unified early childhood faculty resource website**
IRC will subcontract with the University of Illinois Urbana Champaign (UIUC) to create unified early childhood faculty resource website. UIUC has experience building and maintaining this type of website. The HELP advisory committee will advise on the website content.

3.) **Creation of webinar series, training curricula, and/or college level resource materials.**
The Governor’s Office of Early Childhood Development, IRC and the HELP advisory committee will develop a needs assessment regarding new trainings curricula/coursework in areas of critical need. This group will then prioritize the needs and develop a plan to address the gaps. IRC will implement the creation of the new training curricula to address identified gaps in training and coursework.

**Financial Background**
The budget submitted in the Race to the Top- Early Learning Challenge- Phase 2 application allocated $1,000,000 for the IRC during the calendar years 2014-2016. Shown below is a summary for the funding for the proposed grant agreement:

- FY 14 $250,000
- FY15 $312,500
- FY16 $387,500
- FY17 $  50,000

**Effectiveness**
Effectiveness on this grant agreement will be measured in two ways. First, ISBE will work closely with the Governor’s Office for Early Childhood Development to monitor the use of funds and timely completion of the approved scope of work. Second, the RTT-ELC grant will be evaluated based on Performance Measures identified by the Department of Education. These performance measures reflect the three strategic priorities of the Race to the Top, Early Learning Challenge:

- Deepening the integration of the state supports to create a unified framework for all Early Learning and Development (ELD) systems:
- Connecting the most at-risk children with the services and supports they need; and
- Increasing the quality of both learning environments and instruction in early learning and development programs from “adequate to good” and from “good to great”.

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

Policy Implications: This grant agreement is required to implement the state’s Early Learning Challenge Phase 2 grant, strengthening early childhood systems, increasing at-risk access to services, and raising program quality.

Budget Implications: Funds for this Grant Agreement are available through the Federal Race to the Top-Early Learning Challenge-Phase 2.

Legislative Action: None required

Communication: Not applicable

**Pros and Cons of Various Actions**

Approval of the Grant Agreement will allow ISBE to transfer funds according to the terms of the state’s application for Race to the Top-Early Learning Challenge.

Failure to approve the Intergovernmental Agreement will delay or prevent implementation of the state’s RTT-ELC plan.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

> The State Board of Education authorizes the State Superintendent to enter into a new Grant Agreement with the Illinois Resource Center in the amount of $1,000,000 effective July 1, 2013 through December 31, 2016, for the transfer of funds for Race to the Top, Early Learning Challenge, Phase 2.

**Next Steps**

Upon Board authorization, Agency staff will enter into a Grant Agreement with IRC.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Susan Morrison, Chief Education Officer/Deputy Superintendent

Agenda Topic: Grant Exceeding $1 Million: Illinois Early Childhood Asset Map (IECAM)

Materials: None

Staff Contact: Reyna P. Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Division of Early Childhood Education requests the Board to authorize the State Superintendent to enter into a grant agreement in excess of $1 million over a five (5) year grant cycle with the Board of Trustees of the University of Illinois for the provision of the Illinois Early Childhood Asset Map website grant. Authorization is requested to execute a grant agreement with the Board of Trustees of the University of Illinois in an amount not to exceed $2,500,000.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school;
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

The website will provide online access to demographic data on young children and data on early care and education services in Illinois. Up-to-date demographic information will be combined with early childhood program information from Prevention Initiative (PI) and Preschool for All (PFA), Head Start, and child care. The website will use a sophisticated electronic coding/mapping function to locate early childhood programs correlated with demographic data across multiple sectors of the state.

Expected Outcome(s) of Agenda Item
It is expected that the board will authorize the State Superintendent to enter into a grant agreement with the Board of Trustees of the University of Illinois.

Background Information
The Illinois Early Childhood Asset Map (IECAM) was developed based on recommendations from the Illinois Early Learning Council during FY2006 and was initially funded by ISBE and other public and private partners. IECAM was established to bring together data from multiple early care and education data systems and the U.S. Census, in order to make the allocation of early care and education resources more equitable across the state. IECAM provides a tool for transparent resource allocation and planning, enables data to drive decision-making, and serves as a one-stop source of early care and education information. IECAM currently operates within the Early Childhood and Parenting Collaborative or ECAP, at the University of Illinois at Urbana-Champaign (http://ecap.crc.illinois.edu/about.html).
IECAM has been able to provide, through its website, a picture of early care and education services at a given point in time by querying a data source that brings together information on publicly funded programs (PI, PFA and Head Start) and private child care, among other services. This has been important for ISBE, given its goal of ensuring an equitable distribution of grant funds around the state. To ensure that services are available in close proximity to the families and children who, because of a variety of risk factors, require the PI and PFA services, ISBE needs to know where Head Start classrooms are located and the funded enrollment in each classroom, as well as where high-quality child care centers and family child care homes are located. This information is available from IECAM.

Besides providing data specifically related to the number of children receiving early care and education, further insights on the conditions of young children and their families are gleaned from relating early care and education site locations to other contexts, such as income and ethnic variables. IECAM provides demographic theme maps that show percentages of specific populations (i.e., ages 0 through 4, racial and ethnic categories [Caucasian, African-American, Hispanic, Asian]); population density; and unemployment rates. Maps are presented by counties and U.S. Census block groups. The locations of PI and PFA sites, Head Start sites, and child care centers can be plotted on top of these maps.

IECAM assists ISBE, as well as other state agencies, school districts, child welfare agencies, community organizations, early childhood advocates, researchers, and the general public by identifying geographic areas with high concentrations of children living in poverty and those with high needs to enable organizations and agencies to ensure that children at risk of academic failure receive the early childhood services necessary for them to enter school ready to learn. As an example, information from IECAM effectively assists ISBE with targeting PFA funding to the most at-risk children in an effort to close the achievement gap prior to kindergarten entry.

Eligible applicants were Regional Offices of Education, Intermediate Service Centers, not for profit entities, public universities, public university laboratory schools approved by the State Board of Education, and area vocational centers with the necessary expertise. The award is being made pursuant to the RFP authorized for release at the December 2012 board meeting, where the board saw a brief presentation of the IECAM system.

One eligible application was received from the University of Illinois and is being recommended for funding.

Financial Background
The grant will be awarded for five fiscal years, to extend from the execution date of the grant until June 30, 2018 (FYs 2014-2018). Renewal in each fiscal year of the grant will be contingent upon a sufficient appropriation for the program and satisfactory performance of the grantee in the preceding fiscal year. The total award will not exceed $2,500,000.

Effectiveness
The grant will require quarterly and annual reporting to ensure that deliverables are performed in a timely manner in accordance with the Request for Proposal. Satisfactory performance will require completion of all deliverables. Deliverables within the RFP will include enhancements to the existing system functionality.

IECAM uses GIS mapping software that makes it possible for policy makers to know the location of existing services as they make decisions about funding additional services. Users are able to click on a location on a map to learn how a county, school district, legislative district,
or other area is currently served by early childhood programs, and to find demographic data that illustrate how population relates to the current distribution of funds. Using these data, policy makers can determine where new or expanded programs are most needed.

The annual report from FY12, states the following web site statistics:

- Total Hits: 1,032,793
- Total Page Views: 373,783
- Total Visitors: 47,195

IECAM User Survey Highlights for FY12:

- 32% of Users access the IECAM Web site 1-4 times/month.
- 5% of Users are school district administrators.
- 14% of Users are Head Start administrators.
- 77% of Users visited IECAM for demographic information.

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

Policy Implications: Analysis of IECAM data should assist state policy makers as they allocate resources to support the school readiness of young children, as the demographic makeup of the state continues to evolve. Unfortunately the number of children served in PFA has declined due to state budget cuts. IECAM data currently shows that no single publicly funded preschool program is meeting the needs of families. In FY12, IECAM estimates that there were 339,867 children ages 3 and 4 in Illinois and 136,589 of them were living at or below 185% of the Federal Poverty Level. In the same year, Preschool for All had only 77,685 slots. Head Start funded 36,908 children and the Department of Human Services provided subsidies for 38,448 preschool-aged children. Due to the limited supply of high quality, publically-funded early childhood services, state and local partnerships and collaborations that coordinate and blend multiple funding streams are essential in targeting services to the most at-risk children. IECAM empowers these state and local partnerships to make more informed decisions by providing updated supply and demand data.

Budget Implications: The Illinois Early Childhood Asset Map website will be funded from the Early Childhood Block Grant state appropriation.

Legislative Action: None

Communication: An award notification letter will be prepared for the Superintendent’s signature. Staff in Public Information will be provided the names of the grantee newly selected for a public announcement of the award.

**Pros and Cons of Various Actions**

**PROS:** IECAM combines demographic data—such as population, poverty level, and language use—with early childhood program data from PFA, Head Start, and child care site and enrollment data in order to assist ISBE in resource allocation.

**CONS:** Without continued access to this resource, ISBE would not be able to determine where program sites and resources are most needed as it tries to create a comprehensive early childhood system for Illinois. An important resource for researchers, schools, and early childhood advocates would disappear, leaving a void in the effort to improve the lives of the state’s youngest learners.
Superintendent’s Recommendation
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to enter into a grant agreement with the Board of Trustees of the University of Illinois in an amount not to exceed $2,500,000. The initial term for FY 2014 will be no greater than $500,000. The grant will have four potential renewals for a term to end no later than June 30, 2018 and will not exceed $2,500,000.

Next Steps
Upon Board approval agency staff will execute a grant agreement with the Board of Trustees of the University of Illinois for the provision of an Illinois Early Childhood Asset Map website.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susan Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Approval of 1003(g) School Improvement Grants Exceeding $1 Million

Staff Contact(s): Linda Shay, Division Administrator, System of Support and District Intervention

Purpose of Agenda Item
The Division of System of Support and District Intervention requests the Board to authorize the State Superintendent to enter into respective grant agreements for the provision of School Improvement Grants (SIG) with Rock Island SD #41 in an amount not to exceed $6,000,000, Danville CCSD #118 in an amount not to exceed $6,000,000, and the City of Chicago SD#299 not to exceed $10,000,000, for a total award amount not to exceed $22,000,000 over a three (3) year grant term (i.e., FY 2014 through FY 2016). Appendix A provides a breakdown of the grant awards and Appendix B provides the breakdown of those applicants not recommended for funding.

Relationship to/Implications for the State Board’s Strategic Plan
The contract will support the following Board goals.

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

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

Expected Outcome(s) of Agenda Item
It is expected that the Board discuss and vote to authorize the State Superintendent to execute such grant agreements.

Background Information
School Improvement Grants, as authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and under section 1003(g) of the American Recovery and Reinvestment Act of 2009 (ARRA), are made available from the U.S. Department of Education (ED) to state education agencies (SEAs) to provide subgrants to local education agencies (LEAs) for use in Title I schools and Title I eligible secondary schools identified for improvement, corrective action, or restructuring.

The purpose of the grant program is to assist the state’s lowest performing schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. For
each eligible school approved to receive funds under this grant, the LEA must implement one of four school intervention models approved by ED.

On April 1, 2013, ISBE issued a Request for Proposals (RFP) to launch the competitive grant program. The deadline for submission was April 30, 2013. Nine districts submitted a total of 22 proposals on behalf of their eligible schools.

A team of eight external reviewers were identified through an application process. ISBE staff from System of Support and District Intervention selected reviewers with extensive experience in high school reform efforts, as well as individuals with district/school level administrative experience. The reviewers conducted an independent review of all proposals from May 3 – May 14 using the scoring criteria and rubrics provided in the RFP. On May 15-16 the reviewers convened in Springfield for the FY 2014 SIG 1003(g) Reviewers Consensus Session to discuss their findings on each proposal and to achieve consensus on the scoring and findings for each school. The proposals representing fifteen individual schools within five LEAs scored high enough to meet the LEA capacity/school readiness benchmark score of 154 and were subsequently identified as finalists in the grant competition. Representatives from eight individual schools within five LEAs were invited for interviews with ISBE staff from the Division of System of Support and District Intervention. Staff reviewed proposals to ensure compliance with the key requirements outlined in section 1003(g) of ESEA and defined in the corresponding federal guidance, and they conducted face to-face interviews with finalists. The LEA finalists and their participating schools were represented in the interviews by school superintendents or their designees, LEA grant/budget administrators, agents from the selected lead partner entities, school principals, SIG team members, union representatives, local board of education/school council members, parents, and community members. The resulting recommendations for awards and funding were developed following a final analysis of the reviewers’ consensus findings, an ISBE key requirements analysis, and outcomes of the finalists’ interviews. Based on this process, agency staff recommends funding four grants with Rock Island SD #41, Danville CCSD #118, City of Chicago #299 (2 schools).

During the term of the grant, it is anticipated that funds will be available for a one year grant period and two additional one-year continuation periods. Funding in the two continuation periods will be contingent upon a sufficient appropriation for the program and satisfactory progress by the grantee in the preceding grant period.

**Effectiveness**

The four school intervention models endorsed by ED are supported by research for effectively improving student achievement. It is anticipated that LEAs which implement selected intervention models with fidelity will dramatically increase student achievement. An official program evaluation will be conducted during the term of the grant.

**Financial Background**

Funds will be awarded to:

<table>
<thead>
<tr>
<th>School District</th>
<th>School Name</th>
<th>Year 1 Request</th>
<th>Total 3 year Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danville CCSD #118</td>
<td>Danville High School</td>
<td>$2,000,000</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>Rock Island SD #41</td>
<td>Rock Island High School</td>
<td>$2,000,000</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>City of Chicago #299</td>
<td>Bronzeville High School</td>
<td>$1,333,333</td>
<td>$4,000,000</td>
</tr>
<tr>
<td>City of Chicago #299</td>
<td>Kelly High School</td>
<td>$2,000,000</td>
<td>$6,000,000</td>
</tr>
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</table>
For a total award in the amount of $7,333,333

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None

Budget Implications: The SIG program is funded entirely by federal Title I and American Recovery and Reinvestment Act (ARRA SIG) funds.

Legislative Action: None

Communication: None

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

The Board hereby authorizes the State Superintendent to enter into respective School Improvement Grant agreements with Rock Island SD #41 ($6,000,000), Danville CCSD #118($6,000,000), City of Chicago #299 ($10,000,000), in an amount not to exceed a total of $22,000,000 over a three (3) year grant term (i.e., FY 2014 through FY 2016).

Next Steps
Upon Board authorization, agency staff will prepare grant agreements to be executed according to the provisions of the SIG program. Staff anticipates the execution of grant agreements in July so that districts can begin pre-implementation activities and be ready for full implementation at the beginning of the 2013-2014 school year.
### Appendix A
Recommendations for Funding

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Lead Partner</th>
<th>Awarded Yearly</th>
<th>Awarded 3 yr Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock Island SD 41</td>
<td>Rock Island HS</td>
<td>CEC</td>
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<td>$ 6,000,000</td>
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<tr>
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<td>Danville HS</td>
<td>CEC</td>
<td>$ 2,000,000</td>
<td>$ 6,000,000</td>
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<tr>
<td>City of Chicago SD 299</td>
<td>Kelly High School</td>
<td>NCS</td>
<td>$ 2,000,000</td>
<td>$ 6,000,000</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Bronzeville Scholastic HS</td>
<td>NCS</td>
<td>$ 1,333,333</td>
<td>$ 4,000,000</td>
</tr>
</tbody>
</table>
## Appendix B

### Not Recommend for Funding

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Lead Partner</th>
<th>Total Budget Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora East USD 131</td>
<td>Aurora East HS</td>
<td>AIR</td>
<td>$5,449,253</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Hirsche Metropolitan HS</td>
<td>Diplomas Now</td>
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<tr>
<td>City of Chicago SD 299</td>
<td>Steinmetz Academic HS</td>
<td>NCS</td>
<td>$5,709,510</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Marine Math &amp; Science HS</td>
<td>Synessi</td>
<td>$3,752,145</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Corliss HS</td>
<td>Synessi</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Gage Park HS</td>
<td>Diplomas Now</td>
<td>$2,756,994</td>
</tr>
<tr>
<td>City of Chicago SD 299</td>
<td>Carver HS</td>
<td>Synessi</td>
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</tr>
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<td>Bloom Twp HSD 205</td>
<td>Bloom Trail HS</td>
<td>Evans Newton</td>
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<tr>
<td>Bloom Twp HSD 206</td>
<td>Bloom High School</td>
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<tr>
<td>City of Chicago SD 299</td>
<td>Carver Military</td>
<td>Synessi</td>
<td>$4,400,676</td>
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<td>City of Chicago SD 299</td>
<td>Farragut HS</td>
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<td>Meridian CUSD 101</td>
<td>Meridian HS</td>
<td>Cambridge Assoc</td>
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<td>Clay City CUSD 10</td>
<td>Clay City HS</td>
<td>IARSS</td>
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<td>North Greene CUSD 3</td>
<td>N Greene HS</td>
<td>Atlantic Research</td>
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<td>Rich Twp HSD 227</td>
<td>Rich Central HS</td>
<td>Evans Newton</td>
<td>$3,362,310</td>
</tr>
<tr>
<td>Rich Twp HSD 227</td>
<td>Rich East HS</td>
<td>Evans Newton</td>
<td>$4,028,068</td>
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<tr>
<td>Rich Twp HSD 227</td>
<td>Rich South HS</td>
<td>Evans Newton</td>
<td>$3,608,723</td>
</tr>
</tbody>
</table>
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susan Morrison, Deputy Superintendent/Chief Education Officer
Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: Strategic Plan Progress Report - 2013

Materials: DRAFT Strategic Plan Progress Report to Governor Quinn and Illinois General Assembly

Staff Contact(s): Susan C. Morrison
Matt Vanover

Purpose of Agenda Item
The purpose of this agenda item is for the Board to discuss and approve a report on the progress of the Strategic Plan as required by PA 93-1036.

Relationship to/Implications for the State Board’s Strategic Plan
The Strategic Plan Progress Report is the guiding document the Board and agency use to guide us in our work and to examine the agency’s accomplishments. It allows us to review our work and frame it against the Strategic Plan to ensure actions we undertake align with our guiding principles.

Expected Outcome(s) of Agenda Item
The Board is expected to review and approve the report on the progress of the Strategic Plan.

Background Information
The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing 5-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Superintendent’s Recommendation
The Superintendent recommends approval of the Draft Strategic Plan Progress Report. After discussion in open session, the Board will direct staff to make any additional revisions prior to the deadline for submittal. Pending that discussion, the Superintendent recommends the following motion be adopted:

The State Board of Education hereby approves the Draft 2013 Strategic Plan Progress Report (as presented, or as revised) per discussion in the June Board meeting.

Next Steps
Staff will forward the approved Strategic Plan Report to the Governor and General Assembly as required by PA 93-1036.
The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor. Currently there is one vacancy.
June 28, 2013

The Honorable Governor Pat Quinn
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2013 Report

Dear Governor Quinn and Members of the General Assembly:

The Education Reform and Accountability Act of 2004 calls upon the Illinois State Board of Education to develop and maintain a continuing, five-year comprehensive strategic plan for elementary and secondary education. ISBE’s Comprehensive Strategic Plan for Elementary and Secondary Education, also called our Progress Report, shows the focus of agency resources and energy on our essential mission and goals, which are:

**Mission:** The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

**Goal No. 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

**Goal No. 2:** Every student will be supported by highly prepared and effective teachers and school leaders.

**Goal No. 3:** Every school will offer a safe and healthy learning environment for all students.

This progress report specifically is meant to examine FY 2013, however, we must recognize that the legislature has provided a significant investment for education during FY 2014, including an increase of nearly $140 million. Even so, this is a time of great challenges as well as unprecedented progress and reform. The fiscal year 2013 State General Fund allocation to ISBE totaled $6.5 billion, an overall reduction of $861 million, or 11.6 percent, from FY09 appropriation levels. The state’s education budget has seen more than a dozen items reduced and more than 30 items totally eliminated since FY09. Still, we push forward, working hard to make the best use of resources and funding. The Board’s strategy focuses on four critical areas to achieve our goals for Illinois schoolchildren. The four initiatives include:

1) Improving internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;

2) Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the work force;

3) Implementing program and policy changes to improve teacher and school leader effectiveness; and

4) Targeting statewide interventions and support to our lowest performing schools and districts.

The agency’s mission and goals drive the initiatives and changes we are seeing today. The state and districts are hard at work on all of these initiatives, including the introduction of the Common Core State Standards and implementing the wide-reaching reforms of Senate Bill 7. The agency has also taken drastic and unprecedented steps to turn around North Chicago School District 187 and East St. Louis School District 189.

Despite the challenging economic times many are facing, we have much to celebrate. A new assessment based on the Common Core will be in place for the 2014-15 school year. The Illinois Longitudinal Data System will
connect student data to teachers and principals to support the collection of data to support new teacher evaluation and licensure requirements. It is truly an exciting time in the field of education. Here are just a handful of highlights from the past fiscal year:

- The graduating Class of 2012 received the highest composite ACT score (20.9) among the nine states that tested 100 percent of 2012 graduates. Since 2003, Illinois' composite score has been among the highest for the group of states that annually test all of their students. Additionally, the state has shown continued improvement in the percentage of graduates who meet ACT’s College Readiness Benchmarks over the last five years.

- The number of Illinois graduates who take AP exams during high school has more than doubled in the last decade, with low-income and minority students continuing to make record gains toward closing the achievement gap on these rigorous tests. In 2012, more than 26,400 graduates scored a 3 or higher on an AP exam, with 17.6 percent of these students coming from low-income backgrounds, according to the ninth annual AP Report to the Nation.

- Earlier this year, it was announced that 624 schools made the 2012 Illinois Honor Roll for their continued academic progress or excellence. The state’s annual recognition program, based on the previous spring’s state standardized tests and demographic information, shows 50 schools that are being recognized for the ninth or tenth consecutive year.

It has been a busy fiscal year indeed. Last fall, ISBE proudly launched the Center for School Improvement to help raise student performance across the state, particularly in the lowest performing schools. This past January, the State Board voted to raise the performance levels of the ISAT to align with the more rigorous Common Core State Standards. We continue to work with the U.S. Department of Education to secure a waiver from No Child Left Behind and we are maximizing our federal Race to Top award. The first Illinois 5Essentials Survey, which was completed this spring, is a statewide opportunity for educators and students to weigh in on learning conditions and school climate. The results will be a valuable tool for districts. ISBE is partnering with dozens of districts in the Kindergarten Individual Development Survey (KIDS) pilot project to assess the school readiness of individual kindergarten students and identify gaps in development. This past year, ISBE also announced more than $14 million in 21st Century Community Learning Center (CCLC) grants to fund before- and after-school academic enrichment programs, and more than $39.4 million under the federal School Improvement Grant (SIG) Program to help seven schools in three districts make comprehensive changes to improve student performance and ensure college readiness.

The State Board of Education thanks you for your dedication to education to make such progress attainable. The more we invest in our children today, the brighter future we will have in Illinois. As always, we look forward to working with you as we focus on the goal of making sure every student will be prepared for success with the guidance of highly prepared teachers and school leaders in safe and healthy learning environments.

Sincerely,

Christopher A. Koch
State Superintendent of Education

Gery J. Chico
Chairman
STRATEGIC PLAN UPDATE

Illinois State Board of Education
Comprehensive Strategic Plan Initiatives

As required by Public Act 93-1036, the Illinois State Board of Education drafted its first Comprehensive Strategic Plan in 2005. The plan focused on three primary goal areas: enhancing literacy, improving educator quality for all children and expanding data-driven management and school support practices. Each year, we revisit the plan to look at the agency’s accomplishments and to guide our essential work of doing all that is possible to ensure every student is prepared to succeed after high school. In 2008, the Board updated their vision for education in Illinois, establishing a new mission and goals.

Our mission

_The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools._

Our goals

1. Every student will demonstrate academic achievement and be prepared for success after high school.
2. Every student will be supported by highly prepared and effective teachers and school leaders.
3. Every school will offer a safe and healthy learning environment for all students.

To this day, this mission and these goals drive the everyday activities of the agency and guide the alignment of resources, energy and initiatives. In recent years, the State Board of Education’s strategy has focused on four critical areas to achieve these goals for Illinois schoolchildren. The four initiatives include:

- Improving internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
- Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into the work force;
- Implementing program and policy changes to improve teacher and school leader effectiveness; and
- Targeting statewide interventions and support to our lowest performing schools and districts.
The State Board of Education and agency staff are working hard on initiatives that impact these four key areas of reform, the first being the adoption and implementation of world class learning standards and assessments. The Board adopted the Common Core State Standards as Illinois’ newly revised learning standards for K-12 education in English-language arts and math and a new assessment system based on the Common Core will be in place for the 2014-15 school year. The new standards are higher, clearer and fewer than the previous standards, which were adopted in 1997. They will better prepare students for success in college and careers by combining what students need to know and how the knowledge is applied to real-world situations. We need students who can transition into college and careers seamlessly. Since the passage of Public Act 97-104, ISBE has been coordinating the development of middle school and high school Mathematics Curriculum Models to aid school districts and teachers in implementing Common Core Mathematics State Standards for all students. This valuable resource will be available for educators and districts to implement this fall.

Through a collaborative, state-led process, new K–12 science standards have been developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The Next Generation Science Standards are based on the “Framework for K–12 Science Education” developed by the National Research Council. The Next Generation Science Standards, released in April 2013, will be reviewed and considered for adoption by the Illinois State Board of Education this summer. A new social studies framework is also on the way. The College, Career and Civic Life (C3) Framework for Social Studies Standards were ready for a targeted review in April 2013.

The second key reform area is creating and implementing a statewide longitudinal data system. Other states look to us as a model on the design and development of the statewide Illinois Longitudinal Data System. With funding provided by federal grants that the agency secured, we continue to make progress in building the infrastructure and systems that will support the Illinois Longitudinal Data System. Work includes the collection of early childhood data of children from birth to 5 years of age that participate in early childhood programs funded by the ISBE administered block grant, the ISBE Student Information System collecting courses and grades for all students in public high schools, and the rewriting of teacher data collection systems. The statewide Illinois Longitudinal Data System will provide data to help track the outcomes of students as they progress from pre-K through postsecondary education and into the work force. Longitudinal data supports an in-depth, comprehensive view of student progress and will help guide policymakers on where to invest time, energy and resources to most effectively improve student achievement in Illinois. The ILDS will also connect student data to teachers and principals to support the collection of data to support new teacher evaluation and licensure requirements.

The third key reform area is adopting policies and procedures to ensure that every student is supported by a highly effective teacher in the classroom and a highly effective school leader in every building. It is essential we send our children off to the best educators in every part of this
great state. ISBE has been collaborating with higher education partners to overhaul the state’s principal preparation and certification requirements. ISBE received national recognition for setting higher standards for principal and teacher preparation programs. We have re-evaluated and approved raising the score needed to pass the Illinois Test of Basic Skills, the assessment individuals are required to pass in order to be admitted into an educator preparation program. We have also implemented legislation that is changing the way in which our teachers and school leaders are evaluated. These more rigorous evaluations will impact key personnel decisions in our school districts. Starting in the fall of 2012, some districts in Illinois began using either their own model or the state’s model for a more meaningful evaluation. Districts throughout the state will follow suit until 2016 when all teachers will be evaluated under a new system.

The fourth initiative is to prioritize resources and have the political will to intervene with drastic measures in our lowest performing schools. We can no longer assume that outcomes for children in schools with student performance many times below the state average will improve without very intentional interventions led by the state. We have already seen significant improvements in the achievement of impacted students. Illinois removed the school board in North Chicago School District 187 and appointed an Independent Authority to run the district. In East St. Louis School District 189, as a result of an attempted intervention and litigation settlement, we have a court order which provides enhanced state oversight into the district. Both districts are also under Financial Oversight Panels (FOP) in order to help the districts achieve financial stability.

In addition, ISBE awarded more than $39.4 million under the federal School Improvement Grant (SIG) Program last fall to help seven schools in three districts make comprehensive changes to improve student performance and ensure college readiness. These new awardees join 20 schools in eight districts in Illinois that are already undergoing such work under School Improvement Grant funding. This year marks the third round of districts to apply and receive School Improvement Grant (SIG) funds authorized under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) and the American Recovery and Reinvestment Act (ARRA SIG) funds. In total, 27 schools in 10 districts across the state have been awarded funds, totaling more than $148.1 million. Our lowest-performing schools need assistance to insure every student is prepared for success.

As we move forward with our work to improve outcomes and opportunities for Illinois children, the Illinois State Board of Education keeps its mission at the forefront. The Illinois State Board of Education will continue to provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education. Our children are the drivers of tomorrow’s Illinois economy, so we must invest in the production of college and career ready students. The agency’s initiatives clearly show Illinois schoolchildren are the No. 1 priority.
Goal 1

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

Illinois Statewide Longitudinal P-20 Data System

The Illinois State Board of Education, the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) are actively moving forward with the implementation of the Illinois Statewide Longitudinal P-20 Data System (ILDS). This multi-year project is establishing the systems necessary for ISBE and its education partners to link and analyze P-20 education data, practices and outcomes. ISBE was awarded two federal grants to develop this system, including an $8.9 million grant in 2009 and an $11.9 million American Recovery and Reinvestment Act (ARRA) grant in 2010.

Illinois Public Act 96-0107 authorizes and directs ISBE, ICCB and IBHE to implement the systems and practices necessary to build the ILDS. The system will link student test scores to teachers and principals over time, and even follow students past graduation into higher education and the work force. It will also connect students to career planning and additional resources. ISBE and its partner agencies are also now actively forming a multi-agency data governance structure to facilitate collaboration and decision making around the ILDS.

The ILDS project has completed work to define an enterprise-wide data architecture that is now serving as the blueprint for the construction and implementation of a K-12 data warehouse. The data warehouse will allow for student-level data maintained by ISBE to be linked to other student-level and P-12 education data. Local districts will be able to obtain numerous additional data reports and have expanded ability to perform longitudinal data analyses using data maintained by ISBE. Included in the warehouse will be a Data Mart specifically for federal reporting that draws data from multiple systems and reduces the reporting burden on the state and local districts. The design and construction of the warehouse are under way, with a target of implementation of the initial functionality throughout 2013. The U.S. Department of Education has also approved a one year extension of the grant period to enable the work underway to advance supported by the SLDS grant funds through June 2014.
The ILDS Data Advisory Committee (DAC), a broad-based group of stakeholders, was established in 2009 and continues to advise ISBE and its education partners on data use and ILDS initiatives. This group is comprised of members from statewide education partners representing early learning, teachers, principals and administrators, postsecondary, research and work force and employment organizations. Through membership in the DAC, partner organizations are participating directly in the development of project requirements that shape how ILDS will be used to inform education.

Using grant funds ISBE continues to maintain a network of data stewards with responsibility for data quality and management for ISBE centers. The data stewards are identifying and documenting business rules for the centers, developing and implementing plans for improving the accuracy of submitted data, implementing processes of statistical checks for LEA data submissions, and are directly supporting LEAs with training and technical support to improve data quality. These resources are illustrative of ISBE’s commitment to the collection and use of high-quality education data, and for the support of the users that will draw on the data in the performance of their activities.

As part of the project, ISBE and its education partners are building on existing efforts to enable use of the ISBE unique student identifier for linkages with postsecondary and employment data. Key data sharing agreements have been put in place between ISBE, ICCB and IBHE that define the mechanisms and approaches for sharing this education data while meeting the requirements and conditions of the Family Educational Rights and Privacy Act (FERPA) and state privacy protection laws. Per the agreements, ICCB and IBHE are updating their information systems to support the capture of the ISBE student identifier to accomplish this linking.

ISBE is also participating with IBHE and ICCB as they advance work that the Illinois Higher Education Consortium (IHEC) is performing to establish data sharing among public, private and proprietary postsecondary institutions. This effort will simplify the process of linking data with postsecondary institutions by formalizing the participation of these institutions in a central data repository of higher education data. ICCB has in place an extensive data collection practice for community college data, and using SLDS funds a data collection system for four year postsecondary data has been constructed and implemented. Public four year institutions contributed data to the repository commencing in 2012, and other four year institutions are contributing data in 2013.

Grant funding allocated to the Illinois Student Assistance Commission (ISAC) is providing Illinois public and private high schools access to tools that support the submission of high school
transcripts to postsecondary institutions in Illinois, and to out-of-state members of the Midwestern Higher Education Compact (MHEC). A multi-year statewide rollout of the tools is under way, and will continue past the end of the SLDS grant period.

ISBE’s Student Information System’s (SIS) data collection capabilities have been expanded with the implementation of the Statewide Course Classification System. This system provides foundation information for establishing statewide course definitions while maintaining district control of their local curriculum. SIS now collects course information at the student level, including the grade and completion status for each course for grades K-12. SIS expanded functionality also includes the collection of the teachers assigned to the courses, enabling the establishment of the student to teacher link. Further enhancement of SIS collection capabilities included an expansion of the early childhood data collection to include infants and toddlers, covering the age range from birth to five for children in programs funded by the early childhood block grant.

ISBE has implemented the Employment Information System (EIS) as part of the ILDS project initiatives to rewrite the ISBE teacher and administrator data collection systems. In the summer of 2013 the Educator Licensure Information System (ELIS) will be implemented, and will support the transition from certification to licensure for Illinois teachers and administrators. The new teacher data collection systems will also maintain teacher evaluation results collected from districts.

Over the next year the ILDS project will be targeting to expand on data analytics and reporting capabilities, targeting to drive information back to districts, schools and into the classroom. The development of the ILDS is a critical step in the building of a data driven decision-making environment to inform our education practices. Development of the ILDS will continue through 2014.

Revising Illinois Learning Standards

The State Board of Education adopted a revised set of learning standards for K-12 education in mathematics and English language arts at the end of fiscal year 2010. The new Illinois Learning Standards based on the more rigorous Common Core State Standards will better prepare our students for success in college and careers, replacing the current Illinois standards that were developed in 1997. The new standards are higher, clearer and fewer. New standards in science, social studies and other subjects are also being developed, to be followed by new assessments. The Illinois State Board of Education plans to map all items on the 2014 ISAT reading and mathematics assessments to Common Core State Standards (CCSS). The reading and
mathematics assessments will be composed entirely of items written to CCSS. Approximately 20 percent of the operational items on the 2013 reading and mathematics ISATs were written to CCSS. In addition, the State Board of Education recently raised the performance levels of the Illinois Standards Achievement Test (ISAT) for elementary and middle school students. The new performance levels will align with the more rigorous Common Core State Standards in English Language Arts and Math and prepare for the higher expectations of a new assessment system set to debut in 2014-15.

Since the adoption of the New Illinois Learning Standards based on the Common Core in June 2010, ISBE has been moving forward with implementation. Specifically, there are three phases:

1. Adoption, Communication and Coordination;
2. Communication, Resource Design and Design of Implementation System; and
3. Transition, Implementation and Technical Assistance.

An implementation team representing the various divisions within the agency was established to provide guidance and leadership for the transition. An analysis of the former English and math standards compared to the new standards is guiding professional development for Illinois educators. ISBE created a clearinghouse for the new learning standards on the agency website, produced a multitude of informational materials and held regional meetings to launch the new standards.

The new standards will help achieve the goal of preparing every child to succeed in careers and postsecondary education. Under the new standards, teachers and local school officials can develop their own education plans to help students achieve these new benchmarks. Students and parents will clearly understand the knowledge students are expected to gain each year. They will better prepare students for success in college and careers by combining what students need to know and how the knowledge is applied to real-world situations. Standards are internationally benchmarked to high-performing countries to help kids compete globally.

Whether students choose to enter the work force right away or go to college, they need skills from consistent standards. Readiness skills include independence, strong content knowledge, comprehension and critique, use of technology, and understanding other perspectives and cultures. Math and English language arts standards were developed first because they teach a foundation upon which students build skill sets in other areas of learning. In English language arts, K-8 standards are listed by grade level, and 9-12 are listed in two-year bands to allow
flexibility in course design. The English language arts standards are separated in four strands: reading, writing, speaking and listening and they aim for a balance of literature and informational texts, and the strands incorporate a variety of subjects. The math standards emphasize problem-solving and communication, with high school standards emphasizing the use of math in the real world and geometric concepts developed in the middle grades. Students are expected to reach basic algebraic readiness by eighth grade.

The implementation of the New Illinois Learning Standards Incorporating English Language Arts and Math Common Core continues with various statewide activities and the development of resources to support local level efforts. An online district planning tool was developed and continues to be available for district leaders. The online tool provides guiding questions and sample indicators in the categories of leadership, curriculum and instruction, professional development and implications. The tool is designed for schools and districts that are just beginning to detail their implementation plans. Additional resources, including critical area checklists for math, teaching strategies for ELA, webinars and recommended websites to other state resources, are all available on the common core section of the ISBE website.

Four content teams have been established to support implementation. The teams include data and assessment, math, English language arts, and learning supports. Each team has produced resources and facilitating professional development. View the Professional Learning Series [http://www.isbe.net/common_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm) for professional development webinars, PowerPoints and resources.

The ELA content specialists developed a two-day professional development series focused on supporting administrators and teachers with the transition to the new Illinois ELA standards. The training provided a process for unpacking the new ELA standards; resources and tools to assist in designing lessons and assessments; and rubrics for monitoring implementation progress. The ELA series of nine workshops took place from January 2012 through April 2012 for more than 1,000 educators throughout the state. The ISBE English Language Arts content specialist have continued to conduct trainings, design resources, and help to facilitate the implementation of the Common Core State Standards across the State of Illinois. The ELA Content Area Specialists have hosted another professional development opportunity with several one-day stops around the state in the spring of 2013. Content was geared towards the shifts in instruction and updates that PARCC has made regarding assessments. In the winter of 2011, ISBE developed a 14 hour professional development series focused on the Common Core K-12 Mathematical practices. The workshop provided a framework to develop a deep understanding of the new math standards,
both content and practice; understanding the progression of the standards; and assisting teachers with transitioning to the new math standards. This train the trainers opportunity resulted in 220 trainers who are now available to deliver this content to their local schools and districts.

Mathematics Curriculum Models were released in April and may be accessed at http://www.isbe.net/common_core/htmls/math-models.htm. The Illinois Institute for Mathematics is scheduled for summer 2013. In April 2013, we released a guidance document for “Documenting Common Core Standards on the Individual Education Program” (http://www.isbe.state.il.us/spec-ed/pdfs/guidance-ccss.pdf). ISBE continues to engage with ICCB and IBHE to co-sponsor alignment meetings and a summit for teacher preparation programs to further demonstrate the college and career readiness message at all levels of the education system. An interagency workgroup includes representation from each agency to recommend state and regional activities and provide collective input and feedback towards policy issues impacting each agency.

The Next Generation Science Standards (NGSS), released in April 2013, are available at http://www.nextgenscience.org. Illinois is one of twenty-six states that volunteered to be a Lead State Partner for the development of the Next Generation Science Standards (NGSS). As a lead state, Illinois convened the Illinois Lead State Review Committee, a broad-based team charged with providing feedback to the NGSS Writing Team and provide guidance to the state throughout the standards development process. In addition to six reviews by the lead states and their committees, the NGSS were reviewed during development by hundreds of experts during confidential reviews and tens of thousands of members of the general public during two public review periods.

The NGSS combine the learning of Disciplinary Core Ideas through Science and Engineering Practices, in the context of Crosscutting Concepts. Students will demonstrate their scientific proficiency by engaging in actual scientific practices that demonstrate the ability to apply scientific concepts and ideas in any context.

All Illinois K-12 students will be better prepared for entrance into college and careers resulting from effective teaching and learning in all disciplines. With the strategies and resources for effective implementation of the New Illinois Learning Standards based on the Common Core – Mathematics and English Language Arts along with the pending review for adoption of the Next Generation Science Standards, Illinois has made tremendous strides in the initiative to provide world-class standards for all students.
A new social studies framework is on the way. The College, Career and Civic Life (C3) Framework for Social Studies Standards were ready for a targeted review in April 2013.

**Illinois Learning Standards Implementation Survey**

A recent survey of 1,300 teachers across the state revealed that 80 percent of respondents are working in school districts with implementation plans for the new Illinois Learning Standards, which are based on the Common Core, ensuring more students will be instructed under the more rigorous, internationally-benchmarked standards. The majority of those responding report components of the new standards for math and English Language Arts are already part of their current lessons or will become part of instruction next school year.

Implementation varies from one school district to another because some districts are already using curriculum and practices that meet the new Illinois Learning Standards, while others are still establishing how they will transition to the new standards. Most implementation plans begin with establishing a school-based team that reviews the new standards, passed in 2010, and develops and executes an implementation plan.

The state-led movement to use common standards revolutionizes education in the United States because it’s more likely that a student moving from one state to another will now face very similar content and expectations, and graduates will ultimately be better able to collaborate and compete with their peers in the global economy.

Survey findings include:

- More than 70 percent of responding teachers reported there is a point-person or committee leading the implementation efforts in their school or district.
- Sixty-eight percent of respondents are using data to improve curricula and classroom instruction and another 23 percent plan to start doing so next year.
- Nearly 67 percent of respondents said they’re ‘somewhat prepared’ to implement the Common Core Standards and 13.5 percent said they’re “completely prepared” to implement standards.
The majority of teachers said they’re already implementing specific components or instructional shifts in English Language Arts and Math Common Core Standards.

While many teachers and administrators have attended ISBE-sponsored professional development on the new Illinois Learning Standards, the need for more ongoing professional development is recognized. Many educators attended sessions offered through their Regional Offices of Education and their own local districts. More seminars will be offered through the summer and upcoming school year but much of the work begins with a school-based committee.

**Partnership for the Assessment of Readiness for College and Careers**

New assessments are being developed as the Illinois State Board of Education continues implementation of the new Illinois Learning Standards. Illinois is one of 13 states serving on the Partnership for the Assessment of Readiness for College and Careers’ governing board, which is providing leadership and oversight to the development of new assessments for use by states that have adopted the Common Core State Standards. In all, PARCC has 25 member states coming together to create an internationally benchmarked assessment system to be ready for the 2014-15 school year. These assessments will go beyond the traditional paper-pencil, fill-in-the-bubble tests, using new innovative computer-based items and more extensive constructed response items. The alignment between curriculum, instruction and assessment will be stronger. Implementation of the new assessment system will contribute to greatly increasing the number of graduating students ready to succeed in college and the work force.

ISBE is working with Education Super Highway to collect data in support of planning for instruction and the PARCC online assessments in 2014. The information gained by this voluntary testing will be used to assist ISBE in its planning to improve statewide technology infrastructure and will also assist district planning.

The School Speed Test has been endorsed by the State Educational Technology Directors Association, the U.S. Department of Education and the Council of Chief State School Officers as an effective way to accurately determine the network infrastructure needs of districts and schools.

**Race to the Top**

Illinois was awarded a $42.8 million phase three Race to the Top (RttT) grant in December 2012 after being a finalist in the competition’s first two rounds. Under the Race to the Top grant, ISBE
is using half of the awarded funds for state projects with the remaining half set aside participating districts who agreed to a rigorous set of requirements. Each district’s share is based on a required federal formula directing funds to those with the greatest number of low-income students. 35 districts have agreed to serve as leaders by implementing key initiatives aimed at improving school performance and student achievement across the state.

The federal grant is aimed broadly at closing achievement gaps. It will help bolster state initiatives across many areas. Funds will improve Science, Technology, Engineering and Math (STEM) education and build a stronger connection to post-secondary education and training. Funds will also support the ongoing implementation of the new rigorous Common Core Learning Standards in Math and English Language Arts as well as innovative data systems that better inform educators and improve classroom instruction. Chief among the reforms is that districts will use new, more comprehensive principal and teacher evaluations that tie student growth to educators’ reviews. Legislation calls for all Illinois districts to incorporate student growth into teacher evaluations no later than fall 2016. Participating Race to the Top districts, however, will pilot these evaluation systems in the fall of 2013 with approximately half fully implementing in the fall of 2014 and the other half in the fall of 2015.

Illinois specifically established the following three goals for its RttT plan in its application:

- Participating Districts comprehensively address the RttT requirements, leading to dramatic student growth
- Participating Districts serve as leaders of the reform agenda for the entire State
- Build capacities for statewide implementation of key initiatives and systems

Learners are at the center of the state’s RttT strategies, with integrated expectations and supports for:

- Implementing standards-aligned instructional systems that address curriculum, grading and reporting; instructional practices; and high quality assessments; and
• Improving educator quality and effectiveness through the establishment of redesigned performance evaluation systems; programs to attract effective educators to High Poverty High Minority schools; and induction and mentoring programs

These strategy areas are supported by three foundational elements:

• A common data and technology platform – the Illinois Shared Learning Environment (ISLE), which incorporates the Shared Learning Infrastructure and state-level enhancements and extensions to support personalized learning and access to high quality resources.

• A common comprehensive continuous improvement process – the “Rising Star” system, which will guide districts and schools through the procedures and practices for systemic change and instructional improvement.

• Integrated State supports, with increased capacity at ISBE and a new Center for School Improvement as the nexus of the Statewide System of Support.

The state’s achievement goals with Race to the Top include:

• Increasing proficiency levels in reading and math on the ISAT and PSAE: As State assessments are modified to align with the Common Core, Illinois expects steady gains throughout the RTTT grant period.

• The State’s goals are to increase overall National Assessment of Educational Progress (NAEP) overall proficiency rates in reading and math by 6 percent to align with gains that have been demonstrated by some of the top performing states over the prior decade.

• Consistent with the State’s overall achievement gap objectives, the State has established the goal to reduce the gaps for black, Hispanic, and low-income subgroup by 50% performance on National Assessment of Educational Progress (NAEP).

• With the State’s comprehensive focus on high schools, the goal is to achieve a 90 percent overall graduation rate in the next six years. For particular student subgroups, ISBE, over the next six years, plans to reduce by 1/2 the difference from 90 percent for each student subgroup's graduation rate.
During the first full school year of the grant, the state portion of the funds was used to launch and implement key initiatives. For example, the Performance Evaluation Reform Act pre-qualification training, which is a key building block of a new generation of educator evaluation systems, was successfully developed and trained nearly 13,000 evaluators. Also launched was the Pathways Resource Center to support the implementation of Programs of Study in STEM areas across the Race to the Top Participating Districts. Race to the Top funds also permitted the statewide implementation of The Illinois 5Essentials Survey of teachers, students and parents to help identify strengths and weaknesses in their school’s climate and learning conditions. Funds have also been directed to complete the re-design of state school report card which when released in October will include data from the 5Essentials Survey.

Participating Districts have focused on planning and ramping up their work on key requirements in the first school year of the grant. During the 2013-14 school districts will activate plans to pilot their re-designed teacher evaluation systems that include measuring student growth, pilot STEM Programs of Study, implement induction and mentoring programs for new teacher and principals, and implement the Common Core State Standards to name a few.

**The Illinois 5Essentials Survey**

Starting on Feb. 1 of this year, students and teachers were given the first statewide opportunity to weigh in on learning conditions and school climate. These indicators have been proven necessary for strong student outcomes, including better attendance and improved student performance. The State Board worked with UChicago Impact at the University of Chicago Urban Education Institute in providing the online survey, called the Illinois 5Essentials Survey, to help the state’s nearly 4,000 schools better identify their strengths and areas needing improvement.

The Illinois 5Essentials Survey (Organizing Schools for Improvement) asked about leadership, collaboration, family involvement, instruction and the school environment and was administered between Feb. 1 and the end of March to all certified K-12 teachers and students in grades 6-12 across the state.

5Essentials will generate data that helps schools target resources and make decisions that help accelerate learning and test score gains. 5Essentials also demonstrates that teachers and students
can play a crucial role in school reform: What they share about their schools reliably predicts whether those schools are likely to improve or stagnate.

Based on 20 years of research conducted by the University of Chicago Consortium on Chicago School Research in more than 400 schools, including Chicago Public Schools, the 5Essentials has been shown to be strongly predictive of school improvement. Schools strong in 3 to 5 of the Essentials are 10 times more likely to improve student learning than schools weak in 3 to 5 of the Essentials. Those differences remain true even after controlling for student and school characteristics, including poverty, race, gender and neighborhood characteristics. Strength on components within the Essentials also correlates with increased teacher retention, student attendance, college enrollment and high school graduation.

In addition to being used in CPS, a version of the 5Essentials survey has been administered in schools in Maryland, Massachusetts, Michigan, Minnesota, New York and Indiana.

The Illinois 5Essentials Survey, required to be implemented this school year by Senate Bill 7, passed in 2011, represents Illinois’ first effort to administer a statewide survey of learning conditions to teachers and students. Statewide summary results will be shared with ISBE this summer. Schools will receive their results this summer and ISBE will incorporate results into the 2013 school report cards, typically released by ISBE at the end of October. Federal Race to the Top funds are covering the cost of the survey.

During this inaugural year, districts had the option of asking parents to participate in the survey. ISBE is considering requiring parental participation in the 2013-14 school year.

While this survey may help inform state policy and improvement initiatives, it is primarily intended to help schools at the local level by identifying strengths and areas that need improvement and provide more comprehensive information about each school for parents and community members.

The Center for School Improvement

In October of 2012, the Illinois State Board of Education announced the establishment of the Center for School Improvement to help raise student performance in the nearly 4,000 public kindergarten-12th grade schools across the state, particularly the lowest performing schools. The
State Board of Education awarded the American Institutes for Research (AIR), a proven international education reform leader, with a one-year contract worth just under $10 million in federal dollars to lead the state in comprehensive school improvement work.

The Center will help coordinate various regional improvement efforts under the ISBE’s existing network to ensure that schools receive expert, timely and relevant assistance with an emphasis on closing the achievement gap. The achievement gap refers to the performance disparity on various measures between groups of students, particularly English Language Learners, students with disabilities, low-income students and racial ethnic minority students.

The Center will bring high-quality, research-based services and resources that improve education outcomes for students. Some key features will include:

- The Center will employ content area specialists, coaches and turnaround experts with specific expertise in working with English Language Learners (ELLs), students with disabilities, low-income students and racial and ethnic minority students.

- On-going professional development for Center staff.

- An evaluation process for Center work to promote continuous improvement and better serve districts and schools.

- Collaboration with Regional Offices of Education and Intermediate Service Centers to improve student outcomes and opportunities.

AIR has established offices both internationally and across the nation, including offices in Chicago and Naperville. The State Board approved the AIR contract during the September 2012 Board meeting with plans to evaluate and renew the contract through Fiscal Year 2017.

Funding for The Center is supported by federal school improvement funds allocated to ISBE under the federal Title I grant as established under the Elementary and Secondary Education Act (ESEA) of 1965.

**Early Childhood Education**

The Division of Early Childhood has continued to administer and improve programs under the Early Childhood Block Grant, despite continued budget cuts. In FY13, the $25 million reduction in the ECBG caused an 8 percent cut to all programs and an estimated 5,300 fewer preschool children served. Added to previous cuts, the ECBG has lost an aggregated $80 million since
FY09 and is serving 22,000 fewer preschool children. Regardless, ISBE has continued to move forward with infrastructural and quality improvements, including initiating a new monitoring system for birth-to-three programs, strengthening the Program Improvement Plan process, and targeting low-rated preschool programs with instructional coaching.

Pursuant to the invitation from the U.S. Department of Education to re-apply for federal funding under Race to the Top-Early Learning Challenge-Phase 2 (ELC), the Illinois State Board of Education worked closely with the Governor’s Office of Early Childhood Development, the Illinois Department of Human Services (IDHS), the Illinois Department of Child and Family Services, the Illinois Early Learning Council, and other public and private partners to prepare the ELC state plan. Illinois submitted its application in October 2012 and was awarded nearly $34.8M in December of 2012. In March 2013, the state submitted a revised Scope of Work and received authorization to begin spending a percentage of the award.

The state plan includes a variety of projects which promote three strategic priorities: 1) deepening the integration of state supports to create a unified framework for all Early Learning and Development programs, 2) connecting the most-at-risk children with the supports and services they need, and 3) increasing program quality through supports for programs and educators.

In 2012, ISBE engaged in a variety of initiatives in support of those strategic priorities and its own board goals. The new Kindergarten Individual Development Survey (KIDS) pilot was implemented in 64 school districts across Illinois, with nearly 400 teachers administering KIDS to approximately 7,000 kindergarten children. A comprehensive two-day training on observational assessment and on the KIDS instrument was provided to over six hundred individuals, including all participating teachers, some administrators, and locally assigned coaches. FY 13 participation far exceeded initial targets. FY14 will be an expanded pilot year, expected to at least double FY13 participation targets.

Also in support of the ELC state plan, ISBE has revised benchmarks for the updated Early Learning and Development Standards and piloted the new Early Learning Guidelines for children birth to age three. ISBE collaborated with other state agencies to strengthen early childhood governance, through the early childhood Intergovernmental Agency Team (IAT). The IAT is working closely to finalize and operationalize cross-agency ELC projects, including the new Tiered Quality Rating and Improvement System, which will rate quality and deliver supports to the field. The Division of Early Childhood has also partnered with IDHS to coordinate the training of trainers on the revised Early Learning and Development Standards and
new Early Learning Guidelines and to bring teachers into a common early childhood educator registry.

**Assessment Access for All Students**

ISBE makes accommodations available through its state assessments for students with needs documented in a Section 504 Plan or Individualized Education Program (IEP) and for students with limited English proficiency. As part of the administration of the Illinois Standards Achievement Test, more than 55,000 reader scripts were distributed. These test booklets are specially designed to be read aloud for students who need them. In addition, more than 5,800 audio CD-ROMS or audiocassettes were distributed, as well as 1,100 large print tests and 70 Braille tests. For the Prairie State Achievement Examination, approximately 2,360 reader scripts, 4,640 audio DVD or cassettes, 240 large print and 16 Braille tests were ordered. The Prairie State Achievement Examination also distributed about 12,050 booklets for students who received extended time only for accommodations.

Accommodations were also made for students with limited English proficiency. Linguistically modified (LM) forms were developed for the mathematics and science assessment portions of the Illinois Standards Achievement Test. About 44,300 LM tests were distributed for student use. The linguistically modified items are not easier than their counterparts. They reduce or eliminate unnecessary complex language that interferes with students’ abilities to demonstrate content knowledge. In addition, the mathematics short answer and extended response items were translated into Spanish and students were allowed to respond to the mathematics and reading short answer and extended response items in Spanish. For the Prairie State Achievement Examination, approximately 230 audio DVDs in Spanish were ordered for the mathematics and science portions.

**CTE Curriculum Revitalization**

ISBE is working with Career/Technical Education (CTE) stakeholders to revitalize CTE curriculum to infuse courses with 21st century literacy skills and meet core academic requirements, including the new Illinois Learning Standards based on the Common Core State Standards. This initiative, which is a partnership between ISBE, the Facilitating Council for Agricultural Education, the Southern Illinois University Center for Workforce Development and the Center for Agricultural Research and Training, is led by the College and Career Readiness Division.

The project, now in its eighth year, develops online tools that allow teachers to plan standards-
based instruction, document the standards addressed in their curriculum, deliver it via an attractive contemporary online format, and assess student performance. The assessment data generated enables teachers to individualize instruction to the needs of students. Any Illinois teacher can access and use the online tools free of cost.

The project currently hosts 1349 lesson plans with accompanying PowerPoints, test items and student electronic units in 16 content libraries and 3 pullout libraries. It is expected that a minimum of 200 additional sets of curriculum materials will be posted to the web site in FY 14. This will increase the total inventory to approximately 1,550 sets for the next school year. This development includes lessons from School Career Counselor’s library.

The CTE curriculum project provides continuous consultation with educators, business and industry leaders from across Illinois and includes professional development activities for both teachers and guidance counselors. The CTE curriculum project also provides Professional Development for the implementation of Common Core State Standards and utilizes the Common Core State Standards and other national content standards that are in alignment with business and industry organizations. Also, this project currently has several math, English and science instructors, as well as counselors utilizing the web materials. The future forecast of the CTE curriculum project is promising as efforts increase to make other high school instructors aware of the resources.

**Illinois Statewide Technical Assistance Collaborative (IS-TAC)**

The Illinois Statewide Technical Assistance Collaborative (IS-TAC) is a state sponsored and federally funded entity consisting of four collaboratively functioning projects funded by federal Individuals with Disabilities Education Act (IDEA) Part B discretionary monies. The purpose of the IS-TAC is to coordinate a regionalized system of technical assistance and training to build the capacity of schools to promote social and academic success of all students, including those with significant challenges and disabilities. IS-TAC promotes a prevention-based systems’ approach, which includes data-based decision-making and research-based instructional practices.
The four collaborative projects that make up IS-TAC include the following.

1. Illinois Autism Training and Technical Assistance Project (IATTAP)
2. Parent and Educator Partnership (PEP)
3. Positive Behavior Interventions and Supports (PBIS) Network
4. Project Children Have Opportunities in Inclusive Community Environments and Schools (CHOICES)

The mission of IS-TAC is to support local education agencies (LEAs) in implementing school-wide reform efforts that effectuate improved teaching and learning outcomes for all Illinois students and educators. Toward that end, IS-TAC promotes consistent and sustainable use of effective practices for students with special needs, including emotional and/or behavioral disabilities, autism and other significant disabilities.

The priorities set forth by ISBE for IS-TAC and its collaborative projects include the following.

1. Increase the capacity of school districts to successfully educate all students in general education settings;
2. Implement a data-based evaluation system in collaboration with local and national entities;
3. Coordinate across projects the statewide, regional, and district planning and implementation of structures that support training, technical assistance, evaluation, and dissemination of effective school-wide practices that include a least restrictive environment (LRE) and strategies for students with emotional and/or behavioral disabilities, autism spectrum disorders, and other severe disabilities;
4. Facilitate training, technical assistance, evaluation, and dissemination of school-wide LRE processes and effective strategies for students with emotional and/or behavioral disabilities, autism spectrum disorders, and other severe disabilities; and
5. Ensure family and student input and ownership in designing and implementing school-wide systems and supports for individual students with disabilities.

In FY 2013, an integrated collaboration among IS-TAC projects (PBIS, IATTAP, CHOICES/Early CHOICES, and PEP) was reflected in the outcome of a mapping document.
which outlined the concepts around which all 4 projects provide statewide professional development. These concepts were then correlated to the 8 Essential Elements outlined through the Statewide System of Support (SSOS) initiative.

In addition, operational components of ISTAC (i.e., job descriptions, personnel evaluation processes (aligned with the Danielson framework), budget, and evaluation plan with direct alignment to the State Performance Plan (SPP)) were developed, reviewed, and/or revised to plan for a smooth transition into partnering with the Illinois Center for School Improvement.

Through ISTAC’s partnership with and coordination of statewide professional development services through the Illinois Center for School Improvement, a platform is being developed for providing a common language and foundational services to Illinois districts/schools within a continuous improvement process where the focus is integrated and supports the development of the “whole” child.

**The Illinois State Response to Intervention (RtI) Plan**

ISBE believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI), also known as a multi-tiered system of supports (MTSS), is an approach for redesigning and establishing teaching and learning environments that are effective, efficient, relevant, and durable for all students, families, and educators. RtI/MTSS involves an education process that matches instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions.

An RtI/MTSS process is also designed to help schools focus on and provide high-quality instruction and interventions to students who may be struggling with learning. Use of an RtI/MTSS process can help avoid a “wait to fail” situation because students get help promptly within the general education environment.

RtI/MTSS implementation requires collaborative efforts from all district and school administrators, general educators, special educators and bilingual/ELL staff. In a quality educational environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.
The process of identifying learning needs and providing appropriate and timely instruction is foundational to a successful education system. The academic success of all students is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

Districts are implementing RtI by carrying out their RtI Plans, which are incorporated into their District Improvement Plans, and/or by addressing the RtI indicators within Rising Star. Connecting RtI to district and school improvement allows districts to implement a coordinated system for improving instruction and meeting the needs of diverse learners, thereby improving student outcomes.

ISBE also continued activities under the five-year State Personnel Development Grant (awarded in September 2010) to scale up implementation of a coordinated, statewide system of personnel development and thereby increase the capacity of school systems to establish and use a multi-tiered framework of scientific, research-based instruction, intervention and assessment to improve the progress and performance of all students, including those with disabilities.

Through this grant, ISBE’s Illinois RtI (I-RtI) Network provides standardized professional development consisting of training, technical assistance and coaching to educators and parents throughout the state. These services focus on improving student performance in grades K-12 through the implementation of RtI/MTSS, with an emphasis on administrative leadership; scientific, research-based reading and math curricula and instruction at grades K-12; data-based decision making; universal screening and progress monitoring; and parent involvement.

During the past year, the I-RtI Network provided services to 83 school districts whose administration signed collaborative agreements to participate in the Network. Of those 83 districts, approximately 43 percent failed to meet Adequate Yearly Progress (AYP) standards and 70 percent have high percentages (40 percent or more) of students from low income backgrounds. Through the Network’s coaching-of-coaches framework, districts are being supported in building, implementing, and sustaining RtI/MTSS as an integral part of the school and district improvement process. The coaching-of-coaches component is critical to the sustainability of the statewide implementation of RtI/MTSS, in that I-RtI Network staff train and support existing district and regional personnel to serve as external coaches for their districts and
schools. In turn, these personnel incorporate the content knowledge and competencies developed through their involvement in the Network into their existing jobs.

In order to ensure alignment of its professional development with adult learning principles and support the fidelity of its delivery, the I-RtI Network established a multi-year professional development scope and sequence. In 2012-2013, the Network’s professional development focused on strengthening core curricula and instruction, also known as Tier 1 in an MTSS framework, and was delivered via onsite technical assistance and coaching with district and school teams, as well as “Networking Meetings” and “External Coaches Meetings.”

The Networking Meetings are bi-monthly, area-based events designed to provide consistent, high quality professional development in the application of RtI/MTSS principles to all aspects of district and school improvement. With a target audience consisting of teams of staff and administrators who are supporting implementation of RtI/MTSS at the building and district levels, the meetings are a combination of training, technical assistance, and opportunities for cross-team networking.

Delivered by I-RtI Network staff, the External Coaches Meetings are monthly, area-based events designed to train and support the external coaches discussed above. Through their participation in these meetings, these individuals build their knowledge and skills in effective coaching strategies and in critical components of RtI/MTSS. In turn, they are better able to provide training, technical assistance and coaching in their assigned I-RtI Network districts and thereby support implementation of RtI/MTSS.

Finally, in an effort to provide a professional development opportunity for teams beyond those districts participating in the I-RtI Network, in September 2012 the project conducted a two-day statewide conference. This conference focused on building a sustainable system/infrastructure for RtI/MTSS implementation and included significant time for teams to work together, connect the conference content to their work, and develop an action plan with next steps for applying what they learned beyond the conference.

**Illinois Virtual School**

The Illinois State Board of Education envisioned increased learning opportunities for students (and educators) throughout the state with the Illinois Virtual School. A contract to manage the Illinois Virtual School (IVS) was awarded to the Peoria Regional Office of Education, in partnership with the Area III Consortium, in April 2009.
The Illinois Virtual School is an opportunity for public, private and home-schooled students in grades 5-12 with its standards-aligned online courses taught by Illinois certified, highly qualified teachers. IVS employs more than 50 certified teachers and offers online courses to public, private and home-school students in grades 5-12 across the state. Professional development opportunities are also offered to Illinois educators for certificate renewal purposes.

More than 130 different courses are offered in the Illinois Virtual School course catalog and have been reviewed for alignment to Illinois learning standards and appropriate assessments. In addition, IVS provides students with:

- Opportunities to take courses not offered by their face-to-face school, such as 23 Advanced Placement, six foreign language and other enrichment opportunities.
- Ability to enroll in courses that could not fit into their daily school schedule.
- Courses to recover credit.
- Access 24/7 to course content and interaction with Illinois certified teachers.

IVS has expanded services to include new credit recovery courses focused on competency of content as defined by standards through pre- and post-assessments. The target student population is students who were unsuccessful in earning academic credit the first time taking a course. IVS will be piloting with four to six schools in the 2013-14 school year to offer a blended learning solution that affords schools the needed infrastructure.
Every student will be supported by highly prepared and effective teachers and school leaders.

Better Preparing Teachers

The Illinois State Board of Education aims to enhance and strengthen teacher preparation to expand and improve the pool of highly qualified educators for the 21st century. Since February 2011, a group of educational stakeholders has worked at creating teaching standards for endorsements in the elementary grades and the middle grades based on the Common Core and Illinois Professional Teaching Standards. The proposed standards for elementary and middle grades endorsements developed by the Elementary and Middle Grades Advisory Group (EMAG) emphasize the development of a firm foundation in both content and pedagogy.

Building on the work of EMAG, the Early Childhood Advisory Group (ECAG) is continuing to work on a set of recommendations related to endorsements for early childhood. This group of stakeholders is considering the needs of our earliest learners and their parents. The incorporation of the Illinois Professional Teaching Standards and strategies for building early readiness in students for success with the Common Core standards are priorities of the work.

Recognizing that all students should be served by highly prepared and effective teachers, standards for optional endorsement in gifted education have been proposed. Two endorsements, one for a gifted teacher and one for a gifted specialist, have been carefully designed by the Gifted Advisory Council (GAC) based on programming standards developed by the National Association for Gifted Children.

Improving School Leadership

Through the efforts of ISBE in collaboration with the Illinois Board of Higher Education over 24 institutions of higher education and not-for-profit entities have completed the requirements
for the design of a new principal preparation program that focuses on the preparation of the principal as an instructional leader. The principal preparation is based on Section 21B-60 of Public Act 097 0607, which stresses that an essential element of improving student learning is supporting and employing effective school principals in leadership roles who can improve teaching and learning and increase academic achievement for all students. Part 30 of the Illinois State Board of Education rules (http://www.isbe.net/rules/archive/pdfs/30ARK.pdf) addresses programs for the preparation of principals in Illinois.

New programs for the preparation of the Teacher Leader Endorsement have been and continue to be approved by the State Educator Preparation and Licensure Board for institutions of higher education to provide to candidates who are interested in adding this endorsement to their Professional Educator License. The teacher leader endorsement is intended to increase the quality of leadership, as well as teaching and learning practices, and recognize the critical importance that leadership by teachers brings to the overall school improvement mission of the school and its personnel. The teacher leader endorsement will create a career path to retain and develop high-performing teachers for leadership roles; formalize, define, and build the competencies necessary for high-quality leadership to improve student learning; and recognize and encourage shared leadership and decision-making in schools to maximize outcomes for children.

A teacher leader is defined as an individual with the capacity and skills to:

1) harness the collective knowledge of teachers to have a positive impact on teaching and learning and school and student success;

2) promote shared governance and leadership in schools by working effectively with the principal and other adults in the school, with a consistent focus on student learning and achievement;

3) model excellence in teaching with a strong foundation in improving the climate of the school and classroom, curriculum, instruction, assessment and intervention;

4) provide guidance, coaching, mentoring, influence, direction and support to teachers to improve the effectiveness of teaching and learning; and

5) promote and influence change to improve school and student outcomes.
A teacher leader may serve in a variety of roles within the school district, including but not limited to:

1) curriculum specialist (i.e., identifying, designing and implementing curriculum and school and district improvement);
2) coach (i.e., providing coaching to other teachers and staff on instructional practice and methods);
3) mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance);
4) department chair or lead teacher;
5) content specialist (i.e., leading instructional programs in a specific content area);
6) teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned;
7) program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction or assessment);
and
8) other areas of responsibility as identified by school districts.

In 2012 and 2013, a group of educational stakeholders was formed to look at requirements for the current school superintendent requirements for certification. The many changes to the education landscape such as the implementation of the Common Core State Standards, performance evaluation requirements, increasing financial constraints and an ever changing needs of students and their families and communities caused this group to be formed to review the current preparation programs for superintendents and decide what should be expected or required to best prepare tomorrow superintendents. The Superintendent Advisory Group (SAG) met until the end of May, 2013, when they finalized their recommendations to ISBE for future rule changes and implementation. These recommendations contain information on the Standards and competencies for superintendent preparation and requirements of new programs.

**Performance Evaluation of Educators**

The Illinois State Board of Education continues to work with stakeholders to enact the Performance Evaluation Reform Act (PERA), which is a cornerstone of teacher and principal reform. The Performance Evaluation Advisory Council (PEAC) has worked with the agency to
develop new rules which are now in place. PEAC continues to work to develop a teacher evaluation model related to demonstrating growth. The state contracted with Consortium for Educational Change (CEC) to develop and implement a training program for evaluators of teachers and principals. Since June, 2012, over 14,000 educators have been trained which includes 11043 educators registered in the teacher evaluation training and approximately 87% of those completing the training to be considered “Prequalified” as is required for the purpose of providing evaluation to teachers. In addition there have been 3076 educators registered in the principal evaluation training with approximately 75% of those completing at a level to be considered “Pre-qualified” to evaluate principals or assistant principals. The Growth Through Learning Illinois System with a website located at http://www.growththroughlearningillinois.org provides further information about the training. The training consists of five modules for each of the trainings. Each online, self-paced training module is designed to be taken individually online. Each module includes narration and is interactive with practice exercises focusing on the minimum requirements outlined in the module. All modules for both the Teacher and Principal Evaluator Training support the framework of: Module 1 – Understand the foundation for evaluation through PERA, SB7 and school code, Module 2 – Validate through observations and evidence collection, Module 3 – Collaboration through professional conversations, Module 4 – Reflection and reaching summative rating, Module 5 – Student growth.

For each individual user, as they complete each module and pass each assessment the next module/assessment will open for use and completion. If a user does not pass an assessment, they will be provided an invitation to register for a remediation session once complete their next module/assessment will open until all modules/assessments have been completed and passed.

Each module has downloadable reference guides/guidebooks and available resource materials. All modules reference the minimum requirements based on the administrative rules by using an icon of an exclamation point on the page and all best practices will be identified with an icon of a star. The assessment for each module is based on the minimum requirements set forth by the administrative rules.

Since July, 2012, PEAC has been provided support for moving ahead on providing resources for districts as they begin implementation of PERA. Through the support of AI R, American Institute of Research, PEAC has developed and began dissemination of a variety of guidance documents to assist superintendents, principals, teachers, and others who are involved in the implementation of PERA. The guidance documents address the following areas:
Educator Licensure

Legislation was passed to change the current educator credentialing structure of certification to a licensure system. Over 60 different types of certificates will be exchanged for one or more licenses: Professional Educator License, Educator License With Stipulations, and Substitute License on July 1, 2013.

Current educators will maintain the same qualifications in the licensure system. Each license will identify specific endorsements, subjects and grade ranges for which the licensee is qualified. Educator credentials can be viewed online beginning July 1, 2013, as licenses will not be printed and mailed.

Individuals earning their first educator credential in Illinois will meet new course requirements to qualify for a Professional Educator License. Candidates in Illinois approved educator preparation programs will meet the new requirements of coursework in reading methods, reading in the content area, and special education methods within their programs as this coursework will be embedded. Individuals that have been prepared outside of Illinois are required to have credit from a regionally accredited institution: six hours in reading methods and reading in the content area, one course in methods of instruction of the exceptional child, and one course in instructional strategies for English language learners.

Educator Licensure Testing

- Beginning Sept. 1, 2015, each candidate completing an educator preparation program in a teaching field shall be required to pass the Teacher Performance Assessment (edTPA).
• Beginning July 1, 2015, each out-of-state individual applying for a professional educator license endorsed in a teaching field shall pass the edTPA.

• Applicants must pass the content test(s) prior to the final semester of student teaching, internship or residency (affects all endorsement types) and the Assessment of Professional Teaching before completing a teacher preparation program.

• Applicants from out of state or out of country must pass the Test of Academic Proficiency (TAP) and content area tests before obtaining the provisional endorsement on an Educator License With Stipulations.

New ELIS System to Be Implemented

The Educator Licensure Information System (ELIS) is Illinois’ new credentialing system and database software. The P20 Longitudinal Education Data System Act [PA 96-0107] required the redesign of the former Teacher Service Record (TSR) and Teacher Certification Information System (TCIS) to establish the necessary capacity for linkage to other data systems as part of the Illinois longitudinal data system. The resulting Educator Licensure Information System (ELIS), in tandem with the newly designed Educator Information System (EIS), both to be implemented on July 1, 2013, will connect data from all existing systems to create a user-friendly environment for educators to manage and track their credentials.

The ability to customize queries, reports, timelines, letters and imaging in a dynamic fashion will enable efficiency, accuracy and confidentiality throughout the reporting and credentialing process. This system will enhance the work of ISBE staff in providing assistance to external stakeholders by 1) supporting districts in accurately characterizing the performance of teachers and administrators; 2) streamlining the entitlement process for institutions of higher education; 3) providing timely and accurate information for State and federal reporting and other purposes; and 4) simplifying the licensure process for all education stakeholders.

One example of increased efficiency the system will afford is that applications will be held in queue until all required documentation is on file. Currently, an evaluator may have to review the same application several times as documentation often arrives in a piecemeal fashion. ELIS will
more closely tie licensure information with employment information. The new licensure system will better represent the content areas and grade levels that a teacher is qualified to teach or specific positions that can be held by licensed administrators and school service personnel.

ELIS will be implemented on July 1, 2013, in tandem with Licensure. Training and technical assistance will be provided to all internal and external stakeholders to assure a seamless transition from the current Educator Certification System (ECS) and Teacher Certification Information System TCIS) to ELIS.

**Alternative Routes to Educator Licensure**

The same legislation strengthens alternative routes to Educator Licensure. Alternative preparation programs will include a two-year residency and a comprehensive assessment of candidates’ teaching effectiveness. Candidates in alternative programs will have greater support during their first year of teaching than the current programs provide. In order to participate in the second year of residency candidates will complete any additional coursework pertaining to Illinois Professional Teaching Standards and/or content area standards, pass the edTPA, APT and be recommended to continue.

**National Board for Professional Teaching Standards**

In addition, the legislation further places a greater emphasis on the process of obtaining National Board for Professional Teaching Standards as a means of professional development and growth of teachers. More than 5,500 Illinois teachers have earned National Board Certification. Illinois continues to be a national leader in the number of teachers who hold this advanced credential of professional excellence. The State of Illinois continues to recognize National Board Certified Teachers (NBCTs) as master teachers, with a special designation on the Professional Educator License (PEL) beginning July 1, 2013.

Achieving National Board Certification is a huge professional milestone. ISBE encourages educators to tap into the expertise of the more than 5,000 NBCTs teaching in Illinois schools. They are a great resource for principals and school administrators as they serve as mentors, coaches and classroom leaders. As Illinois moves forward with critically important state initiatives including the Danielson Framework and the Common Core student standards, Illinois schools can draw on the leadership of National Board Certified Teachers (NBCTs).
Social and Emotional Learning Standards

In an ongoing effort to support statewide incorporation of Illinois Social and Emotional Learning Standards, ISBE principal consultants continued to facilitate the work of the Learning Support Specialist Team on 1) the ongoing development of an SEL guidance document for institutions of higher education and 2) the development and delivery of professional development resources that integrate learning conditions, including those that promote social and emotional development and align with the IL SEL Standards, with Common Core Mathematics and ELA content.

This past year, Learning Supports Specialists presented professional development sessions at the ELA spring conferences held throughout the state. Sessions presented included 1) practical strategies to promote constructive collaboration and communication and 2) creation of learning environments conducive to promoting critical thinking, collaboration, creativity, and other college and career readiness skills. The Learning Support Specialists also developed webinars on student engagement and discourse centered classrooms to support the Common Core Standards of Mathematical Practice. All of the sessions listed above can simultaneously address the SEL Standards as well as the skills outlined in the Common Core ELA Standards and/or Standards of Mathematical Practice.

Statewide System of Support

The purpose of the Statewide System of Support (SSOS) is to supply a comprehensive continuum of research-based support services and resources designed to improve student outcomes for Illinois districts and schools.

Currently, the state’s regional service delivery system consists of 44 Regional Offices of Education (ROEs) and three Intermediate Service Centers (ISCs). The 44 ROEs serve 101 of Illinois’s 102 counties and the three ISCs serve the densely populated suburban region of Cook County. This regional delivery system fashioned 10 Regional System of Support Providers (RESPROs) that allow for the focus of additional resources and expertise specific to schools and districts failing to meet Adequate Yearly Progress (AYP). Of those 10 RESPROs, six cover the geographical areas of multiple ROEs, three RESPROs align to the three ISCs, and the remaining one RESPRO provides support solely to the City of Chicago School District 299 and its schools.
Through the RESPROs, more than 200 coaches and school improvement specialists are providing direct assistance to districts and their schools. Strong partnerships with the Illinois Association of School Administrators (IASA), the Illinois Principals Association (IPA), and the Illinois Association of School Boards (IASB) further support the current regional delivery system.

The assistance provided through the Statewide System of Support includes programs and processes representing best practices in these areas: 1) standards-aligned instructional systems, 2) data-driven decision making for continuous improvement, 3) educator talent and effectiveness, 4) analysis and dissemination of research and effective practices, and 5) interventions for turning around low-performing schools.

This year agency staff focused on increasing our coaches guide leadership teams through a continuous improvement process at both the district and school level. Beginning in July 2010, ISBE piloted the Illinois Rising Star tool to support continuous improvement processes. Through Rising Star, a web-based tool, coaches assist district and school teams in evaluating the presence of indicators of effective practices in order to identify gaps and measure progress for continual improvement. The process to evaluate the presence of indicators of effective practice provide substantive direction for all Illinois schools through diagnosis, followed by targeted interventions, differentiated based on level of need, to improve student achievement. Now, in addition to scrutiny of student learning data, teams analyze the district’s and school’s practices that contribute to student outcomes. Rather than focusing only on improvement where the last annual test showed weakness, this continuous improvement approach examines professional practices school-wide and seeks to elevate performance across the board.

To support the Rising Star Conditions for Learning Indicators, an ISBE Learning Supports Webpage (www.isbe.net/learningsupports) went LIVE in FY 2013. The webpage provides contextual information to support the development and implementation of the necessary conditions for students to learn and teachers to teach. There are also A-Z topical pages linked to the Learning Supports main page. These pages provide best practice research covering multiple topics (i.e., bullying prevention, climate, engagement/re-engagement of students, etc.) along with ISBE internal and external links where all districts and schools can find additional information. ISBE, with both RTTT3 and Title I, Part A 1003(a) funds, will establish the Center for School Improvement (CSI) as the nexus of its Statewide System of Support (SSOS) to provide high-quality, coordinated and consistent support to districts and schools across the State. 1003(a) funds will be used to support CSI’s activities in low-performing schools and districts eligible for such services under federal law. RTTT3 will be used to extend CSI’s services to Participating LEAs, and to build capacity within CSI to support key reforms that are central to this Plan. The CSI provides ISBE with greater flexibility to quickly scale up capacity to work across the State’s
reform agenda and move ahead with intensive work in the Participating LEAs while expanding its scope in key areas such as standards implementation and continuous improvement processes.

**Illinois Institutes of Higher Education Partnership**

As discussed under Goal 1 of this report, ISBE is utilizing its five-year State Personnel Development Grant to increase the capacity of school systems to establish and use a multi-tiered system of scientific, research-based instruction, intervention and assessment to improve the progress and performance of all students. Under this grant, the I-RtI Network works with educators in participating districts and schools to support their implementation of RtI/MTSS as an integral part of district and school improvement.

While supporting existing district and school administrators and staff in their implementation of RtI/MTSS is critical to ensuring that every student is supported by highly prepared and effective teachers, ISBE recognizes that it is equally important to improve the preparation of new teacher candidates to ensure they exit Institutes of Higher Education (IHE) programs with sufficient knowledge and skills in the area of RtI/MTSS.

Accordingly, IHE educator preparation program faculty members have a critical role in preparing teacher candidates with the requisite knowledge and skills to effectively educate students with diverse needs. Because the Illinois Professional Teaching Standards (IPTS) and Teacher Performance Assessment (TPA) embody the key principles of RtI/MTSS, educator preparation programs are responsible for providing meaningful coursework and field experiences that enable teacher candidates to learn and apply effective teaching practices (e.g., instructional planning and design, data-based decision making).

To support improvements in the preparation of future educators, ISBE established the Illinois IHE Partnership as another component of Illinois’ State Personnel Development Grant. The primary objectives of the IHE Partnership are to:

- Facilitate incorporation of critical RtI/MTSS content into undergraduate and graduate educator pre-service program curricula,
- Increase options for undergraduate and graduate student field experiences in school sites where RtI practices are in place and implemented with integrity, and
- Forge collaborative relationships with Illinois school districts to facilitate the placement of highly qualified general and special education teachers in low performing districts with high populations of students from low income backgrounds.
The Illinois IHE Partnership works with nine universities that have some of the largest educator preparation programs in the state of Illinois, as follows:

- Chicago State University
- Eastern Illinois University
- Illinois State University
- Loyola University Chicago
- National Louis University
- Northern Illinois University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- Western Illinois University

The Partnership selected these universities based on their interest in and commitment to improving their educator preparation programs so that graduates enter the workforce with a solid foundation in effective instructional and school improvement practices, including RtI/MTSS.

In 2012-2013, the IHE Partnership Technical Assistance Coordinators (TACs) worked with elementary education program faculty teams at each participating IHE to review existing course content and determine the extent to which RtI/MTSS is addressed via instruction, readings, assignments, and field experiences. The TACs also provided RtI/MTSS resources that faculty members subsequently accessed for their own self-directed learning and incorporated into the teacher preparation program coursework.

Additionally, the Illinois IHE Partnership convened an IHE Summit in March 2013, which involved facilitated discussions among public school administrators and IHE faculty from elementary education programs. The main focus was on the RtI/MTSS related knowledge, skills and dispositions that administrators expect new teachers entering the field to exhibit. The IHE faculty then utilized the information gained from the administrators to inform their development of an implementation plan for improved integration of RtI/MTSS content, as embedded in the IPTS and the TPA, into program coursework.

**Comprehensive System of Learning Supports**

In FY 2013, the Regional Learning Supports Specialists continued with development and presentation of professional development focused on building capacity of classroom teachers, administrators and coaches to understand the classroom conditions necessary for learning. Knowledge, skills and attitudes related to planning and preparation were highlighted to support implementation of Common Core State Standards as an integrated curricular focus, within the broader effort to support continuous school improvement. Specifically, Learning Supports
Specialists (LSSs) continued to work in close collaboration with other ISBE content area specialists to develop professional development resources and presentations that integrate learning conditions considerations with Math and English/Language Arts (ELA) content. The LSSs presented professional development sessions at the ELA Content Area Specialists’-sponsored spring conferences held throughout the state. Sessions included:

- Practical strategies to promote constructive collaboration and communication in support of Common Core State Standards, and
- Creation of learning environments conducive to promoting critical thinking, collaboration, creativity, and other college and career readiness skills required for mastery of the standards.

LSSs also created resources for presentation as part of the ISBE Institute for Math Leaders (IML) to be facilitated by the Math Content Specialists in June, 2013. The LSSs have developed two separate webinars on Student Engagement and Discourse Centered Classrooms, for this purpose. In addition, they are reviewing these resources for addition to the online Professional Learning Series (PLS) featuring a collection of resources from all ISBE Content Area Specialist teams.

The Learning Supports Specialists have completed their final newsletter submission of the school year for the Capture the Core monthly newsletter to aid teachers in Common Core implementation. The monthly newsletter submissions provided practical teacher strategies for operationalizing all Illinois Rising Star Conditions for Learning Indicators. These submissions will now be compiled into one comprehensive guide to promote optimal conditions for learning in the classroom.

In continued support of the Illinois 5Essentials Learning Conditions Survey implementation, The LSS Team is collaborating closely with UofChicago’s Urban Education Institute professionals, ISBE Race to the Top representatives, and now, ISBE Data and Assessment Specialists, to increase district awareness and participation in regard to the Illinois 5Essentials Survey statewide. Following waves of professional development focused on introductory information and implementation recommendations, the LSSs will be sharing information with districts to promote the meaningful incorporation of the IL 5Essentials Survey data into continuous school improvement efforts. This work takes several forms, including identifying key timeframes in the

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SSOS-supported continuous school improvement process to ensure timely receipt of data to inform indicator assessment and drawing connections between IL 5Essentials measures and Rising Star Indicators of Best Practice.

**Illinois Virtual School-Professional Development**

The Illinois Virtual Schools (IVS) offers an online delivery system for statewide professional development (IVS-PD) as part of its contract with the Illinois State Board of Education. IVS has partnered with ISBE and regional agencies to deliver and host professional development opportunities for educators statewide. Since January 2011, 1,526 educators have enrolled in professional development opportunities through IVS.

The IVS-PD platform allows for a variety of professional development models, including blended, self-paced, and instructor/facilitator-led training. In developing this platform, the goal was to make available a robust registration and content delivery system for agencies to use as a one-stop location for state and regional directed educator professional development. IVS-PD currently delivers the following online professional development:

- ISBE’s Reading First Academy series for kindergarten through third grade
- ISBE’s EFAST – Effective Formative Assessment for Students and Teachers
- Fundamentals of Literacy Instruction for Students – ROEs/ISCs
- Introduction to Online Learning – IVS
- Teaching Online 101 – IVS
- Teaching Online 102 – IVS
- Project Choices
- Getting Started with Co-Teaching
- Teaching for Success: Differentiating Instruction for ALL Learners
- Pre-School Mathematics course

IVS is in the midst of planning development for the following online professional development opportunities in conjunction with ISBE and/or Regional Offices of Education representatives.

- IATTAP’s online Autism Training Course – up to 1,500 enrollments anticipated
• RTTT professional development
• School Nurse Certification

Finally, content is currently being developed for the new RtI online courses, which will consist of three grade level courses: K-3, 4-8 and 9-12. Each course will be facilitator-led for 12 weeks, with four weeks devoted to an overview focused on the 5 Elements/Indicators, four weeks devoted to literature, and four weeks devoted to mathematics. The courses are scheduled to open in fall 2013.
Goal 3

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

Educator Misconduct

In recent years, ISBE has made it a priority to provide agency staff with the resources to investigate evidence of teacher and administrator professional misconduct. Historically, the agency has not had the necessary resources for these types of investigations, nor has there been an effective reporting mechanism for the agency to be notified when accusations of misconduct arise.

Within the past few years, ISBE has made great strides to address educator misconduct. In fiscal year 2009, for the first time and at the specific request of the State Board, the agency budget included a dedicated line item to address “Educator Misconduct.” The line item was funded in FY09 at $375,000 and was funded in FY10 and FY11 at the same level. With funds from this line item, ISBE has been able to retain the law firm Shefsky & Froelich (Shefsky) to handle investigations of alleged educator misconduct and, where appropriate, to prosecute matters before hearing officers. In FY12, the line item was funded at $184,000. The State Board recommended the line remain at $375,000 in FY13 but the line item was approved again at $184,000.

Additionally, during FY09, the State Board adopted as one of its legislative proposals SB 2071, which was signed into law Aug. 13, 2009, as Public Act 96-431. This initiative:

- clarified and streamlined the investigation and hearing system;
- improved the reporting of information of actual and possible misconduct to the State Board; and
- added training requirements for school districts related to educator ethics and teacher-student conduct.
Thus far, in FY13, upon the action of the State Superintendent, the State Educator Preparation and Licensure Board (formerly the State Teacher Certification Board) has processed the automatic revocation of certificates for 14 educators pursuant to Section 21B-80 of the School Code (automatic revocations relate to convictions for one or more offenses enumerated in Section 21B-80). Furthermore, in FY13, Shefsky was sent approximately 100 cases for review — to determine whether the State Superintendent had sufficient evidence to initiate certificate action pursuant to Section 21B-75 (where the educator has the right to notice and an opportunity for hearing). Of those, the State Superintendent issued 22 Notices of Opportunity for Hearing, and investigation continues on the remaining files. A small percentage of cases did not require a hearing, either due to voluntary surrender of a certificate or the certificate holder’s decision not to pursue a hearing related to the allegations against him or her. While only one hearing occurred during FY13, and currently there are six hearings pending before hearing officers in the pre-hearing/discovery stage, and two cases that resulted in a settlement agreement. Notices of opportunity for hearing on at least six additional matters should be issuing in the next few weeks.

The State Board and Agency staff, with the assistance of outside counsel, continue to make sure that allegations of educator misconduct are reviewed, investigated, and, where appropriate, prosecuted, so that individuals found to have engaged in misconduct are sanctioned.

**School Maintenance Grants**

This past October, ISBE announced it awarded more than $39.2 million under the School Maintenance Grant Program to help 691 districts and vocational centers make necessary repairs and improvements on existing facilities. The dollar-for-dollar program provides up to $50,000 in matching funds for the maintenance and upkeep of buildings or structures used for educational purposes.

The School Maintenance Grant Program, supported under the state’s School Construction Funds, can go toward an array of improvement activities, including re-sealing a parking lot, removing asbestos, replacing playground equipment, repairing bleachers and more. The grants, awarded for the first time since 2001, were distributed to districts through the summer and the start of this school year.
All school districts, cooperative high schools and Type 40 area vocational centers were eligible to apply for a grant. Under the terms of the program, Chicago Public Schools receives 20 percent of the allocation or about $6.5 million.

Under law, the School Construction Funds was created as a special fund in the State Treasury, which receives bond proceeds from the state’s sale of General Obligation Bonds for the purpose of financing school maintenance and construction.

**School and Campus Security Training Program**

Although schools are among the safest locations in our communities, they must be plan for all hazards, emergencies and disasters. In order to provide for effective learning and teaching, schools must ensure a safe educational environment. This requires ongoing training and awareness for all administrators, teachers, support staff and students. Schools are required to develop emergency operations and crisis response plans to prepare for, respond to and recover from any emergency or community disaster. School officials and staff at any moment may suddenly become first responders in critical incidents. They must be able implement school emergency plans to safeguard lives and manage the incident until emergencies response agencies arrive, then work collaboratively with them until the situation is stabilized. Once the incident is over, schools should be prepared to ensure family reunification and implement crisis response plans to address short- and long-term trauma to students and staff.

The Illinois School and Campus Security Training Program (SCSTP) is a collaborative effort of the Illinois Terrorism Task Force, Illinois State Board of Education and Illinois Emergency Management Agency program administration by the Illinois Law Enforcement Alarm System. Funded through state Homeland Security Grants, training is provided at no cost to public and non-public schools, higher education institutions and the first responder agencies that serve them. The program provides awareness and preparedness level courses designed to improve the school’s capacity to respond to any hazard or emergency and the resilience to recover from catastrophic events. All courses provide continuing professional education credits and some are approved for Administrator Academy credits. Information and course descriptors can be viewed at [www.isbe.net/safety](http://www.isbe.net/safety).
Since 2005, the ISBE/ITTF sponsored program has provided more than 270 training courses for K-12 schools attended by 9,751 school personnel, local law enforcement, fire services and local emergency management staff. The SCSTP program also provides training to higher education institutions. During this time period, more than 430 participants from colleges and universities have taken advantage of the training opportunities provided by this program. A total of 13 additional courses are scheduled through June 2013. Significant accomplishments for this current fiscal year include:

- Forty-two K-12 courses were delivered from July 2012 through May 24, 2013, attended by 1,551 participants including school administrators, teachers and support staff.
- Three “Multi-hazard Emergency Planning for Schools-Train the Trainer” courses were delivered during this time period, including one for the Chicago Public Schools security staff.
- A total of 20 K-12 Student Behavioral Threat Assessment courses were delivered. Demand remains high for this training designed to identify and respond to students exhibiting threatening or aberrant behaviors.
- Due to high demand the “Advanced Student Behavioral Threat Assessment” course is under development, targeted for roll out in the summer of 2013.
- A new “School Safety Drill Best Practice and Procedures” DVD was produced and distributed to all public school districts in the state. Copies of the video were distributed to non-public schools, local law enforcement agencies, fire departments and local emergency managers. The training tool was developed in response to requests from school officials to visually depict immediate action steps for administrators, teachers and support staff when alerted to Lockdown, Shelter-in-Place, Evacuation, Reverse Evacuation, Bomb Threats, Drop/Cover/Hold and Family Reunification.
- A computer based training tutorial for the School Safety Drills was created incorporating the new DVD along with additional learning material and resource documents. Upon passing a final exam, users can download a certificate of training. The Illinois Principal’s Association has agreed to host the online program open to school administrators, teachers and support staff.
- SCSTP staff has provided media interviews and technical support to schools on school security protocols and response to active shooter incidents following the tragedy at Sandy Hook Elementary School in Newtown, Conn., early this year.
- A new model School Emergency Operations Plan has been posted on the ISBE Safety Page for schools to compare with their existing plans.
• A partnership with the Federal Transportation Safety Administration has resulted in delivery of five “Incident Response to Terrorist Bombings” classes, including a live explosive demonstration. Training is open to K-12 and higher education personnel tasked with developing bomb threat response plans or searches.

• A “Campus-Community Emergency Response Team” course was hosted by Benedictine University, Lisle, which featured training school teams in light search and rescue, disaster first aid, size-up, light fire suppression and incident command. The C-CERT teams provide initial response in disasters and support first responder personnel.

Healthy Eating Habits

ISBE continues to promote healthy eating habits for students throughout Illinois by administering the National School Lunch, School Breakfast, Special Milk, After-School Snack, Illinois Free Lunch and Illinois Free Breakfast programs. The agency also promotes safe meals by offering workshops to schools participating in the school-based child nutrition programs on developing a school food safety plan, based on the Hazard Analysis Critical Control Points (HACCP) principals.

Millions of meals and snacks are provided to children throughout the state of Illinois. During state school year 2011-2012, more than 194 million lunches were served as part of the National School Lunch Program, more than 70 million breakfasts were served, approximately 12.6 million milks were provided as part of the Special Milk Program, and about 5.3 million after-school snacks were served.

Fresh Fruit and Vegetable Program

The 2012-13 school year was the fifth year that ISBE administered the Fresh Fruit and Vegetable Program (FFVP) grant in Illinois. The FFVP is a grant funded through the U.S. Department of Agriculture (USDA), which provided $4.9 million to 265 Illinois schools. The FFVP exposed more than 98,000 students to fresh fruits and vegetables throughout the 2012-13 school year. The FFVP funding for Illinois remains at $4.9 million for school year 2013-14, with 239 schools with an enrollment of approximately 98,000 students awarded a grant. The program requires that schools receive $50-$75 per enrolled student to use towards the purchase of fresh fruits and vegetables to be consumed at school, as a snack, at times other than during the meal periods. Illinois is funding at $50.47 per student to allow more schools to participate.
School Breakfast Challenge and Summits 2012-2013

Research strongly shows that children who eat a nutritious breakfast perform better in school, have a better attendance record and exhibit fewer behavior problems. In order to increase participation in the School Breakfast Program (SBP) in Illinois, ISBE, the Illinois No Kid Hungry Campaign and the Midwest Dairy Council partnered in a private-public partnership to sponsor the new School Breakfast Challenge 2012-13.

All Illinois schools participating in the School Breakfast Program (SBP) were eligible to participate automatically in the Illinois Breakfast Challenge. Participation increases were calculated by comparing the SBP participation rates from January-May of 2012 to August-December of 2012. A dozen awards were given to the schools with the largest percentage increases in average daily participation rates. There were four tiers of the challenge with each tier awarding three prizes: $5,000, $3,000 and $1,000.

In addition, two Breakfast Summits were held this spring to provide an opportunity to inform attendees about the Breakfast Challenge, new grant opportunities and administration of the SBP.

HealthierUS School Challenge

The HealthierUS School Challenge (HUSSC) provides USDA recognition to schools that promote healthier food, nutrition and physical activity. The voluntary national certification initiative, HUSSC application and update requirements are available online at http://www.fns.usda.gov/tn/healthierus/index.html for all schools participating in the National School Lunch Program at award levels: Bronze, Silver, Gold and Gold of Distinction. The initiative includes nutrition standards, minimum average daily participation levels (exception for bronze level), as well as nutrition education and physical activity requirements. Awardees are certified for a four-year period and receive financial incentives. Since its inception, Illinois has received 228 HUSSC applications. The application and approval process is ongoing. Currently, 207 schools in 21 Illinois districts have received the HUSSC award.

The criteria used to review these HUSSC applications include participation in the school breakfast program, an “other criteria for excellence” category and NSLP meal pattern requirements. Schools must meet two to eight “other criteria” for different award levels. The criteria include program outreach, physical activity, nutrition education, and school and community involvement in wellness efforts.
Illinois Enhanced Physical Education Strategic Plan

The Illinois State Board of Education, the Illinois Department of Public Health and the Illinois Public Health Institute released the Illinois Enhanced Physical Education Strategic Plan in June 2012. A group comprised of state agencies, advocates, public health and non-profit organizations, disability experts and professional associations across the public health and education sectors helped guide the effort. The strategic plan envisions daily, high-quality physical education as a reality for all Illinois K-12 students, and highlights the critical role of local school boards, superintendents and principals in enhancing P.E.

Illinois has a track record of prioritizing children’s education and health. Illinois was the first state to require daily physical education for all K-12 students. Physical activity is as important as math, science or any of our other core subjects because we know it correlates directly to the health and well-being of students for the rest of their lives.

Building on ISBE and IDPH’s leadership on this issue and partnership with advocates, public health and non-profit organizations, disability experts, and professional associations across the public health and education sectors, the Illinois legislature passed Public Act 97-1102 on August 27, 2012. This act created a statutory Enhance P.E. Task Force to promote and recommend enhanced physical education programs that can be integrated with a broader wellness strategy and health curriculum in elementary and secondary schools in this state, including:

- educating and promoting leadership on enhanced physical education among school district and school district officials;
- developing and utilizing metrics to assess the impact of enhanced physical education;
- promoting training and professional development in enhanced physical education for teachers and other school and community stakeholders;
- identifying and seeking local, State, and national resources to support enhanced physical education;
- and such other strategies as may be identified by the Task Force.

On or before Aug. 31, 2013, the task force shall make recommendations to the governor and the General Assembly on Goals 19-24 of the Illinois Learning Standards for Physical Development and Health. The task force shall focus on updating the standards based on research in neuroscience that impacts the relationship between physical activity and learning.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Melissa S. Oller, Chief Internal Auditor

Agenda Topic: Presentation of Compliance Audit Report

Materials: FY 2012 Compliance Audit Report (sent under separate cover)

Staff Contact: Melissa Oller, Chief Internal Auditor

Purpose of Agenda Item
To provide the Board with the results of the FY 2012 Compliance Audit, reported findings, and Agency’s responses to the findings.

Expected Outcome(s) of Agenda Item
The Board will be informed of the issues identified by the Office of the Auditor General in the FY 2012 Compliance Audit report, and accept the audit.

Background Information
The Auditor General is responsible for conducting a Compliance Audit of the Agency. The objectives of this audit are to determine compliance with the requirements below.
   A. The Illinois State Board of Education has obligated, expended, received, and used public funds of the State in accordance with the purpose for which such funds have been appropriated or otherwise authorized by law.
   B. The Illinois State Board of Education has obligated, expended, received, and used public funds of the State in accordance with any limitations, restrictions, conditions, or mandatory directions imposed by law upon such obligation, expenditure, receipt or use.
   C. The Illinois State Board of Education has complied, in all material respects, with applicable laws and regulations, including the State uniform accounting system, in its financial and fiscal operations.
   D. State revenues and receipts collected by the Illinois State Board of Education are in accordance with applicable laws and regulations and the accounting and recordkeeping of such revenues and receipts is fair, accurate and in accordance with law.
   E. Money or negotiable securities or similar assets handled by the Illinois State Board of Education on behalf of the State or held in trust by the Illinois State Board of Education have been properly and legally administered and the accounting and recordkeeping relating thereto is proper, accurate, and in accordance with law.

Analysis and Implications for Legislative Action and Communications
Legislative: This audit will be reviewed by the Legislative Audit Commission.
Communications: The audit is issued by the Auditor General and is available to the public.
Superintendent’s Recommendation
I recommend that the State Board adopt the following motion:

I move that the State Board of Education hereby accept the Office of the Auditor General's Illinois State Board of Education Compliance Audit for the Two Years Ended June 30, 2012.

Next Steps
No further actions necessary.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Melissa S. Oller, Chief Internal Auditor

Agenda Topic: FY 2014/FY 2015 Internal Audit Plan

Materials: FY 2014/FY 2015 Internal Audit Plan

Staff Contact: Melissa Oller, Chief Internal Auditor

Purpose of Agenda Item
To provide the Board with the FY 2014/FY 2015 audit plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of Internal Audit’s audit schedule for FY 2014/FY 2015 in
relationship to the requirements of the Fiscal Control and Internal Auditing Act (FCIAA) (30 ILCS
10/) and the International Standards For the Professional Practice of Internal Auditing
(Standards) (Attribute 2020).

Background Information
The Illinois State Board of Education is required by the FCIAA to maintain a full time program of
internal auditing and this plan must be approved by the State Superintendent of Education
ensuring that the plan meets the requirements of the Act. The Standards state “The chief audit
executive must communicate the internal audit activity’s plans and resource requirements,
including significant interim changes, to senior management and the board for review and
approval. The chief audit executive must also communicate the impact of resource limitations.”

A risk based approach was used to develop the audit plan. ISBE managers were surveyed in
relation to their programs and functions. Survey results were reviewed and the responses were
evaluated based on the following criteria:

- internal controls
- written procedures
- complexity
- changes in function
- last time audit performed
- impact to user’s
- management priority

Analysis and Implications for Policy, Budget, Legislative Action and Communications
The audit plan presented will allow ISBE to meet the requirements of the Fiscal Control and
Internal Auditing Act (30 ILCS 10/2003) as well as the Standards requirements of Attribute
2020.

Policy Implications: An adequate program of Internal Audit provides assurance to the Board and
Agency management that ISBE is compliant with laws, regulations, and policies and
procedures; that information has integrity and is reliable; that assets are safeguarded; that operations are effective and efficient; and that goals and objectives are being accomplished.

Legislative Action: The Audit Plan is required by the Fiscal Control and Internal Auditing Act (30 ILCS 10/2003).

Communication: Materials prepared or compiled with respect to internal audits are exempt from the Freedom of Information Act (5 ILCS 140/1) disclosure.

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

I move that the State Board of Education hereby accept the FY 2014/FY 2015 Audit Plan.

**Next Steps**
No further actions necessary.
Illinois State Board of Education  
Internal Audit Plan  
FY 2014/FY 2015

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| Total Budgeted Hours                          | 8260    | 8610    |

Note: Difference in Budgeted Hours between FY 14 and FY 15 is due to short term staffing issues.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer
Nicki Bazer, General Counsel

Agenda Topic: Discussion Item: Part 226 (Special Education)

Materials: Recommended Rules

Staff Contacts: Beth Hanselman, Assistant Superintendent

Purpose of Agenda Item
The purpose of this agenda item is to present the summary and analysis of comments received about the proposed amendments to the Board for discussion.

Relationship to/Implications for the State Board’s Strategic Plan
The proposed changes address Strategic Goal 1, in that they help ensure that students with disabilities receive a free and appropriate public education in the least restrictive environment with the appropriate supplementary aids and services.

Expected Outcome of Agenda Item
The Board will be provided an opportunity to consider and discuss the comments submitted regarding the rulemaking, as well as the staff's analysis of those comments.

Background Information
Both Sections 226.730 and 226.731, which address class size for self-contained special education classrooms and class composition in general education classrooms, are being proposed for repeal. These requirements exceed those that are found in the federal Individuals with Disabilities Act (IDEA) and its implementing regulations and have resulted in several unintended consequences. The elimination of state requirements specific to class size and class composition will best ensure that each student with disabilities is placed in the least restrictive environment (LRE), as directed by his or her Individualized Education Program (IEP), and has access to the broad array of coursework available to his or her nondisabled peers, particularly in the middle grades and high school.

Staff believe that school districts, through the IEP process, should determine locally the accommodations and modifications necessary to place students with disabilities to ensure LRE. The LRE mandate requires that the general education classroom, with whatever modifications and supports are necessary, be the first placement option considered for every student with a disability. It is the responsibility of the IEP team to make a determination of placement that provides the identified academic and other services that are necessary for the student to be successful. Additionally, a student's placement in a self-contained special education classroom should not be restricted based on the child's disability or the percentage of time that the student spends outside of the classroom, as determined by the State. Instead, school districts, rather than the State Board, should determine the personnel needed to effectively respond to the needs expressed in each student's IEP.
Currently, Section 226.730 sets forth the maximum class sizes for self-contained special education classrooms based on the amount of time each student with a disability spends in a general education classroom. In addition, Section 226.730 defines "general education classroom" as one in which at least 70 percent of the students do not have IEPs (70/30 ratio), utilizes a general curriculum, is taught by an instructor holding an endorsement for "general education" and is not designated as a general remedial classroom. Staff believe that these class size limitations and class composition restrictions can diminish the ability of school districts to make decisions based on the needs of each student with a disability. Other concerns specific to the current rules are summarized below.

- The class size and class composition limitations do not consider the intensity or frequency of the services required for particular students since they pertain to all students with IEPs placed in a single classroom (except those who receive speech services outside of the general education classroom and who do not require modifications to the content of the general education curriculum).
- The class size and class composition limitations diminish administrative flexibility at the local level in implementing many education reform efforts, such as personalized learning or co-teaching strategies (i.e., use of both a general education teacher and a special education teacher).
- School districts have reported an increase in the size of some of its general education classes in order to conform to the 70/30 ratio, particularly in smaller districts or for certain types of coursework offered in departmentalized settings, such as career and technical education.
- By focusing on class sizes or the composition of the general education classroom, the current rule may pressure school districts to meet the class size numbers or class composition ratio rather than recognize the individual needs of children.

The proposed rules were published March 8, 2013, in the Illinois Register to elicit public comment; 5,523 comments were received. Additionally, approximately 50 individuals provided testimony at three public hearings held in May in Elgin, Springfield and Carbondale, and an additional 18 individuals provided comment via a webinar. A summary and analysis of the public comment is attached.

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

Policy Implications. Two separate policy issues arise out of this rulemaking. First, the proposed elimination of class size restrictions on self-contained special education classrooms marks the first time since the enactment of IDEA's predecessor law, Education for All Handicapped Children's Act of 1975, that the State Board of Education has not established maximum class sizes based upon a child's disability or his or her service level. Authorizing school districts to determine class sizes locally provides them with the freedom, but also the responsibility, to ensure that the academic environment and services provided are appropriate, align with the student's IEP and will enable him or her to meet the goals established for his or her learning.

Second, the agency promulgated the 70/30 ratio in response to the 1999 consent decree issued in the Corey H. matter and the court-appointed monitor's implementation plan developed in response to that decree. These decisions required the State Board to establish districtwide targets for City of Chicago School District 299 (CPS) relative to the district's achievement of LRE. The resulting rule, while not specific to CPS, extended the agency's policy regarding these targets to all districts in the state by setting a specific student ratio of 70/30 to define a "general education classroom".
The Corey H. litigation has discouraged State Board staff from deviating from the current definition while the State Board remained subject to court's consent decree. The court dismissed the agency from the lawsuit in October 2012. As such, agency staff believe that restrictions on placement decisions set forth in rule can now be eliminated, and school districts, through the IEP process, should determine locally the accommodations and modifications necessary to place students with disabilities in the least restrictive environment. (NOTE: An exception to the maximum general education class ratio rule was later granted to CPS, reducing the ratio of general education students to students with disabilities by 10 percent in some circumstances. The proposed elimination of the 70/30 ratio, if promulgated, will not affect CPS, which will remain under the court monitor's ratio until it is released from the Corey H. matter.)

Rules specific to class sizes in self-contained special education classrooms relied on disability category until the 2007-08 school year (see Section 226.731), when they were replaced by the percentage of time a student spent in a general education setting (see Section 226.730). The agency proposed modifications to the definition of "general classroom" in 2006 and received fierce opposition from both teachers and parents who complained about inadequately prepared staff and reduction in services. As a result, the 70/30 ratio remained unchanged. Today, the pool of qualified general education educators continues to broaden due to certification and continuing professional development requirements specific to students with disabilities. Also, Section 14-2 of the School Code, enacted in 2011, emphasizes that any school district's decision to place a student with disabilities in a general education classroom cannot "interfere with the provision" of FAPE. Both of these circumstances may help to mitigate some of the negative feedback that the agency received in 2006.

Budget Implications. None.
Legislative Action. None.
Communication. Please see “Next Steps” below.

Pros and Cons of Various Actions
Removing the class size and class composition limitations will provide needed flexibility for school districts to determine student placement and class configurations based on the specific needs of students with disabilities, as articulated in their IEPs, while ensuring that the provision of FAPE for individual students is not compromised. These students' access to broader course offerings may be enhanced, particularly in certain curricular areas or departmentalized settings. The size of some classes also may be reduced, which will benefit students with disabilities, as well as general education students.

As was the case in 2006, teachers and parents both of students with disabilities and general education students expressed fears that the absence of any limit on class sizes and class composition could negatively affect students with disabilities, as well as their nondisabled peers in general education classrooms, and strain the ability of teachers to provide high-quality instruction and adequately meet the requirements of students' IEPs.

Next Steps
The rulemaking will be brought back to the Board for adoption at its August meeting, to include any changes made in the proposed amendments as the Board may direct.
The State Board of Education received an unprecedented number (5,523) of comments on this rulemaking. An overwhelming majority of the commenters expressed concerns about the elimination of both the composition ratio for the general education classroom (i.e., 70/30 rule) and the class size parameters for self-contained special education classrooms. All of the proponents of the rulemaking supported the elimination of the general education class composition ratio. While most also indicated that school districts, through the Individualized Education Program (IEP) process, should determine the size of self-contained special education classrooms, a number also asked that further consideration be given to modifying the current limits set forth in the rule before any final action is taken to repeal rules. The central points that the opponents and proponents raised in their submissions are summarized below.

Comments

**Opposed to the Proposed Revision**

Individuals who submitted letters and emails in opposition to the repeal of rules governing class size for special education classrooms and class ratios in general education classrooms passionately expressed their belief that the proposed repealer will result in "devastating", "detrimental" and "catastrophic" consequences for Illinois' educational environment. Using strong adjectives to describe the repealer, the commenters said they were "appalled" and "upset and bewildered" as to why the State Board would even consider eliminating these restrictions. The proposal, they said, was "dishonest and ill-conceived" and would cause "significant harm" and "tremendous hardship" for students, parents and teachers. Others called it a "foolish idea", one that is "shocking and irresponsible", as well as "outrageous, unprofessional and unethical" and, if adopted, would prove to be a "big mistake". As one commenter summed up: "Special education students will become another fatality of poor leadership and legislative lunacy".

In making the argument that class size and class composition limits should be retained, many of the commenters provided detailed descriptions of the challenges they face daily in general education and special education classrooms. Parents also shared anecdotes about the success that their children have had under the current limits and their concerns that the students will regress or fail to make progress if some controls are not placed on school districts. Others indicated that they did not trust school districts to make determinations of class size and class composition based on the needs of individual students without some parameters set by the state.

Given the large volume of letters and emails, each individual remark cannot be reproduced adequately in this summary. The pleas presented were often impassioned and emotional, but described unique circumstances that, in many cases, should not be generalized across the state. Some overall themes did emerge from the comments, however, and the summary is organized around those.

**General.** Overall, many of the commenters questioned the agency's rationale for proposing the repeal of the class size and class composition rules. Some stated their belief that the agency proposed the repealer as a way for school districts to address budget shortfalls rather than in an effort to ensure that each student with disabilities is placed in the least restrictive environment
It is evident in most of the remarks that the commenters do not trust school districts to provide services based on the needs of individual students. Nearly all the comments mentioned that without class size and class composition limits, school districts would trim their budgets by increasing self-contained special education class sizes and the proportion of students with disabilities in general education classes. The rule's repeal will "place the financial burden of the state on the backs of our neediest students", one person said. Current class sizes, another person opined, are a "reasonable compromise between providing services to students and being able to afford to do so" and should be retained.

Some commenters indicated that the class sizes or class composition at their schools already exceed the size for self-contained special education classrooms or violates the 70/30 rule. One group reported that its members face "pressure" during IEP meetings "where district resource scarcity comes into play as students' needs are laid out". Other commenters echoed the feeling of one person, who indicated that teachers and parents "cannot count on school districts to make appropriate decisions on their own". Simply put by another commenter: "Districts will overload classes; you can bet on it". Another person countered that school districts will exercise the authority to increase class sizes not because of "malicious intent but because they do not understand the needs of students".

One interest group predicted that school districts with strong parent advocacy will "abide by sensible class sizes" in the absence of any mandated restrictions. Those districts that do not have savvy parents, however, "will not provide manageable class sizes based on the child's needs". A School Code mandated committee representing English language learners with disabilities pointed out that students whose parents do not speak English may be particularly vulnerable. Another person reported that some school districts are "filling general education classrooms to capacity (30 percent students with disabilities)" in classes in which a high number of at-risk students also are assigned. Teachers are unable to address the needs of either group of students adequately, particularly when no co-teacher or paraprofessional is available. A number of commenters cautioned that without class size and class composition limits, requests for due process hearings, and potentially instances of lawsuits, could increase.

Several of the comments stated that the elimination of the rules will "revert (education) back to the 1960s and 1970s when (students with disabilities) were ill-served and did not receive the proper amount of minutes and support" and, as result, students were being "warehoused". Others cited research (although none specific to special education) that shows that small class sizes positively affect the learning environment, as measured by variables such as more time on tasks, better grades and more time with the teacher. Several commenters questioned the research upon which the agency relied to propose the repealer.

One commenter called the rule's elimination another "obstacle" in the path of general and special education teachers. Another person said the lack of class size and class composition mandates "would add frustration to an already unfunded and never monitored system". A number of individuals urged agency staff and members of the State Board to "visit a classroom before eliminating the rule". One person even suggested that State Board members and staff "teach" in order to experience first-hand the challenges presented in many Illinois classrooms.

Effect on Students. Nearly every commenter noted that neither general education students nor students with disabilities will receive the individualized attention that they need to learn and progress academically if class size and class composition limits are repealed. In a general education setting, the classroom teacher "differentiates" instructional lessons based on the needs of the students, they explained. If the number of students with disabilities is increased in
these classrooms, then the teachers' attention will be paid to students with disabilities at the expense of those without. Several people noted that this consequence is "particularly bad for classrooms with low achievers", in addition to students with disabilities, as these academically at-risk students would "fall through the cracks". Conversely, another predicted that teachers will slow the pace of general education instruction so that students with disabilities "can keep up", which would be detrimental to all students in the classroom. Further, the need to maintain reasonable class sizes and class composition ratio is particularly important as school districts move to implement the Common Core State Standards, many of the commenters pointed out.

Additionally, in either the general education classroom setting or in a self-contained special education classroom, the greater the number of students with disabilities, the less likely that a teacher would be able to provide the services, accommodations and other modifications specified in students' IEPs. Without individual attention in the general education classroom, students with disabilities can become "disruptive", several commenters said, due to their frustration when help is not readily available. Other students may become "anxious in larger classes" and "act out". Class time also is disrupted as students with disabilities are "coming and going" and specialists are brought into the classroom to assist these students, some individuals mentioned. In either setting, students with disabilities "need a great deal more help with work: individual guidance and explanation; frequent repetition; accommodations to quizzes, tests and assignments; and frequent behavioral corrections and guidance" that becomes difficult to provide as class sizes and the number of students with disabilities in the general education classroom increase, a commenter emphasized. Teachers or teaching assistants also must attend to students' physical needs (diapering, shifting a student's position in a wheelchair), which further erodes the attention each individual student receives in classrooms with a greater number of students, another person said.

Commenters said that without class size limits, students' test scores will drop and some students with disabilities will leave school without graduating. With larger class sizes, it will become more challenging to ensure that all students are "college and career ready", a person noted. Another commenter implored the agency not to "throw students under the bus" by increasing class sizes and allowing for a greater ratio of students with disabilities in general education classrooms. General education classrooms will become "disproportionately special education students", many of the commenters insisted. In such cases, one person remarked, "to call these (classrooms) general education settings is dishonest and contrary to the ideas of access and inclusion".

Finally, the counsel for plaintiffs in the Corey H. litigation stated that the class size and class composition restrictions are "objective measures that ISBE needs in order to carry out its duty under state and federal law to monitor districts for compliance with IDEA's protections for students with disabilities". Without the class size and class composition limits, the attorneys argued that the agency would have to conduct "expensive and spotty site visits" to ensure that school districts are not "overloading students in unnecessarily segregated classes".

**Effect on Teachers.** The commenters noted that the role of teachers in both general education and self-contained special education classrooms includes more than just instruction. Teachers who provide services for students with disabilities are responsible for attending meetings specific to each child, gathering data about and completing paperwork to chart each student's progress, and ensuring that the each of the goals of the student's IEP is met—demands on a teacher's time that will be exacerbated as his or her "caseload" increases. This in turn will lead to greater "burn out", commenters said, forcing good teachers to leave the profession or others
not to consider becoming teachers at all. "Teachers are leaving the profession because they feel they cannot help students achieve their goals", a commenter explained.

Removing class composition restriction also removes a teacher's ability to provide meaningful input about the make-up of the classroom, a commenter said. She noted that while class size is a "mandatory subject of bargaining in Illinois, the student composition of a class has not been determined to be so". Another commenter called class size provisions for special education classrooms a "critical front-end protection for students and teachers", ensuring that students receive a free and appropriate education (FAPE) and teachers are not unduly overburden. As one teacher asked: "How can the special educator gather data, work one to one, provide individualized service, monitor emotionally disturbed students, watch the child who has uncontrolled epileptic seizures, chat with a student diagnosed with Asperger's syndrome because he has no friends, and, of course, teach?" The writers noted that meeting the complex mix of students' behavioral, emotional, academic and cognitive needs can be overwhelming at any given time. Increasing class sizes will "reduce special education teachers to triage staff who will be just be able to 'band-aid' but not teach", one person said.

Additionally, general education teachers said that the class or two that they are required to complete specific to students with disabilities do not adequately prepare them to "meet the needs of a large number of special education students, while at the same time meeting the needs of gifted and average students". One individual said that general education teachers are not "trained to the extent necessary to provide individualized instruction in a large classroom of students needing one-on-one attention". A general education teacher shared that she is "alone in the classroom" for 80 percent of the day with students who have learning disabilities, physical disabilities, cognitive disabilities, who are autistic, have behavioral issues or other health problems. Increasing the number of students would mean "more needs would have to be met with fewer supports", the teacher said. Another explained that it is a challenge for her to keep her three special education students "focused and on task while also making sure they don't get behind the students without special needs". Elimination of the class composition restrictions will result in "complete chaos", she predicted. In the event that class composition restrictions are repealed, the commenters stressed that teachers need "training and support and additional classroom personnel in order to provide differentiated instruction effectively". General education teachers will need professional development about addressing the needs of special education students, as well, one person noted.

A number of teachers also expressed concerns about performance evaluations and elimination of class composition restrictions. Both the evaluation of teacher practice and student growth may be adversely affected in general education classrooms that have large numbers of students with varying disabilities and abilities. Some commenters cautioned that school districts may make student placement decisions to unfairly target weaker teachers or to reward teachers considered to be "favorites". The possibility of this occurring is particularly disconcerting, they said, since evaluation results are now used to award tenure, make reductions-in-force and remove or sanction a teacher's license.

Classroom Assistance. Currently, the rule governing the size of self-contained special education classes allow for the maximum number of students to increase anywhere from two to five students beyond the limit if a paraprofessional is assigned to the classroom. Commenters noted the importance of the classroom teacher having this additional assistance in order to provide sufficient "behavioral and academic supports for special education students to be successful". Rather than providing this assistance, commenters fear that school districts will cease assigning aides if the rules are repealed. Another said that increasing the class size
would be acceptable when a co-teacher is assigned. Class size, therefore, should be limited "in proportion to the assistance provided in the classroom", someone concluded. One mother cited the importance of both small class sizes and the assistance of an aide in the elementary grades that she believes enabled her son eventually to attend college and work part time.

Safety Concerns. A number of commenters touched on potential hazards that could result from increasing class sizes and eliminating class composition ratios for both self-contained special education and the general education classroom. Some commenters reported that students may become disruptive or frustrated, throwing objects, biting or hitting the teacher or other students. Larger classes, one person said, result in "unsafe, unsuccessful environments" that are "unmanageable". In special classes, like science labs, shop class, art courses and home economics rooms, students may hurt themselves if sufficient oversight is not provided, others stated. When class sizes are small and a sufficient number of aides are provided, problems can be mitigated.

Several commenters also mentioned space issues as being a safety concern. They said that their rooms are small and would be unable to accommodate additional students and adults, if an aide is required under a child's IEP. This is especially true for "high-needs" students with disabilities, who may be in wheelchairs, have "standers" or mats, or require Braille or large-print readers, another person observed.

Proposed Remedies. Several commenters presented compromises to repeal of the rule, as listed below.

- Eliminate the 70/30 ratio for "special classes" but retain it for core academic areas.
- Establish a graduated scale to place students with disabilities in general education classrooms to ensure that these students are "not overrepresented" in any given classroom.
- Require that each school district set the ratio of students with IEPs to students without IEPs and to define and publish that definition, which must include the ratio, qualifications of teachers, general education classroom sizes, curriculum and other pertinent information.
- Provide monetary incentives to school districts to keep class sizes low.
- Encourage greater use of the current process for school districts to use to request deviations from the 70/30 rule.
- For general education classrooms of a certain size, require that a special education teacher be assigned.
- Take more time to study the issue and review options with stakeholders before modifying current requirements.
- Clarify the 70/30 rule or provide additional freedom to school districts about how they might provide instruction for students with disabilities; no further explanation was included.
- For students who spend 80 percent or more of their time in a general education classroom, adjust the class size ratio to 50 percent students with disabilities and 50 percent general education students. For students who are in general education classrooms for less than 40 percent of their day, require smaller classes and regular interventions.

Support for the Proposed Repealer

Supporters of the proposed repealer were unanimous in their desire to see the 70/30 rule eliminated, presenting cogent arguments that the mandated class composition ratios do not serve the best interest of students with disabilities. Many provided examples of how students with disabilities were prevented from enrolling in a particular class once the 30 percent limit had
been reached. This type of situation appeared to occur more often in certain courses, such as career and technical education classes or arts courses. Meeting the 70/30 rule is a "balancing game and scheduling difficulty", one person explained. Scheduling becomes challenging in smaller districts, which may only offer one section of a course, a commenter said. Schools also may need to move students mid-term if a student with disabilities moves into the district, the size of a class changes due to other reasons or a student later is determined eligible for special education services after the start of the school year. The 70/30 rule is "an arbitrary ratio", one commenter contended, that does not "facilitate a student with disabilities' opportunity to be with nondisabled peers". Further, a commenter expressed the belief that the 70/30 rule "reinforces the old separate but equal mentality that special educators fought against for many years".

By eliminating the 70/30 rule, a commenter emphasized that school districts are not asking for permission "to cram 30 special education students in a classroom with one teacher". The person stressed that he understood the concern of having an "excessive number of students who are developmentally delayed or read at a lower level" in classrooms with students with disabilities. He and many others assured skeptics that school districts will work in consultation with teachers, parents and school support personnel to "do what is best for kids". A superintendent who served as a special education teacher and is the parent of a student with disabilities described the 70/30 rule as a "no tolerance rule. It eliminates the district's ability to make the right decision or meet the unique needs of students". If a student's rights are being violated, then "another vehicle is needed to control" for these abuses, the superintendent said.

Several of the supporters described situations in which a student with disabilities, who did not need support in a particular subject area such as math, nonetheless was counted towards the 30 percent total when placed in that class. The 70/30 rule also does not take into account the intensity of the special education services a student receives (i.e., minutes per week of services) or the student's particular disability. In some instances, when no "slots" are available and another teacher cannot be hired, students with disabilities receive instruction in a special education classroom contrary to their IEPs, one person said. Rather than being based only on numbers, scheduling students with disabilities in appropriate classes should "benefit the overall learning and teaching environment", another commenter stated. It is incumbent upon the IEP team to "make placement decisions and identify the accommodations to allow the student to be successful in that placement," a commenter explained, "and the administration should provide necessary supports to staff to ensure that success".

School districts need the flexibility to consider "the number and type of students to be within a classroom (...) based on the make-up of the children in the class and their individual needs", a commenter pointed out. The appropriate class size, based on student needs, may vary from year to year, one individual observed. Another said relief from the 70/30 rule will result in the provision of a "variety of classroom approaches that enhance the least restrictive environment and allows for flexible grouping of students based on instructional needs". Another commenter revealed that previous support of the 70/30 rule has changed. "Inclusive programming allows for differentiated instruction and equal educational experiences for all students", the commenter said. "Special needs students perform at higher levels when exposed to the same programming as regular education students".

Removing the 70/30 rule also expands a school district's "obligation to consider placement in the general education classroom by promoting co-teaching and widening the continuum of services," explained a commenter, who has worked in states without class size restrictions. Strict adherence to the 70/30 rule results in schools increasing class sizes or not placing students with disabilities in the LRE, many of the commenters said. One person asserted that
"many of the IEP teams, including parents and students, have been forced to make inappropriate educational decisions", which work to "thwart" the development of effective transition plans. Another noted that 70/30 was not "well-received from the start" and conflicts with "IDEA for placement in the general education classroom, if that is the LRE". To sum up, one educator called 70/30 "cookie cutter decision-making that contradicts what is supposed to be individualized educational planning".

Not all of the commenters submitting letters or emails of support, however, agreed with the elimination of the class size limits for self-contained special education classrooms. Several opposed the repeal in its entirety. Others said they would support a re-examination of the limits or their elimination only if guidelines are put in place to ensure local practice complies with the requirement of FAPE in the LRE. Local guidelines, a few commenters said, should address consideration of the student's "individual academic and behavior needs within the full context of the educational services and settings available, provide the type and intensity of support services recommended by the IEP and ensure educational environments reflect a safe learning environment that is appropriately staffed and equipped with resources to address individual needs". One person urged the state to adopt "strong guidance". Another noted that the rules are a "major reason districts have been in compliance with IDEA", urging the agency to work with stakeholders in developing guidelines should the rules be repealed.

It also is important to keep in mind that "very little research" exists with evidence showing that limited class sizes will "guarantee effective programming", a superintendent of a large special education cooperative said. She noted that the special education community in recent years has "moved away from strict categorical groupings" when making placement decisions and now examine educational settings, work to align services and assign appropriate student-to-adult ratios. She suggested that more and more, other states are eliminating "prescriptive class sizes", adding it is important Illinois adopt "regulations and practices (that) reiterate that special education is a continuum of services and supports for students with disabilities, rather than perpetuate special education as a place". State guidance, she said, needs to emphasize and support requirements under federal and state special education laws to:

- Ensure FAPE in the LRE;
- Address students' individualized academic and behavioral needs within a range of education settings;
- Provide the types and intensity of supports and services recommended in a student's IEP to address individual needs; and
- Establish safe learning environments with sufficient staff and other resources intended to address individualized needs.

Some of the commenters also mentioned budget constraints as a reason for eliminating the class size and class composition restrictions, stating that resources are being spread "too thinly and watering down services for children". One person called the mandates "costly and difficult to institute", while a representative of higher education said the restrictions are "bankrupting schools" and causing the elimination of other elective courses. The class size and class composition restrictions also necessitate that additional staff be hired, several commenters said. Overall, the reduction in class size for self-contained special education classes, one person found, affected her district "financially without a resulting improvement in the quality of the education provided or student achievement". A commenter added, however, that class size and class composition decisions should not be based solely on budget constraints but nor should it be based on "creating artificial class sizes to protect union jobs".
Analysis

The agency received 5,158 comments opposing the proposed repeal of class size and class composition limits, of which about quarter were submitted by individuals in Chicago. Opponents represented teachers, school support personnel, parents and others with an interest in educating students with disabilities. Those supporting the repeal (365 letters), on the other hand, were predominantly school administrators, such as special education directors, district superintendents, and building principals. Both sides presented compelling arguments that appear to leave little room for compromise between the two factions: opponents want the class size and class composition restrictions retained and the majority of supporters want the class size and class composition restrictions removed.

As one commenter noted, states increasingly are moving away from mandating class size for self-contained special education classrooms and composition limits for the general education classroom. An informal survey of all 50 states conducted by staff showed that only 18 states, including Illinois, had in place some type of restrictions on class size for self-contained special education classes. In addition, six states besides Illinois restricted the number of students with disabilities who could be placed into the general education classroom. Illinois's 70/30 limit appears to be the most stringent, while West Virginia limits to 30 percent the proportion of students with disabilities in academic subject areas only. Two states (Indiana and Mississippi) rely on a simple majority of general education students to define a general education classroom. The remaining three states of New Jersey, New York and Oklahoma limit the number of students with disabilities to be placed in the general education classroom to eight to 10, 12 and 10, respectively. Two of these three states (New Jersey and New York) also require that in a general education classroom where students with disabilities are placed, a co-teacher must be assigned in addition to the general education teacher.

Arguments for retaining the 70/30 rule are based on the belief that students – both those with IEPs and those without – will achieve at higher levels if the number of students with disabilities in a general education classroom is limited. Comparison of 2010-11 data from the 10 states that reported the highest number of students with disabilities receiving high school diplomas found that 80 percent of those states did not regulate general education class size. Further, states with no restrictions had a greater percentage of students with disabilities spending 80 percent or more of the instructional day in a general education classroom, which was 10 percent higher than the percentage in Illinois. Additionally, the number of cases requiring dispute resolution by a hearing officer was lower in states without regulations versus states that restricted general education class sizes. No appreciable difference was found in achievement data for math and reading among those states with restrictions and those without. In reviewing data from compliance monitoring visits of 80 districts in Illinois from school years 2006 through 2010, districts that had an increase in placing students in the general education classroom for 80 percent or more of the day reported a greater achievement increase for both students with IEPs and those without, particularly in the early grades. These data suggest that removing the 70/30 restrictions are not likely to adversely affect achievement.

Staff also agree with proponents of the rulemaking who contend that the 70/30 ratio unduly hampers their ability to place students in the least restrictive environment. Schools and IEP teams have an obligation to implement a student's IEP with fidelity, including providing all of the supports necessary for the student to achieve in the general education classroom, should that placement be identified as the least restrictive one. Both sides of the rule debate agreed that students with disabilities learn best when modeling what they observe from their nondisabled peers. These students are entitled to take general education coursework, commiserate with
their ability level, so that they are prepared to enter college or begin a career. Many times classes, such as career and technical education coursework, contribute appreciably to the potential for a student with disabilities to succeed after high school and make an appropriate transition.

Several commenters also championed the agency’s class size deviation process as a workable solution for districts that want to waive the 70/30 rule. They cited the small number of requests that the agency has received as evidence that few school districts are experiencing significant problems with the limits placed on the general education classroom. For instance, in school year 2012-13, 36 school districts requested deviations for 221 classrooms, of which the agency approved 216 deviations. While staff acknowledge that few districts have taken advantage of this flexibility, they believe the process itself can be seen as a disincentive for school districts to use. The flexibility allowed under the process is granted only on a case-by-case basis for specific classrooms enumerated in the request and only granted for the duration of the school year in which the request is made. Further, any changes in the number of students with disabilities within a classroom beyond the number stated in the approved request must be reviewed by agency staff before additional placements are made. The process, while streamlined several years ago in concert with teacher unions and others, is time-consuming and laborious to complete.

It would be disingenuous for agency staff to ignore its actions seven years ago when they recommended, and the Board agreed, not to proceed with a rulemaking to more moderately modify the 70/30 rule after receiving numerous comments of concern from parents and teachers, which were similar to those raised by the opponents to this rulemaking. Nonetheless, Illinois data reveal that the state is ranked low in its provision of least restrictive environment among states nationwide, chiefly due to the limits imposed by the 70/30 rule. The court monitor for the Corey H. case commented on class size in October 1999 in his review of the agency’s proposed rules developed in response to the reauthorization of IDEA. He noted that the agency, as a condition of funding under IDEA, is obligated to establish policies and procedures to ensure that students with disabilities are educated in the LRE. The monitor further noted that three factors are considered for the general education classroom; that is, a majority of the students are without disabilities, the general curriculum is utilized and the classroom is not designated as remedial. In eliminating the 70/30 rule, the agency is providing school districts with local flexibility to interpret how these three factors work together with the student population of the school and a student’s LRE needs.

As one commenter noted, there is little research-based evidence showing that strict adherence to class size limits or class composition ratios ensures that each student with disabilities achieves his or her highest potential nor do restrictions make school districts more accountable for fully and properly providing the supports and accommodations identified in students’ IEPs. Other factors, such as the age of students, the nature and severity of their disabilities and their needs for individualized instruction and services, will dictate to a large extent both the size of the class in which a student is placed and its configuration. Additional considerations when determining the number of students who can be served effectively in a given special education class include other claims on the assigned teacher’s time and attention, such as paperwork and IEP meetings. School districts and IEP teams must be cognizant of these factors and how they influence the provision of services for students with disabilities when making class size and class composition decisions.

It is imperative that school personnel, in concert with teachers and school support personnel, carefully assess the specific characteristics of the local setting (e.g., needs of students with
IEPs, including accommodations and modifications, staff supports and professional development opportunities with regards to supporting the needs of students with disabilities; other resources necessary for successful LRE placements) before making placement determinations. Even absent class size and class composition rules, school districts must adopt a plan specifying limits on the work load of its special educators so that all services required under students’ IEPs, as well as all needed ancillary and support services, can be provided at the requisite level of intensity (see Section 226.735 of rules governing Special Education). The plan must be developed with any employees who would be affected and their exclusive collective bargaining representatives, if any. School districts must analyze the activities of their special educators and develop a plan that addresses individualized instruction, consultative services and other collaboration among staff members, attendance at IEP meetings and other staff conferences, and other paperwork and reporting for which staff have responsibility. While these plans do not specifically address class size and class composition, they do help to focus the attention of administrators, teachers and other personnel on the academic and additional services that are necessary for students to be successful, as well as the staff required to faithfully deliver the instructional and support services identified.

School districts should adhere to the premise that the needs of each student are paramount when making placement decisions and work with the IEP team to ensure any accommodations and modifications identified are appropriate and will contribute to the student's achieving at the best of his or her capabilities. Safeguards, such as the complaint process, dispute resolution and due process hearings, are available for parents to use in cases when placements violate FAPE or do not ensure the LRE. School districts are likely to avoid the threat of costly litigation and are urged to work with teachers, parents and other members of the IEP team to provide an appropriate education for each student with disabilities.

If the class size and class composition rules are repealed, school districts will still be subject to the requirements of IDEA and its implementing regulations, as well as additional requirements set forth in Part 226. Agency monitoring will continue to be used to assess the placement determination practices of school districts and how those practices are justified according to IDEA and align to the needs of students in the educational setting. Further, without the regulations upon which school districts have long relied, it will be incumbent upon the agency to review and strengthen, as necessary, its current guidelines for best practices and student placement. More specific guidance will be developed to help districts make informed and compliant decisions regarding resources allocation, student needs, grouping of students in various age spans and consideration of the severity of disabilities, to name a few.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Robert Wolfe, Chief Financial Officer

Agenda Topic: Recommendations for QZAB Bond Authorization(s)

Materials: Approval Certificates

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
To review with the Board the applications submitted by the districts listed below for designation of $29,786,000 in bonds from the calendar year 2012 and 2013 ($14,893,000 per year) allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended. These requests will utilize most of the authorized volume cap for 2012. Another application cycle will be opened for the remaining 2012 allocation and the 2013 allocation.

The allocation requests are summarized below:

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Amount of QZAB Request</th>
<th>2012 Allocation*</th>
<th>2013 Allocation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amounts Available for Allocation</td>
<td>$14,893,000</td>
<td>$14,893,000</td>
<td></td>
</tr>
<tr>
<td>Lincoln Community High School District 404</td>
<td>$1,050,000</td>
<td>$1,050,000</td>
<td>$0</td>
</tr>
<tr>
<td>School District U-46</td>
<td>$1,107,132</td>
<td>$1,107,132</td>
<td>$0</td>
</tr>
<tr>
<td>Shelbyville Community Unit School District 4**</td>
<td>$3,780,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Community Unit School District 300</td>
<td>$5,000,000</td>
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</tr>
<tr>
<td>Alton Community Unit School District 11***</td>
<td>$7,675,250</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Galesburg Community Unit School District 205</td>
<td>$3,033,440</td>
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<tr>
<td>Total</td>
<td>$21,645,822</td>
<td>$10,190,572</td>
<td>$0</td>
</tr>
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</table>

| Remaining Authority                          | -                      | $4,702,428        | $14,893,000      |

* Allocations can be made for up to two years after the appropriation has been established
** Shelbyville CUSD 4 did not qualify due to the number of students eligible for free & reduced lunches
*** Alton CUSD 11 did not submit a complete plan for the use of the QZAB funds by the May 31st deadline
Expected Outcome(s) of Agenda Item
The Board will approve the applications, thus approving the above named Districts the authority to issue bonds designated as Qualified Zone Academy Bonds.

Background Information
The Qualified Zone Academy Bonds program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial assistance to rehabilitate or repair public school facilities or provide equipment. The program permits school districts to borrow money from financial institutions at little or no interest cost by issuing Qualified Zone Academy Bonds. Proceeds of qualified zone academy bonds may be used for four purposes:

- repair or rehabilitation of school buildings,
- provision of equipment for the school,
- development of course materials for the zone academy, or
- training teachers and other school personnel.

These bonds may not be used for new construction. Bond purchasers receive federal tax credits instead of interest and the school district cost of borrowing is substantially reduced.

The local board must designate the school as a ‘zone academy.’ The school must be located in a federally designated empowerment zone or enterprise community; or at least 35% of schools students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for substantial contributions. Substantial contributions are equal to 10% or more of the capital borrowed on behalf of the zone academy. The local Board must then receive an allocation of borrowing authority from ISBE and issue bonds for one or more of the qualified purposes indicated above.

With the fiscal cliff negotiations and the passage of the American Taxpayers Relief Act of 2012 congress extended the QZAB bond program for 2 more years. The federal legislation provided for national allocations of $400 million for calendar year 2012, and 2013. The Internal Revenue Service notice (IRS Notice 2013 – 3) provides that Illinois’ share of these allocations is $14.893 million (for calendar year 2012) and $14.893 million (for calendar year 2013), for a total of $29.786 million.

Six districts submitted QZAB applications. Four were granted the authority to issue QZAB bonds at 100 % of their requested amounts and 2 were denied QZAB allocation. Shelbyville Community Unit District 4 and Alton Community Unit School District 11 are not eligible. Shelbyville Community Unit District 4 did not meet the minimum requirement of 35% of students qualifying for free or reduced-cost lunches under the school lunch program. They requested authority for $3,780,000. Alton Community Unit School District 11 did not provide documentation qualifying the use of QZAB bonds by the May 31st deadline. They requested authority for $7,675,250. ISBE staff will contact them upon the opening of the second application cycle to inform them they may submit the required documentation for potential approval.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Upon Board approval, districts will be notified of their authority to issue the bonds.
**Pros and Cons of Various Actions**

Pros:  Of the four districts that submitted applications, the school districts that receive the Board’s approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.

Cons:  None at this time.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

I move that the Illinois State Board of Education approve the applications submitted by the districts listed below for designation of $10,190,572 in bonds from the calendar year 2012 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program.)

**Next Steps**

Inform districts and provide certification of approval.
qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Lincoln Community High School District 404

Designation: $1,050,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

_____________________________________________
Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 20th day of June, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: School District U-46

Designation: $1,107,132 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 20th day of June, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Community Unit District 300

Designation: $5,000,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 20th day of June, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Galesburg Community Unit District 205

Designation: $3,033,440 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 20th day of June, 2013.
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Matt Vanover, Director of Public Information/Deputy Superintendent

Agenda Topic: Board Calendar: 2014
Materials: Proposed – 2014 Calendar
Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
The purpose of this agenda item is for the Board to review proposed dates for 2014. Other boards and advisory groups are beginning to schedule their 2014 meeting dates and wish to work around meetings of the State Board of Education.

Relationship to/Implications for the State Board’s Strategic Plan
Action at meetings of the State Board of Education allows for the implementation of the Board’s Strategic Plan.

Background Information
We are proposing that during the months of February, April, and August a date be held for a meeting to be held via video conference.

We have prepared the 2014 proposed calendar to have meetings held throughout the geographic areas of the state. When these meetings are held at alternative sites, two-day meetings will be held to allow for ample time for special presentations as may be scheduled.

Two-day meetings are also recommended in January and December for budget planning/budget adoption discussions and presentations. Two-day meetings are also recommended for the months of March, June, September (Board Retreat) and October.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Staff will make logistical arrangements and be in communication with the Board.

Pros and Cons of Various Actions
The approval of the proposed calendar will allow staff to plan for the 2014 Board dates and make plans accordingly.

Superintendent’s Recommendation
The Superintendent leaves this to Board discussion. Sample motion follows:

The State Board of Education hereby approves the 2014 dates for State Board of Education meetings.

Next Steps
Staff will make logistical arrangements for 2014 meetings of the Illinois State Board of Education.
PROPOSED 2014 BOARD MEETING SCHEDULE

January 22-23
---------------
Springfield (two-day meeting due to budget discussion/adoption)

February 19
------------
via video-conference (as needed)

February 19
------------
Governor’s Budget Address scheduled

March 12-13
------------
Springfield (two-day meeting)

March 16-18
------------
CCSSO Legislative Conference, Washington, D.C.

April 9 OR 10
------------
via video-conference

May 14 OR 15
------------
Springfield

June 18-19
------------
North Chicago

June 24-27
------------
Tentative: Education Commission of the States National Forum on Education Policy

July 19-22
------------
CCSSO Summer Institute, Sunriver, OR

August 13 OR 20
------------
via video-conference

September 17-18
------------
Board Strategic Planning Session – Bloomington

October 15-16
------------
Metro East-East St. Louis (Find a board room-type setting with mics)

November 13-16
------------
CCSSO Annual Policy Forum, San Diego, CA

November 20-22
------------
Triple I Conference, Chicago

November 21
------------
Chicago – Hyatt Regency (during Triple I Conference; as needed)

December 17-18
------------
Springfield (two-day meeting due to budget preparation)

**NASBE Conference will most likely be scheduled in June/July.
**We will schedule opportunities for SAC students to meet with the Board throughout the year.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Robert Wolfe, Chief Financial Officer

Agenda Topic: FY 2014 Budget Update

Materials: FY 2014 General Assembly Appropriation

Staff Contact(s): Robert Wolfe

Purpose of Agenda Item
The purpose of this agenda item is to update the Board on the status of the FY 2014 budget.

Relationship to/Implications for the State Board’s Strategic Plan
Many issues discussed below relate to the successful implementation of the Board’s Strategic Plan.

Expected Outcome(s) of Agenda Item
The Board will review the FY 2014 Budget. This item is for informational purposes only.

Background Information
The General Assembly passed Senate Bill 2555 and House Bill 208 before adjourning on May 31, 2013. These bills outline the FY 2014 Education Budget for Pre-K through 12. As of this writing, the bills have not been acted upon by the Governor.

The FY 2014 General Funds Budget based upon General Assembly Action is $6.687 Billion which represents a $137.2 million increase when compared to FY 2013 Appropriation Levels.

Grants
- $4.442 Billion for General State Aid which is estimated to result in a proration amount of 89%
- Mandated Categorical Reimbursements – Proration amounts will be finalized when claims are submitted and final. Based upon preliminary projections, the General Assembly appropriated the minimum amount needed in Special Education to comply with the Federal IDEA Maintenance of Effort requirements. Those calculations will be finalized in late August when a final determination will be made as to the need for supplemental appropriation to correct the shortfall (if identified) in state effort.

<table>
<thead>
<tr>
<th>Program</th>
<th>Estimated Proration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education – Personnel</td>
<td>99.9%</td>
</tr>
<tr>
<td>Special Education – Funding for Children</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education – Private Tuition</td>
<td>90.0%</td>
</tr>
<tr>
<td>Special Education – Orphanage</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education – Summer School</td>
<td>96.0%</td>
</tr>
<tr>
<td>Special Education - Transportation</td>
<td>98.0%</td>
</tr>
</tbody>
</table>
Transportation – Reg/Voc 64.0%
Illinois Free Lunch and Breakfast 35.8%
Regular Orphanage 18-3 100.0%

- Level funding for Early Childhood, Bilingual and Career and Technical Education
- $3 million was appropriated to East St. Louis SD 89 for its ordinary and contingent expenses
- $350,000 was appropriated for Targeted Initiatives

Line Items that realized reductions when compared to FY 2013 Funding Levels:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reduction ($000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Placement Classes</td>
<td>$ 27.0</td>
</tr>
<tr>
<td>State and District Technology Support</td>
<td>500.0</td>
</tr>
<tr>
<td>Teach for America</td>
<td>225.0</td>
</tr>
<tr>
<td>District Consolidation Cost (est. proration 83%)</td>
<td>305.0</td>
</tr>
<tr>
<td>Alternative Learning/Regional Safe Schools</td>
<td>239.3</td>
</tr>
<tr>
<td>Truant Alternative and Optional Education</td>
<td>500.0</td>
</tr>
<tr>
<td>After School Matters</td>
<td>500.0</td>
</tr>
</tbody>
</table>

Action by the General Assembly did not provide funding for programs recommended by the Board such as School Security Grant Program and Homeless Education.

**Regional Office of Education**

As a result of Senate Bill 1329, all costs associated with the Regional Offices of Education (ROE) will be funded through Personal Property Tax Replacement Fund in FY 2014 and beyond. The ROE School Services and Bus Driver Training line items are level funded for FY 2014.

**Operations**

The operations budget for ISBE was reduced by 2% or $473,000. Additionally, while the General Revenue Fund Assessment line item was level funded for FY 2014, the appropriation bill has a requirement that the 11th Grade Writing Assessment be administered in FY 2014. This action, creates an approximately $2.5 million shortfall that will have to be resolved.

**Next Steps**

Staff has commenced the process of obtaining preliminary appropriation codes from the Office of Comptroller and populating the internal accounting system in anticipation of a July 1, 2013 effective date. Staff will update the Board on any actions taken by the Governor related to the budget.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Nicki Bazer, General Counsel

Agenda Topic: Synopsis of Tracked Legislation

Staff Contact(s): Nicole Wills, Governmental Relations
Amanda Elliott, Governmental Relations

Purpose of Agenda Item
The purpose of the agenda item is to provide a legislative update of matters before the General Assembly.

Summary of Spring 2013 Legislative Session
Both the House and Senate have adjourned the Spring legislative session. Below is a summary of agency initiatives, the FY 2014 budget, and education-related legislation that has passed both Houses. The General Assembly did not act on pension reform or enact a gaming package.

Agency Initiatives:
Over the past several months, the Agency’s Governmental Relations staff has been working with Agency divisions to develop legislative proposals for the spring 2013 legislative session. A summary of this legislation is below.

- HB 496 (Chapa LaVia/Steans) amends the School Code to make changes regarding licensure renewal. This legislation will complete the changes made in PA 97-607 (Steans / Chapa LaVia). The changes made by HB 496 will lead to higher quality, more meaningful professional development, as the providers will be required to align with national professional development standards. Effective immediately.
  Status: HB 496 was approved by the Senate and was not acted on by the House. Governmental Relations staff will work to request action during the Fall Veto Session or Spring 2014 Session.

- HB 3112 (Link/Mayfield) amends the Charter School Law to set aside 1/3 of charter enrollment at LEARN Charter in North Chicago for students with parents assigned to the federal military base. Effective July 1, 2013.
  Status: HB 3112 has passed both Houses and awaits action by the Governor.

- SB 578 (Bertino-Tarrant/Pihos) amends the School Code to eliminate various data collection requirements and reporting requirements in an effort to reduce mandates on school district and the ISBE. Effective immediately.
  Status: SB 578 was approved by the Senate and was not acted on by the House. Governmental Relations staff will work to request action during the Fall Veto Session or Spring 2014 Session.

- SB 1762 (Lightford/Chapa LaVia) amends the School Code and the Educational Labor Relations Act to make clean up changes to PA 97-8, also known as SB 7. The legislation clarifies how part time teachers are to be handled during a reduction in force, prohibits

Status: SB 1762 has passed both Houses and awaits action by the Governor.

- SB 2340 (Steans/Mayfield) amends Section 3.25(f) of the School Code to clarify ISBE’s authority to intervene in failing school districts (district interventions). Effective immediately.

Status: SB 2340 was approved by the Senate and was not acted on by the House. Governmental Relations staff will work to request action during the Fall Veto Session or Spring 2014 Session.

Budget:
Below is a summary of budget related legislation that passed during the 2013 Spring session.

- HB 208 and SB 2555 contain the FY 14 appropriations for ISBE operations and grants. The ISBE General Funds budget is increased by $137 million over FY 13. An updated budget chart is attached. Highlights are below:
  o General State Aid was appropriated at $4.442 Billion. Preliminary estimates indicate that the General State Aid Claims payable in FY 2014 will be prorated at 89.0% resulting in an effective foundation level of $5,720.
  o The programs that make up the special education Maintenance of Effort (MOE) – including special education MCATS - are down about $5M from FY 13 total appropriations. Transportation was level funded at $205.8 million which will result in an estimated proration of 64.0%
  o Early Childhood Education was level funded at $300.0 million.
  o Bilingual Education was level funded at $63.4 million.
  o Career Technical Education was level funded at $38.0 million.
  o Agriculture Education was level funded at $1.8 million.
  o The Assessment Line Item was level funded at $27.4 million; however, $2.53 of that amount was designated for writing.
  o District Consolidation Costs were appropriated at $2.5 million which will result in an estimated proration of 83.0%.
  o ISBE operations were reduced by 2% or approximately $473,000.
- SB 1329 (Madigan/Kotowski) is the FY 2014 Budget Implementation Bill. SB 1329 authorizes ISBE to pay regional superintendents’ compensation and services costs from the Personal Property Tax Replacement Fund during FY 2014. Effective July 1, 2013.
- SJR 32 (Manar/W Davis) creates the Education Funding Advisory Committee. The committee’s driving charge is to propose a state education funding system that, in principle and practice, provides adequate, equitable, transparent and accountable public support to prepare students for success in school and beyond. The committee is to be comprised of 12 legislators who will work together over the next several months to examine this important issue. The committee is required to take testimony from stakeholders and will be staffed by the Illinois State Board of Education. The Committee’s report must be completed by February 1, 2014.

Pensions:
Both the House and the Senate passed pension reform bills; however, neither House passed the other chamber’s reform legislation. The House attempted to negotiate legislation that would have implemented a cost shift to local school districts – this legislation was not filed. The House did pass legislation that would have shifted the employer share for State Universities Retirement Systems (SURS) to the universities. That legislation failed to receive the required number of votes in the Senate. Below are the specifics of the major pension reform bills.
• SB 1 (Madigan) reduces the COLA for Tier I members of GARS, SERS, SURS, and TRS; increases employee contributions by 2% of payroll; creates a maximum pensionable salary; increases the retirement age for some members; creates a funding guarantee; and, makes numerous other changes.

• SB 2404 (Cullerton) includes a pension reform proposal applicable to GARS, SERS, SURS, and TRS. It includes an election for both active members and retirees to choose between losing access to retiree healthcare or reducing their cost-of-living adjustment; a guarantee of the funding schedule as it exists today; supplemental funding to the state-funded systems; and, several other provisions that affect the state systems. SB 2404 was an initiative of the public state employees unions.

• SB 1687 (Biss/Madigan) and SB 2389 (Steans/Nekritz) amend the Pension Code to provide that universities and community colleges will begin paying a portion of the costs for their employees’ retirement benefits under the SURS. It also includes several other items to aid the implementation of these additional costs to employers. Employers will be responsible for picking up employer normal cost at a rate of .5% of payroll beginning fiscal year 2015. Each fiscal year thereafter, employers will pick up an additional .5% per year until the full employer normal cost has been shifted. Effective immediately.

• SB 1366 (Biss/Nekritz) passed both chambers and awaits action by the Governor. The legislation extends the early retirement option for members of TRS.

Summary of Additional Legislation:
Below is a summary of legislation that has passed both the House and Senate. A listing of all tracked legislation is attached.

Educator Licensure, Evaluations, and Training

• HB 490 (M Davis/Hutchinson) amends the School Code to allow teaching candidates to take the test of basic skills up until their student teaching placement (currently must be passed prior to being admitted into a teacher preparation program). Nothing prohibits institutions of higher education from requiring the test prior to student teaching placement. Effective January 1, 2014.

• HB 513 (DeLuca/Hutchinson) amends the School Code to allow students at Governor’s State University that are participants in the Teacher Quality Partners Grant Program until 2016 to complete an alternative certification program. Effective immediately.

• HB 1868 (Unes /Sullivan) amends the School Code to provide for a part-time provisional career and technical educator endorsement on an Educator License with Stipulations. The legislation is intended to increase the availability career and technical education teachers and programs. Effective July 1, 2013.

• HB 3063 (Roth/Bertino-Tarrant) amends the School Code to provide that if a teacher is evaluated during a principal’s first year in a building, their two-year evaluation cycle will be reset. Effective immediately.

• SB 84 (Luechtefeld/Costello) amends the Teacher Certification Article of the School Code to provide that, beginning on the effective date of the amendatory Act, all back fees for registration must be paid and kept in accordance with provisions in the Regional Superintendent of Schools Article concerning an institute fund and provisions in the Teacher Certification Article concerning fees and requirements for registration (instead of providing that any and all back fees shall be deposited by the State Board of Education into the Teacher Certificate Fee Revolving Fund). Effective immediately.
• SB 1762 (Lightford/Chapa LaVia) amends the School Code and the Educational Labor Relations Act to make clean up changes to PA 97-8, also known as SB 7. Effective January 1, 2014.
• SB 2199 (Frerichs/Jakobsson) amends the School Code to make changes regarding the requirements for school service personnel prepared in out-of-state programs. Effective immediately.
• HB 2245 (Chapa LaVia/Delgado) adds a provision to the Abused and Neglected Child Reporting Act to require school personnel, including substitute teachers, who work directly with students to complete mandated reporter training provided by an individual or agency with expertise in recognizing and reporting child abuse. Effective July 1, 2014.
• HB 2322 (Chapa LaVia/Mulroe) Amends the School Code to add the establishment and delivery of anti-bullying programs to an existing list of school social work services. Effective immediately.
• HB 2420 (Chapa LaVia/Martinez) amends the School Code to add "marriage and family therapist" as an endorsement on the school service personnel certificate and as an school support personnel endorsement on the Educator License. Effective immediately.
• HB 3070 (Farnham/Delgado) amends the School Code to include in-service training to identify the warning signs of mental illness that would be offered to counselors, teachers, school social workers, and other school personnel who work with pupils grade 7 through 12. Effective January 1, 2014.
• HJR 27 (Chapa LaVia) creates the Teacher Recruiting and Retention Task Force which will be comprised of legislators and representatives from school management and union organizations. The Task Force is required to study the impact of Tier 2 pension benefits on the ability of school districts to recruit and retain teachers in public school classrooms. The State Board of Education is required to staff the Task Force and provide travel reimbursement for members. The Task Force’s report must be completed by January 1, 2014.

Charter Schools

• HB 494 (Chapa LaVia/Bertino-Tarrant) amends the School Code to place a one year moratorium on virtual schooling. The legislation also requires the Charter School Commission to produce a report in the next year regarding the effect of virtual-schooling along with policy recommendations. HB 494 has been signed by the Governor (PA 98-16). Effective immediately.
• HB 3112 (Link/Mayfield) amends the Charter School Law to set aside 1/3 of charter enrollment at LEARN Charter in North Chicago for students with parents assigned to the federal military base. Effective July 1, 2013.
• HJRx36 (Steans) creates a Task Force on Charter School Funding to examine charter school funding issues. The Task Force is to be comprised of legislators and education stakeholders. The Charter School Commission is required to provide administrative support for the Task Force. The Task Force’s report must be completed by January 14, 2014.

Curriculum and School District Requirements

• HB 129 (Welch/Lightford) amends the School Code to allow school boards to designate the first Monday in October of each year as “Bring Your Parents to School Day.” Effective January 1, 2014.
• HB 2428 (Conroy / T Cullerton) creates the Task Force on Civics Education which will be comprised of legislators and education stakeholders. The Task Force is required to analyze
the current state of civics education in Illinois and to make recommendations to the General Assembly focused on substantially increasing civic literacy and the capacity of youth to obtain the requisite knowledge, skills, and practices to be civically informed members of the public. The State Board of Education is required to staff the Task Force and provide travel reimbursement for members. The Task Force’s report is due no later than May 31, 2014. Effective immediately.

- **HB 2675 (Lily/Steans)** amends the School Code and the Critical Health Problems and Comprehensive Health Education Act to make changes to provide that each class or course in comprehensive sex education offered in any of grades 6 through 12 shall include instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Effective January 1, 2014.

- **HB 3190 (Osmond/Jacobs)** amends the Communicable Disease Prevention Act to require that the Department of Public Health (IDPH) adopt a rule requiring students entering 6th and 12th grade of public and private schools to receive an immunization containing meningococcal conjugate vaccine. States that the immunization requirement shall not apply before six months after final rules are approved. Effective January 1, 2014.

- **SB 1307 (Lightford)** amends the School Code to lower the compulsory school age from 7 to 6 (on or before September 1) years of age. Effective July 1, 2014.

- **SB 1703 (Haine/Kay)** amends the School Code to designate October 7 as Iraq and Afghanistan Veterans Remembrance Day, a commemorative holiday. Effective immediately.

- **HB 1221 (Martinez/Chapa LaVia)** provides for a State Seal of Biliteracy to be designated on high school diplomas and transcripts. Makes changes concerning the proficiency a pupil needs to attain. Removes a provision concerning the seal being awarded by the State Board of Education. Requires the State Board to prepare and deliver to school districts an appropriate mechanism for designating the State Seal of Biliteracy on diplomas and transcripts. Requires school districts to make the appropriate designation on diplomas and transcripts. Makes changes concerning costs to pupils. Effective July 1, 2013.

- **HJR 1 (Chapa LaVia / Collins)** creates the Truancy in Chicago Public Schools Task Force which will be comprised of legislators, law enforcement officials, relevant state agency representatives, and education stakeholders. The Task Force is required to examine issues and make recommendations related to current ISBE and CPS policies regarding truancy and excessive absences and identify different strategies and approaches to help educators and CPS administration address the truancy and excessive absences epidemic in Chicago. The State Board of Education is required to staff the Task Force and provide travel reimbursement for members. The Task Force’s report is due no later than December 31, 2013.

**School District Reorganizations**

- **HB 2267 (Gordon-Booth)** amends the School Code to implement three recommendations of the Classrooms First Commission. The three recommendations include: 1) allow non-contiguous but compact school districts to reorganize if contiguous school districts reject reorganization; 2) permit districts under 750 student enrollment to dissolve with or without a referendum; and, 3) allow for a delayed reorganization effective date. Effective immediately.

**Elections**

- **HB 2418 (Flynn Currie/Harmon)** amends the Election Code to make various changes including a fix to a situation that developed as a result of election returns from this spring
concerning the Regional Board of School Trustees in DuPage County. ISBE staff has worked with the DuPage ROE, the local election authority and the State’s Attorney to address the issue. It is a specific, temporary fix for the particular situation that arose and ISBE staff will begin looking into the School Code election provisions to determine a more permanent fix. HB 2418 also makes the county clerk (or election commission if in DuPage Co) the election authority instead of school districts for the purposes of handing out nomination petitions, accepting nomination objection petitions, notifying candidates of obligations under the Campaign Financing Act, and filing statements of candidacy and receipts for statements of economic interest. Provisions mentioned above are effective immediately.

**School and Student Health and Safety**

- **HB 61 (Ford/Martinez)** repeals a section of the Communicable Disease Prevention that requires the Department of Public Health and/or local departments of public health to notify school districts when an enrolled student is diagnosed with HIV. Effective immediately.
- **HB 64 (Ford/Martinez)** creates the Right to Privacy in the School Setting Act which prohibits schools from requiring a student or his/her parent or guardian to provide the password or other related account information in order to gain access to the student’s social networking website. School districts that violate this Act are guilty of a petty offense. Effective January 1, 2014.
- **HB 183 (Phelps/Forby)** creates the Firearm Concealed Carry Act which provides for concealed carry in Illinois. The new Act does not permit concealed carry in schools or on school grounds. The new Act requires school administrators to report to the State Police when a student is determined to pose a clear and present danger to himself, herself, or to others, within 24 hours of the determination. Effective immediately.
- **HB 946 (Yingling/Manar)** creates the Young Adults Heroin Use Task Force to address the growing problem of heroin use in high schools across Illinois. The Task Force is to be comprised legislators and relevant stakeholders. The Department of Human Services is required to staff the Task Force and provide travel reimbursement for members. The Task Force is required to conduct a study, due no later than June 30, 2014, on the heroin use problem in high schools and suggest programs for high schools to use to address the problem, which programs may involve local law enforcement agencies. Effective immediately.
- **HB 1225 (Burke/Hastings)** amends the Interscholastic Athletic Organization Act to require the IHSA to post a training video on hands-on cardiopulmonary resuscitation and automated external defibrillators on its website. The legislation also requires school districts to notify parents and staff of the availability of the video and encourage them to view the video. Effective immediately.
- **HB 1443 (Moylan/Kotowski)** amends the Criminal Code to provide that a school official, including a teacher, guidance counselor, support staff, coach, or volunteer coach employed by a school, college, university, or other educational institution of this State commits hazing when he or she fails to report to law enforcement authorities any hazing reported to school or educational institution authorities by others or of which school or educational authorities otherwise have knowledge. Effective immediately.
- **HB 2768 (Welch/T. Cullerton)** amends the School Code to require principals to utilize resources of proper law enforcement agencies when the safety welfare of students and teachers by illegal use or possession of weapons, or by illegal gang activity. Effective January 1, 2014.
HB 3236 (Lily/Harmon) amends the School Code to extend the reporting deadline for the Eradicate Domestic Violence Task Force from April 1, 2013 to April 1, 2014. Effective immediately.

HB 3379 (Tabares/Marinez) amends the Critical Health Problems and Comprehensive Health Education Act to require school boards to adopt a policy on teen dating violence. Effective July 1, 2013.

SB 1625 (Collins/Chapa LaVia) amends the School Safety Drill Act to require school districts to perform evacuation or reverse-evacuation incidents including a shooting incident. Effective immediately.

SB 1931 (Bivins/Demmer) creates the School Security and Standards Task Force within the Illinois State Board of Education to study the security of schools in this State, make recommendations, and draft minimum standards for use by schools to make them more secure and to provide a safer learning environment for the children of this State. The Task Force is to be comprised of legislators and education and security stakeholders. The Task Force’s report must be completed by January 1, 2014. Effective immediately.

SB 2178 (Harris/W. Davis) requires all public high school districts and all private high schools to maintain catastrophic accident insurance for all student athletes injured while participating in school-sponsored or school-supervised athletic events sanctioned by IHSA. The catastrophic accident insurance policy must cover whichever occurs first, $3 million in aggregate benefits or 5 years of coverage for injuries that result in medical expenses in excess of $50,000. It exempts school districts that require student athletes to have health insurance coverage in order to participate in athletic events. Effective July 1, 2013.

Special Education

HB 1288 (Gabel/Kotwoski) amends the Children with Disabilities Article of the School Code to make changes to the complaint process for students with disabilities and makes changes concerning a student remaining in his or her present educational placement and continuing receiving the same special education services during the pendency of an administrative or judicial proceeding. Effective immediately.

HB 1446 (Willis/Cunningham) amends the School Code to make changes to timelines related to parts of the IEP process. Effective immediately.

SB 1550 (Radogno/Sandack) amends the School Code to change the requirement regarding transition services for students. Under SB 1550, Individual Education Plans must address students’ independent living skills, instead of addressing such skills only “where appropriate”. Effective immediately.

SB 2157 (Cunningham/McAsey) amends the School Code to permit a school board to waive the physical education requirement for a pupil who is: 1) physically or intellectually disabled; 2) participates in an athletic program outside of school; and, 3) documents his or her participation in an athletic program per board requirements. Effective July 1, 2013.

School District Finances

HB 3 (Chapa LaVia / Sullivan) extends the time period during which a school district (other than the Chicago school district) may transfer moneys from specified funds for any purpose from June 30, 2013 to June 30, 2016. It also amends a section of the School Code that provides that through June 30, 2016 (instead of June 30, 2013), surplus life safety taxes for districts (other than the Chicago school district) and interest earnings thereon may be
transferred to the Operations and Maintenance Fund for building repair work if a public hearing has been held, notwithstanding other provisions. Effective immediately.

- **HB 160 (Osmond/Bush)** amends the School Code by extending the time period during which a school district (other than the Chicago school district) may transfer moneys from specified funds for any purpose from June 30, 2013 to June 30, 2016. It also allows a specific school district outlined in the bill to, until July 1, 2016, transfer money from any fund of the district, other than the Illinois Municipal Retirement Fund and the Bonds and Interest Fund, to the educational fund, the operations and maintenance fund, or the transportation fund of the district under certain circumstances. Effective January 1, 2014.

- **HB 192 (Drury/Morrison)** amends the Local Government Debt Reform Act to allow Township High School District 113 to issue bonds that become due within 25 (instead of 40) years. Effective immediately.

- **HB 1188 (Burke/Harmon)** amends the Property Tax Extension Limitation Law in the Property Tax Code to provide that, in the case of a taxing district that obtained referendum approval for an increased limiting rate on March 20, 2012, the limiting rate for tax year 2012 shall be the rate that generates the approximate total amount of taxes extendable for that tax year, as set forth in the proposition approved by the voters. It also states that the county clerk shall apply the rate regardless of any language of the referendum to the contrary. Effective immediately.

**Agency Operations**

- **HB 2 (Bellock/Althoff)** authorizes the Governor to create the Illinois Single Audit Commission. The bill requires the Commission to conduct research regarding the practices of the federal government in the administration of grants and to create a report summarizing the Commission's recommendations regarding uniform standards for the administration of grants in this State. The bill also provides for the outlines the membership of the Commission (ISBE will have one appointment) and outlines the goals for the Commission. A report is required to be filed with the General Assembly by January 1, 2014. Effective immediately.

- **HB 3049 (Hernandez/Martinez)** amends the Illinois Latino Family Commission Act to add a liaison from the Illinois State Board of Education to the Commission.

- **SB 2381 (Radogno/Sandack)** creates the Grant Information Collection Act and requires the Chief Information Officer of the State, as designated by the Governor, to coordinate with each State agency to develop, appropriate systems to accurately report data containing financial information. It further requires each grantor agency that is authorized to award grants funds to an entity other than the State of Illinois to coordinate with the Chief Information Officer of the State to periodically provide for publication, at data.illinois.gov or any other publicly accessible website designated by the Chief Information Officer, of data sets containing information regarding awards of grant funds that the grantor agency has made during the previous fiscal year. Effective January 1, 2014.

**Next Steps**

Governmental Relations will continue to update the Board with respect to actions taken by the General Assembly.
Purpose of Agenda Item
The purpose of this item is to provide a summary of the agency’s rulemaking activities during FY 2013. No action is needed.

Background Information
The rulemaking activities of the agency are summarized on a fiscal-year basis. The chart in the report begins with the rulemaking items that are being initiated this month and moves back in time to the beginning of this fiscal year to show those items that were begun in FY 2012 but completed in FY 2013.

Summary of FY 2013 Rulemaking Activities

The chart below presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2013. These are organized in chronological order, with the most recently begun ones presented first. “DIBR” stands for “Date of Initial Board Review”, i.e., the month in which the State Board authorized the initiation of the given rulemaking. Where dates are not indicated, the procedural steps in question have not yet been completed. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

<table>
<thead>
<tr>
<th>Title of the Part and Ill. Adm. Code Citation</th>
<th>Description</th>
<th>Timeline/Status</th>
</tr>
</thead>
</table>
| 44 Ill. Adm. Code 1105 (Procurement by the State Board of Education) | Part is being repealed due to a reconsideration of whether the agency can act independently in procurement matters. | DIBR: June 20, 2013  
Adoption: 
Effective: |
| Part 65 (New Teacher Induction and Mentoring) | Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: 
Effective: |
| Part 75 (Agricultural Education Program) | Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013. | DIBR: May 16, 2013  
Adoption: 
Effective: |
<table>
<thead>
<tr>
<th>Title of the Part and Ill. Adm. Code Citation</th>
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</tr>
</thead>
</table>
| Part 140 (Calculation of Excess Cost under Section 18-3 of the School Code) | Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013. | DIBR: May 16, 2013
Adoption: Effective: |
| Part 210 (Illinois Hope and Opportunity Pathways through Education Program) | Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013. | DIBR: May 16, 2013
Adoption: Effective: |
| Part 228 (Transitional Bilingual Education) | Adds additional criteria to be considered in addition to English proficiency for part-time placement in a transitional bilingual program; other technical changes also included. | DIBR: May 16, 2013
Adoption: Effective: |
| Part 226 (Special Education) | Delays until July 1, 2015, new requirements for the conduct of the medical review, establishes a definition of a medical review, and provides for training or testing options in lieu of educator licensure for certain personnel to make education recommendations as a result of educationally relevant medical findings. | DIBR: April 16, 2013
Adoption: Effective: |
| Part 20 (Standards for Endorsements in Elementary Education) | Establishes standards to take effect February 1, 2017, for receipt of the elementary endorsement and for program approval. | DIBR: March 20, 2013
Adoption: Effective: |
| Part 21 (Standards for Endorsements in the Middle Grades) | Establishes standards to take effect February 1, 2018, for receipt of the middle grades endorsement and for program approval. | DIBR: March 20, 2013
Adoption: Effective: |
| Part 25 (Certification) | Establishes requirements for the receipt of endorsements for elementary education and middle grades and for gifted education teacher and specialist. | DIBR: March 20, 2013
Adoption: Effective: |
<table>
<thead>
<tr>
<th>Title of the Part and III. Adm. Code Citation</th>
<th>Description</th>
<th>Timeline/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 26 (Standards for Certification in Early Childhood Education and in Elementary Education)</td>
<td>Provides for the phase out by January 31, 2017, of standards specific to the elementary education endorsement, to be replaced by standards in Part 20, and prohibits enrollment in programs aligned to Part 26 after July 1, 2014.</td>
<td>DIBR: March 20, 2013 Adoption: Effective:</td>
</tr>
<tr>
<td>Part 27 (Standards for Certification in Middle Grades)</td>
<td>Acknowledges the proposed standards for the middle grades and sets forth standards for an optional endorsement for gifted education teacher and gifted education specialist.</td>
<td>DIBR: March 20, 2013 Adoption: Effective:</td>
</tr>
<tr>
<td>Part 226 (Special Education)</td>
<td>Revises the definition of &quot;general education classroom&quot; for purposes of placement of children with disabilities in the least restrictive environment and removes limits on teacher-student ratios for self-contained special education classrooms. Also eliminates Section 226.731, whose class size provisions no longer apply.</td>
<td>DIBR: February 20, 2013 Adoption: Effective:</td>
</tr>
<tr>
<td>Part 35 (Mentoring Programs for New Principals)</td>
<td>Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013.</td>
<td>DIBR: January 24, 2013 Adoption: May 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 375 (Student Records)</td>
<td>Establishes a process to allow parents an opportunity to determine which of their students' scores from college entrance examinations will appear on the academic transcript; and provides additional clarity about health-related information, consideration of video recordings as a student record, and maintenance of records in a secure manner.</td>
<td>DIBR: January 24, 2013 Adoption: May 16, 2013 Effective:</td>
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<tr>
<td>Title of the Part and III. Adm. Code Citation</td>
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<tr>
<td>Part 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code)</td>
<td>Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013, and aligns to changes being proposed in 23 Ill. Adm. 25 (Certification) that will eliminate, as of September 1, 2015, the short-term emergency approval in special education.</td>
<td>DIBR: January 24, 2013 Adoption: April 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 475 (Contested Cases and Other Formal Hearings)</td>
<td>Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013.</td>
<td>DIBR: January 24, 2013 Adoption: April 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 565 (Class Size Reduction Grants)</td>
<td>Makes technical changes to conform the rules to the new licensure system to take effect July 1, 2013.</td>
<td>DIBR: January 24, 2013 Adoption: April 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 25 (Certification)</td>
<td>Makes myriad changes primarily as a result of P.A. 97-607, effective August 26, 2011, which replaces certification with a system of licensure; other miscellaneous changes are being made in response to policy and procedural changes.</td>
<td>DIBR: December 13, 2013 Adoption: April 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)</td>
<td>Addresses requirements pertaining to the textbook block grant program put in place by P.A. 97-570, effective August 25, 2011.</td>
<td>DIBR: December 13, 2012 Adoption: May 16, 2013 Effective:</td>
</tr>
<tr>
<td>Part 30 (Programs for the Preparation of Principals in Illinois)</td>
<td>Aligns the Part to the new licensure system and clarifies requirements relative to content-area tests, performance evaluation evaluator training and program review panel.</td>
<td>DIBR: October 30, 2012 Adoption: February 20, 2013 Effective: March 25, 3013</td>
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<tr>
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<td>Part 24 (Standards for All Illinois Teachers)</td>
<td>Minor updates to extend the time for new educator preparation programs to submit applications for approval aligned to standards to take effect July 1, 2013, and for the Assessment of Professional Teaching to be based on those standards, beginning September 1, 2014.</td>
<td>DIBR: September 20, 2012 Adoption: December 13, 2012 Effective: January 17, 2013</td>
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<tr>
<td>Part 25 (Certification) ORDINARY</td>
<td>Allows educator preparation program candidates and applicants for certification to use a minimum composite score considered to be “college ready” on the ACT® or SAT® in lieu of passing Illinois’ test of basic skills and to allow provisional admission based on passage of some components of the test, provided the candidate receives remediation.</td>
<td>DIBR: August 16, 2012 Adoption: October 30, 2012 Effective: December 19, 2013</td>
</tr>
<tr>
<td>Part 140 (Calculation of Excess Cost Under Section 18-3 of the School Code)</td>
<td>Makes two technical changes requested by the Joint Committee on Administrative Rules.</td>
<td>DIBR: August 16, 2012 Adoption: October 30, 2012 Effective: December 17, 2013</td>
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<tr>
<td>Part 25 (Certification) EMERGENCY</td>
<td>Allows educator preparation program candidates and applicants for certification to use a minimum composite score considered to be “college ready” on the ACT® or SAT® in lieu of passing Illinois test of basic skills.</td>
<td>DIBR: Not applicable Adoption: July 20, 2012 Effective: July 24, 2012</td>
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<tr>
<td>Part 60 (The “Grow Your Own” Teacher Initiative)</td>
<td>Part repealed due to the enactment of P.A. 96-1393, effective July 1, 2010, which transferred the authority of The “Grow Your Own” Teacher Education Initiative to Illinois Board of Higher Education, which now is responsible for rulemaking.</td>
<td>DIBR: June 21, 2012 Adoption: September 20, 2012 Effective: December 10, 2013</td>
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<td>Part 65 (New Teachers Induction and Mentoring)</td>
<td>Updates requirements for the program, tying activities to program standards and improvement to program continuum.</td>
<td>DIBR: June 21, 2012&lt;br&gt;Adoption: September 20, 2012&lt;br&gt;Effective: October 25, 2012</td>
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<tr>
<td>Part 25 (Certification)</td>
<td>Begins to incorporate updates resulting from P.A. 97-607, moving the agency from a system of certification to a licensure system.</td>
<td>DIBR: March 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: July 23, 2012</td>
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<tr>
<td>Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)</td>
<td>Establishes revenue codes and requirements for school districts' receipt of federal funding under the Race to the Top 3 program.</td>
<td>DIBR: March 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: July 18, 2012</td>
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<td>Part 350 (Secular Textbook Loan)</td>
<td>Part repealed due to P.A. 97-570, effective August 25, 2011, which established the textbook block grant program, which is formula based so rulemaking is not necessary.</td>
<td>DIBR: March 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: July 18, 2012</td>
</tr>
<tr>
<td>Part 451 (Private Business and Vocational Schools)</td>
<td>Part repealed due to P.A. 97-650, effective February 1, 2012, which transferred the responsibility for these programs to the Illinois Board of Higher Education.</td>
<td>DIBR: March 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: July 18, 2012</td>
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<tr>
<td>Part 475 (Contested Cases and other Formal Hearings)</td>
<td>Responds to P.A. 96-431, effective August 13, 2009, and reorganizes the Part so that it more closely follows the sequence of the hearing process.</td>
<td>DIBR: February 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: September 21, 2012</td>
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<tr>
<td>Part 475 (Contested Cases and other Formal Hearings)</td>
<td>Part repealed due to need to reorganize the Part so that it more closely follows the sequence of the hearing process.</td>
<td>DIBR: February 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: September 21, 2012</td>
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<td>Part 485 (Appeal Proceedings before the State Teacher Certification Board)</td>
<td>Part repealed due to P.A. 96-431, which removed the authority for the State Superintendent to suspend certificates for up to five years.</td>
<td>DIBR: February 21, 2012&lt;br&gt;Adoption: June 21, 2012&lt;br&gt;Effective: September 21, 2012</td>
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</table>
| Part 226 (Special Education)                  | Makes various changes in response to recent legislation and updates requirements for special education directors, assistant directors and supervisors. | DIBR: February 21, 2012  
Adoption: June 21, 2012  
Effective: July 24, 2012 |
| Part 51 (Dismissal of Tenured Teachers under Article 24 and Tenured Teachers and Principals under Article 34 of the School Code) | In response to P.A. 97-8, effective June 13, 2011, streamlines the hearing dismissal process and provides for alternative dismissal procedures. | DIBR: January 26, 2012  
Adoption: June 21, 2012  
Effective: July 25, 2012 |
| Part 226 (Special Education)                  | Limits the conduct of medical reviews to certified school nurses and physicians (rather than these practitioners, in addition to registered nurses and advanced practice nurses). | DIBR: January 26, 2012  
Adoption: June 21, 2012  
Effective: July 18, 2012 |