

## TITLE 23: EDUCATION AND CULTURAL RESOURCES

## SUBTITLE A: EDUCATION

## CHAPTER I: STATE BOARD OF EDUCATION

## SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

## PART 1

## PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

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AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6] and Sections 20 and 25 of the Postsecondary Workforce Readiness Act [110 ILCS 148/20 and 25].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective

October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. Reg.12276, effective August 9, 2016; amended by emergency rulemaking at 40 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days.

**Section 1.423 Competency-Based High School Graduation Requirements Pilot Program  
EMERGENCY**

Section 20 of the Postsecondary Workforce Readiness Act [110 ILCS 48] (the Act) authorizes a pilot program for school districts to provide career-oriented education through competency-based instruction. This Section sets forth the process to apply for approval to participate in the Competency-Based High School Graduation Requirements Pilot Program (the Program) and the reporting requirements and conditions for removal from the Program.

- a) Definitions
  - 1) *"Adaptive Competencies" means foundational skills needed for success in college, careers and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.*
  - 2) *"Community college" means a public community college organized under the Public Community College Act. (Section 10 of the Act)*
- b) Eligible Applicants

School districts participating in the Program may select the year and course graduation requirement it wishes to replace with a competency-based learning system. A school district with a student population under 500,000 may participate in the pilot program for some or all of its schools serving grades 9-12. Those with over 500,000 students may only select six schools to participate in the project. (See Section 25(g) of the Act.)
- c) A school district wishing to participate in the Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 20 of the Act and subsection (d) of this Section. If a school district withdraws its application, the State Board will consider additional school districts.
- d) In addition to addressing each of the components in Section 20 of the Act, each application shall include:
  - 1) Cover Packet
    - A) School district contact information including the name, email and telephone number of the Program Director;
    - B) Year the Program will be implemented;
    - C) List of schools participating in the Program;

- D) Graduation requirements from Section 27-22 of the School Code [105 ILCS 5] the Program will replace;
  - E) The name of each teacher participating in the Program and the subject/grade he or she teaches for each participating school;
  - F) A description of how teachers have been engaged throughout the application process;
  - G) A description of how the local community college and an institution of higher education have been involved in the application process;
  - H) A description of the school district's prior professional development and stakeholder engagement efforts during the application process, including any prior implementation of professional development for major district instructional initiatives;
  - I) Identify community partners and how they will support the Program;
  - J) Name, position and signature of all standing Planning and Implementation Committee members;
  - K) Any waivers of the School Code or administrative rules in accordance with Section 2-3.25(g) of the School Code; and
  - L) Signatures of the district superintendent; school board president; exclusive bargaining unit president, if there is one and if there is no bargaining unit president a representative selected by the district educators; community college representative; and institution of higher education representative.
- 2) Proposal Narrative
- Provide a general description of the district's plan for implementing the Program. Include a description of the Program's vision and goals as well as innovative features for student success that will be addressed, indicate the intended impact of the flexibility requested in the plan, provide activities and a timeline for meeting the goals and describe the expected outcome for students. The narrative should address all of the following elements:

- A) How students will demonstrate mastery of all required competencies to earn credit;
  - B) How students will demonstrate mastery of Adaptive Competencies defined by the school district in addition to academic competencies;
  - C) How students will advance once they have demonstrated mastery. If needed, how students shall receive more time and personalized instruction to demonstrate mastery;
  - D) How students will have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;
  - E) Describe how students will be assessed using multiple measures to determine mastery, usually requiring application of knowledge; and
  - F) How students will be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.
- 3) Evaluation and Sustainability  
Describe how the Program will be monitored and evaluated and how the results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within your district and beyond (parents, community, etc.).
- e) Criteria for Review and Approval of Proposals  
The school districts selected to participate in the Program will be evaluated on the following criteria (also see Appendix B):
- 1) Strength of Local Commitment (20 Points)
    - A) List participating schools including signature of school principal.
    - B) List of teachers participating in the Program.
    - C) List of the Planning and Implementation Committee including their signatures.



- D) Inclusion of the plan for local community college and an institution of higher education involvement.
- 2) Prior Professional Development and Stakeholder Engagement (20 Points)
- A) Description of how teachers have been engaged throughout the application process.
  - B) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.
  - C) Description of district's prior professional development and stakeholder engagement efforts to support successful development of the application and implementation of the plan.
  - D) Description of community partners that will support the system's implementation.
- 3) Quality of Proposed Plan (50 Points)
- A) Project Goals (10 points)
    - i) The proposal identifies clear, realistic, measurable goals.
    - ii) The goals clearly specify how student achievement will be impacted.
  - B) Project Narrative (25 points)
    - i) The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.
    - ii) The proposed activities are likely to produce measurable results and improve student achievement.
    - iii) The proposal provides a description of how it will meet all required elements required to be included in the Program.
    - iv) The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary

schools in the establishment and administration of the Program.

- C) Evaluation (15 points)
  - i) The proposal includes a description of the process for evaluating the project including a preliminary timeline for the collection of data.
  - ii) The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.
  - iii) The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.
  
- 4) Diversity Points (10 Points)
  - A) School District Type (Up to 2 points)
  - B) School District Size (Up to 2 points)
  - C) Geographical Location (Up to 2 points)
  - D) Plan Approach (multiple subjects vs one subject, type subject, etc.) (Up to 4 points)
  
- f) The State Superintendent of Education will notify school districts approved for participation in the Pilot Program no later than 45 days following the close of the application period.
  
- g) The standing Planning and Implementation Committee shall submit reports assessing the district's plan or implementation of the Program. Reports shall also include any recommendations for modifications or improvements for the Program. Reports shall be included in the initial application, the Program plan and thereafter submitted annually to the State Board. Reports may be submitted by mail to the State Board of Education Springfield Office (100 N. First Street, Springfield IL 62777) or via email at [competencypilot@isbe.net](mailto:competencypilot@isbe.net). Annual reports must be submitted no later than July 1.
  
- h) Removal from the Program

Pursuant to Section 25(d) of the Act, the State Superintendent may remove a school district from the Program for failing to submit a full plan that meets the specifications in subsection (c)(3) of this Section. The Superintendent will consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district from the Program.

(Source: Added by emergency rulemaking at 40 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

**Section 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review  
EMERGENCY**

**Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric**

<b>Strength of Local Commitment (20 Points)</b>		<b>Yes (5)</b>	<b>No (0)</b>
Completion of chart of participating schools that includes signatures of school principals.			
Completion of chart of teachers participating in the implementation of the project.			
Completion of chart of the Planning and Implementation Committee that includes signatures of all participants.			
Completion of the plan for the local community college and an institution of higher education. Signatures from both entities are included.			
<b>Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)</b>	5 - 4	3 - 2	1 - 0
Description of how teachers have been engaged throughout the application development process.	Thorough description of how teachers were engaged throughout the process. Meeting details have been provided and give clear indication of teachers' role in the process and how they will be included during the implementation of the plan.	Basic description of how teachers were engaged throughout the process. Some details have been provided about meetings that have occurred with teachers. Some details are included as to how teachers will be included during the implementation of the plan.	No description or no relevant description was provided about meetings that have occurred with teachers. No description or no relevant description as to how teachers will be involved in the implementation of plan.
Description of how the local community college and an institution of higher education other than a community college have been actively engaged throughout the	Thorough description of how both the local community college and an institution	Some description of how both the local community college and	No description or no relevant description was provided in the plan. One or

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application development process.	of higher education that is not a community college have been actively engaged throughout the process. Meeting details have been provided as well as how the entities will be included during the implementation of the plan.	institution of higher education other than a community college have been actively involved in the process. No meeting information has been provided nor any details as to how partnership will work in program implementation	both of the entities needed are missing from the plan. No indication has been given that the district is actively partnering with either entity.
Description of district's prior professional development and stakeholder engagement efforts to support successful development of application and implementation of the plan.	Thorough description of professional development and stakeholder engagement is included. There is a clear indication as to how the prior professional development will help with the implementation of the plan. There is a clear indication of how stakeholders will be involved during implementation of the plan.	Basic description of professional development and stakeholder engagement is included. There is some indication as to how the prior professional development will help with the implementation of the plan. There is some indication of how stakeholders will be involved in implementation of the plan.	No description or no relevant description of professional development and stakeholder engagement is included. There is no clear indication as to how the prior professional development will help with implementation of the plan. There is no clear indication of how stakeholders will be involved in implementation of the plan.
Description of community partners that will support the system's implementation.	Thorough description of community	Some description of community	No description or no relevant description of

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	partnerships is included. There is a clear indication as to how the partnerships will help with the implementation of the plan.	partnerships is included. There is some indication as to how the partnerships will help with the implementation of the plan.	community partnerships is included. There is no clear indication as to how the partnerships will help with the implementation of the plan.
<b>Quality of Proposed Plan (50 Points)</b>	5 - 4	3 - 2	1 - 0
Project Goals (10 points)			
The proposal identifies clear, realistic, measureable goals.	Goals are very clear, realistic and easily obtainable.	Goals are somewhat clear and realistic. There is some question as to whether a goal is obtainable.	Goals are either missing or they are not clear, realistic, or obtainable.
The goals clearly specify how student achievement will be impacted.	The goals clearly will significantly impact student achievement.	The goals will have some impact on student achievement.	The goals will have no significant impact on student achievement.
Project Narrative (25 points)			
The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.	The proposal clearly indicates that the project is based upon research, best practices, and district data collection.	There is some indication that the project is based upon research, best practices, and district data collection.	There is no indication that the project is based upon research, best practices, and district data collection.
The proposed implementation timeline is realistic and includes all major activities.	The implementation timeline is clear and realistic. All major activities necessary for program success	The implementation timeline is somewhat realistic. Some major activities necessary for	The implementation timeline is either missing or isn't realistic. Significant portions of

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	are easily found.	program success are missing or are not easily found.	major activities necessary for program success are missing or no activities are found within the plan.
The proposed activities are likely to produce measurable results and improve student achievement.	The activities listed in the plan will clearly produce measurable results that significantly improve student achievement.	The activities listed in the plan should produce measurable results that will somewhat improve student achievement.	There are either no activities listed in the plan or those listed will not produce measurable results or any impact to student achievement.
The proposal provides a description of how it will meet all elements required to be included in the competency-based learning system.	The plan clearly indicates how it will meet all requirements included in the competency-based learning system.	The plan indicates how it will somewhat meet all requirements included in the competency-based learning system.	The plan does not indicate how it will meet all requirements included in the competency-based learning system.
The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools on the establishment and administration of the competency-based learning system.	The plan clearly indicates how the high schools will work with their feeder elementary schools.	The plan indicates somewhat how the high schools will work with their feeder elementary schools.	The plan does not indicate how the high schools will work with their feeder elementary schools.
Evaluation (15 points)			
The proposal includes a description of the process for evaluating the project, including a preliminary timeline for the collection of data. (Evaluation and Sustainability)	An evaluation plan is included. It provides a clear process for evaluating the project. A clear	An evaluation plan is included. The process for evaluating the project is indicated, but	The evaluation plan is either missing or isn't clear. The timeline for data collection

	timeline for data collection is included.	has some missing pieces. A timeline for data collection is included, but has some missing pieces.	is either missing or isn't clear.
The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.	The evaluation plan clearly indicates how data will be evaluated.	The evaluation plan has some indication as to how data will be evaluated.	The data portion of the evaluation plan is either missing or isn't clear.
The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.	The evaluation plan clearly indicates how results of the project will be shared with all stakeholders. The plan includes more than three avenues to share results.	The evaluation plan provides some indication of how project results will be shared with all stakeholders. The plan provides one or two avenues to share results.	The evaluation plan provides little or no indication that results will be shared with all stakeholders.

Diversity Points (10 Points)
School District Type (Up to 2 points)
School District Size (Up to 2 points)
Geographical Location (Up to 2 points)
Plan Approach (e.g., one subject, multiple subjects, and types of subjects) (Up to 4 points)

(Source: Former Section repealed at 31 Ill. Reg. 5116, effective March 16, 2007; new Section added by emergency rulemaking at 40 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)