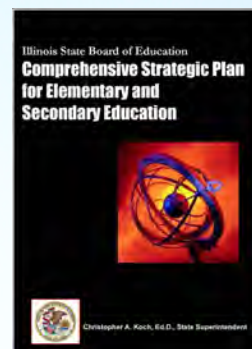
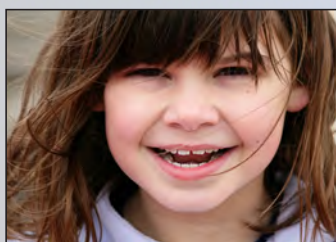
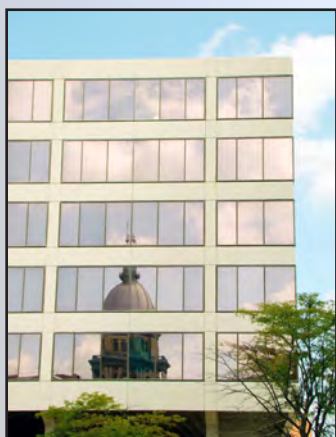


# PROGRESS REPORT



June 2011

## ILLINOIS STATE BOARD OF EDUCATION Comprehensive Strategic Plan for Elementary and Secondary Education



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

# STATE BOARD OF EDUCATION



Dr. Christopher A. Koch  
State Superintendent  
of Education

*The State Board consists of nine members who are appointed by the Governor with the consent of the Senate.*

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

*The Board appoints the State Superintendent of Education, who may be recommended by the Governor.*



Gery J. Chico  
Chairman  
*Chicago*



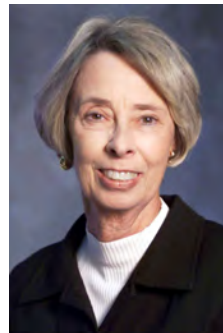
Dr. Christopher J. Ward  
Vice Chair  
*Shorewood*



Dr. Vinni M. Hall  
Secretary  
*Chicago*



James W. Baumann  
*Lake Bluff*



Dr. Andrea S. Brown  
*Marion*



Dr. David L. Fields  
*Danville*



Steven R. Gilford  
*Evanston*



Lanita J. Koster  
*Chicago*



Melinda A. LaBarre  
*Springfield*



June 30, 2011

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 2011 Report

Dear Governor Quinn and Members of the General Assembly:

The Illinois State Board of Education first developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education in 2005, pursuant to Public Act 93-1036. The Strategic Plan has evolved over the years, specifically being reassessed in 2008 after an analysis of data and emerging trends. The Board refocused the vision of the Strategic Plan to strengthen and align its goals with the changing educational demands of preparing students for success in careers and college in the 21st century. A new mission and three goals were adopted.

The Strategic Plan focuses the resources and energy of our agency for its essential mission and core 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.

**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.

In recent years, our Illinois and national economies have created many challenges. The Board's foresight in the development of its Strategic Plan positioned our state well to receive and compete for funding under the American Recovery and Reinvestment Act of 2009. In August 2010, the state applied for and received its share of the \$26 billion Education Jobs Fund bill, more than \$400 million. Districts are required to use these funds to pay salaries and benefits for school level personnel. These federal funds helped tremendously but budget uncertainty remains as we forge ahead with the most important reforms ever seen in the Illinois education community.

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.

We know that our work will never be finished, and the Board will not waver from their strong commitment to supporting a quality education system for every child. Education is the foundation of a healthy economy and strong democracy. Despite the challenging economic times that may seem to impede our progress, we have much to celebrate:

- Illinois' Class of 2010 ACT score leads all universal ACT states, those states that test at least 90 percent of their students, with a composite of 20.7. In addition, while the national average composite score has seen a slight dip in the past five years, Illinois has seen an increase, from 20.5 in 2006 to 20.7 in 2010.
- A record number of our students are taking Advanced Placement exams with nearly twice as many seniors in 2010 receiving a successful score compared to those graduating a decade ago. Illinois ranked 16th in the nation for the number of high school seniors who scored a 3 or higher on an AP exam. The College Board recognized 27 Illinois school districts for increased participation and performance on the rigorous exams used toward college credit and placement.
- Eight hundred thirty four schools made the Illinois Honor Roll. The latest honor roll list highlighted 300 high-poverty, high performing Spotlight Schools; 459 schools earning Academic Excellence Awards that have maintained high-performance for at least three years; and 93 schools that have demonstrated substantial improvement.
- Even as performance targets continue to increase under No Child Left Behind, making it harder for schools and districts to make AYP, Illinois students are still showing incremental improvement on tests administered by the state. Fifty-six districts and 211 schools beat the odds to make AYP in 2010 despite missing the target the year before. The composite score for all state tests increased to 76.4 percent in 2010, up from 75.5 in 2009.
- For the fifth year in a row, Illinois ranked in the top 10 states for the number of new teachers achieving National Board Certification. The latest figures show Illinois ranked third across the nation for the number of new teachers achieving the teaching profession's highest credential and sixth for the cumulative total of teachers reaching the professional milestone.

The State Board of Education thanks you for your dedication to education. The investments we make in our children today will provide a brighter tomorrow for all of us. 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,

A handwritten signature in black ink that reads "Christopher Koch". The signature is written in a cursive, flowing style.

Christopher A. Koch  
State Superintendent of Education

# STRATEGIC PLAN UPDATE

# Illinois State Board of Education

## Comprehensive Strategic Plan Initiatives

The Illinois State Board of Education first developed a Comprehensive Strategic Plan in 2005 as required by Public Act 93-1036. It 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 the plan is revisited to look at our accomplishments and to guide our work toward making sure every student is prepared to succeed in further education and the work force.

The Strategic Plan is continuously evolving yet consistently focused on what matters most: the public school students of Illinois. In 2008, the Board updated their vision for education in Illinois, establishing a new mission and goals. These remain our focus today.



*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.*

### **Goals:**

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

Our mission and goals drive the everyday activities of the agency and guide the alignment of resources, energy and initiatives.

During Fiscal Year 2011, the State Board of Education and agency staff have worked on initiatives that impact four key areas of reform, the first being the adoption and implementation of world class learning standards and assessments. Last summer, the Board adopted the Common Core State Standards as Illinois' newly revised learning standards for K-12 education in English-language arts and math. The new standards are fewer, clearer and higher than the previous standards, which were adopted in 1997. The new standards 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. Illinois is one of 13 states serving on the Partnership for the Assessment of Readiness for College and Careers (PARCC) governing board that is leading a 25-state effort to develop an internationally benchmarked assessment system, which is expected to be ready for use in the 2014-15 school year.

The second key reform area is creating and implementing a statewide longitudinal data system. Other states are looking to us as a model as we move forward with stakeholders on the design and development of the statewide Illinois Longitudinal Data System (ILDS). The 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. The agency was awarded a second competitive federal grant to continue the development of the ILDS. 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.

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. ISBE is collaborating with higher education partners to overhaul the state's principal preparation and certification requirements. All



current programs must be redefined to meet new requirements and be approved by the State Teacher Certification Board and ISBE. This will increase rigor in selection criteria, assessments, internship requirements and also increase the number of years teaching that is required prior to earning a principal endorsement. ISBE has received national recognition for setting higher standards for principal and teacher preparation programs. We have also 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. The test was also divided into distinct subject areas to better inform candidates and the postsecondary institutions about their strengths and weaknesses. Together, these changes will help ensure all our students are being instructed by world-class educators.

The fourth initiative is to prioritize resources and have the political will to intervene with drastic measures in our lowest performing schools. In some cases, 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. The U.S. Department of Education awarded ISBE \$146 million to intervene in some of our lowest performing schools. In addition, Illinois has entered into intergovernmental agreements with North Chicago School District 187 and East St. Louis School District 189 under authority granted by state law and we

continue to seek state funding to expand this important work. The status quo is unacceptable for students whose futures are at risk if we don't provide them the educational opportunities they deserve.

These four initiatives help guide us on our mission and goals. Even as budget constraints weigh heavily on our minds, it is important we move forward to open the door to a brighter future for every child. As we enter Fiscal Year 2012, we will continue to work closely with stakeholders so that together we can improve outcomes and opportunities. The coming years are an exciting and optimistic time for education in Illinois.



# GOAL 1

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

## **Illinois Statewide Longitudinal P-20 Data System**

Many state education agencies are watching closely as the Illinois State Board of Education leads the charge in developing the Illinois Statewide Longitudinal P-20 Data System (ILDS). This multi-year project will establish a system necessary for ISBE and its education partners to link and analyze P-20 education data as never done before. The Illinois State Board of Education 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, the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (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.

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 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 significantly reduces the reporting burden on the state and local districts.



The ILDS Data Advisory Committee (DAC), a broad-based group of stakeholders, has been established and is advising ISBE and its education partners on data use and management. 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.



ISBE has established 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 represent 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, IBHE and the Illinois Shared Enrollment and Graduation Consortium (ISEG) that enable the sharing and linking of data. The agreements 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 seeking the participation of these institutions in a central data repository of higher education data. Grant funding allocated to the Illinois Student Assistance Commission (ISAC) will provide Illinois public 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 mid-West Higher Education Compact (MHEC). With the addition of the ISBE

student ID to the transcript data, the linking of P-12 with postsecondary data is greatly facilitated through this initiative.

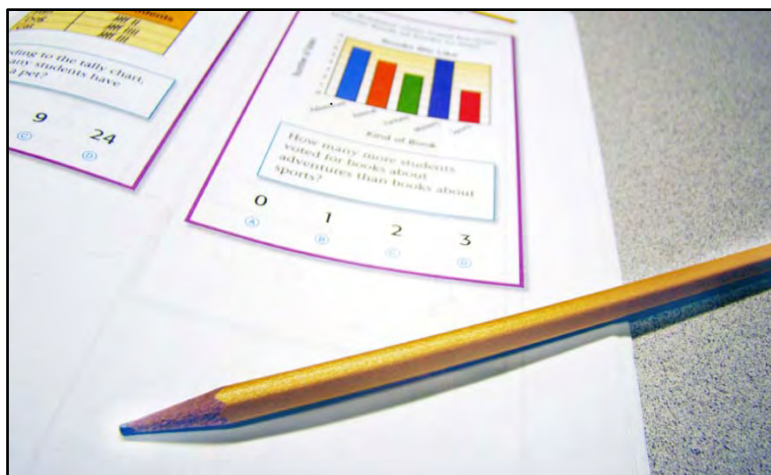
ISBE's Student Information System's (SIS) data collection capabilities have been expanded with the implementation of the Statewide Course Classification System. This system provides foundation information for establishing statewide course definitions while maintaining district control of their local curriculum. SIS is now collecting high school course information at the student level, including the grade and completion status for each course. Course collection at the middle school level is targeted to commence during the 2011-12 school year. Also targeted for the 2011-12 school year is the collection of the teachers assigned to the courses, including the ability to collect individual teacher to student assignments, enabling the establishment of the student to teacher link. In conjunction with an upcoming initiative to rewrite the ISBE teacher and administrator data collection systems, ILDS will house information to support the evaluation of teacher preparation programs, along with teacher and administrator evaluation data. Further enhancement of SIS collection capabilities will include 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.

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 2013.

## **Revising Illinois Learning Standards**

At the end of fiscal year 2010, the Illinois State Board of Education adopted a revised set of learning standards for K-12 education in mathematics and



English language arts. 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 fewer, clearer and higher. New standards in science and other subjects are being developed, to be followed by new assessments.

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 (Until the end of the 2011 school year);

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.



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

New assessments are being developed as we continue 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 which coming together to create an internationally benchmarked assessment system to be ready for the 2014-2015 school



year. These assessments are expected to 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.

## 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 100,000 reader scripts were distributed. These test booklets are specially designed to be read aloud for students who need them. In addition, more than 5,000 audio CD-ROMS or audiocassettes were distributed, as well as 1,000 large print tests and 100 Braille tests. For the Prairie State Achievement Examination, about 2,500 reader scripts, 5,000 audio DVD or cassettes, 200 large print and 20 Braille tests were distributed.

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 58,000 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, an audio DVD in Spanish was made available 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, Illinois Office of Education Services and the Center for Agricultural Research and Training, is led by the Career and Technical Education Division.

The project, now in its sixth 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 870 lesson plans with accompanying PowerPoints, test items and student electronic units in 16 content libraries. It is expected that a minimum of 130 additional sets of curriculum materials will be posted to the web site in FY 12. This will increase the total inventory to 1000 sets for the start of the next school year. This development will include the first School Career Counselor lessons.

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. These CTE resources utilize 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 resource.

## **Early Childhood Education**

Illinois continues to invest in our youngest children, those who have yet to enter our schools. A ISBE study released this year found that kindergartners who had been in state-funded preschool



showed significant gains in school readiness and social skills. These improvements were seen in all income groups with children from low-income families and those at risk showing the most gains in attention span and the ability to complete tasks. Researchers at the Chicago-based Erikson Institute assessed children in programs at the beginning of their preschool year in fall 2009 and again in fall 2010 as they entered kindergarten. The results back up other research and our long-standing belief

that reaching children sooner prepares them for greater future success. Recent budget reductions led to a 10 percent cut in funding for early childhood education in FY10, although it remained level in FY 11 and had remained level or increased the prior 25 years.

Last year, the Illinois State Board of Education recognized the 25th anniversary of legislation that established the state's Prekindergarten Program for Children at Risk of Academic Failure. Since its inception, this nationally-recognized program has offered high quality preschool education services to close to one million at-risk 3- and 4-year-olds throughout the state.

## **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), introduced in January 2008, is a general education instructional initiative that requires collaborative efforts from all district staff, 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 have submitted RtI Plans through the Illinois Interactive Report Card website using the District Improvement Plan templates. ISBE staff provided feedback for all of those submitted plans and commissioned a study of them in order to better identify the regional needs of Illinois schools.

In September 2010, the U.S. Department of Education awarded ISBE a five-year State Personnel Development Grant (SPDG) to scale up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention and assessment to improve the progress and performance of all students, including those with disabilities.

Through this grant, the agency has created the I-RtI Network. This network will provide standardized professional development, technical assistance and coaching to educators and parents throughout the state. These services will focus on improving student performance in grades K-12 through the



implementation of a multi-tiered system of instruction, intervention and assessment, including RtI, 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. By using a standardized curriculum and a systematic professional development, technical assistance and coaching structure, the consistency of project services will be improved, as will the systemic implementation of the knowledge and skills gained by the participants. In addition, training sessions for regionally-placed RtI trainers and school staff will begin in the summer of 2011 using the seven professional development modules developed by ISBE.

## **Illinois Virtual School**

In 2010, IVS added a Credit Recovery Program in response to the indicated needs of the schools it serves in addition to its traditional Advanced Placement and course offerings. In 2008, ISBE issued a Request for Sealed Proposals for new administration and management of the Illinois Virtual School (IVS). The newly-designed IVS was unveiled in August 2009. Included in the



new design is greatly increased flexibility for schools and districts in locating and developing online course options for students. In various projects this year, IVS has reviewed all existing courses for alignment with the Illinois Learning Standards, converted to an enhanced reporting and learning platform, created after school courses and modules for Chicago Public Schools, and developed online professional development for Illinois educators.

# GOAL 2

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

## **Better Preparing Teachers**

Advisory groups of stakeholders are currently convening to recommend (a) requirements for elementary certification (b) requirements for endorsements at elementary level and (c) requirements for middle level certification and endorsements. The proposed revisions would provide opportunities for higher education to develop programs specifically to prepare teachers to teach at the middle level with the content and pedagogy necessary to meet the needs of students in middle level grades. The groups are aligning the requirements for certification with the new common core standards and what teachers will need to know in order to teach so that students can meet these standards. Recommendations are focused on what is best for students rather than on district configuration of schools.



## **Improving School Leadership**

ISBE has been working collaboratively with IBHE and other stakeholders to put in place new requirements for principal preparation with an increased focus on instruction. Rules have been finalized with specific requirements related to selection of candidates into the program, district partnerships, internship, resources, standards, and assessments. An Education Summit is being planned to assist higher education with understanding the new requirements, what it means to programs being developed, district partnership requirements, and the application process. Additionally, the Review Panel and State Teacher Certification Board will be trained on what a “high quality” preparation program would need to demonstrate to be approved.

## **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. PERA requires that evaluations of both teachers and principals (a) use a four category

rating system, with no permissible waivers, and incorporate student growth as a significant factor. ISBE will develop a default evaluation template and student growth must comprise 50 percent of the evaluation. The four evaluation categories are excellent, proficient, needs improvement and unsatisfactory.

PERA requires that the new principal evaluations are implemented in all school districts by the beginning of the 2012-13 school year; the implementation of the new teacher evaluations is staggered, with some school districts being required to implement by the beginning of the 2012-13 school year and statewide implementation completed by 2016.

The Performance Evaluation Advisory Council (PEAC) has been meeting for over a year to develop clear and rigorous systems to measure student growth and effective teacher and principal practice. PEAC has approved measures of performance for both teacher and principal evaluation and are working on how to measure student growth both for principals and teachers. They have also developed a communication subcommittee that is working on a plan to share their work and help gain additional feedback to their work. A subcommittee working on training has received information through a formal Request for Information (RFI) process and is now working on developing training to be in place by the end of next year.



## **Rewrite of Article 21**

Legislation was passed to change the certification structure to a streamlined licensure system. The new system will take us from over 60 different certificates to three licenses: Professional Educator License, Educator License with Stipulations and Substitute License. The legislation also strengthens alternative routes to Educator Licensure. The program will streamline the multiple options of alternative programs into one alternative preparation program that 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. 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. Additional requirements to strengthen preparation of teachers are:

- Requiring future educators to complete coursework in methods of reading and reading in the content area,
- Beginning Sept. 1, 2015, requiring candidates who complete a preparation program to pass an evidence-based assessment that includes student growth,

- Require individuals to pass the content test prior to student teaching and the Assessment of Professional Teaching before completing the preparation program,
- Requiring those coming from out of state or out of country to pass the basic skills test and content area tests before obtaining the provisional endorsement, and
- Enhancing the requirements for the teacher leader endorsement so that teachers can serve



as instructional coaches, department chairs, and other leadership positions.

A proposal was approved to increase the fees for licensure, which supports the Teacher Certification Information system, the Educator Certification System and the Illinois Administrator Academy management system as well as supports agency teacher certification personnel costs, equipment to link Regional Offices of Education to ISBE teacher data base, and support fees

directed to the Regional Office of Education for the purpose of providing professional development to educators.

## Principal Mentoring

The purpose of the Illinois New Principal Mentoring Program is to provide new principals with the individualized mentoring support they need to successfully transition into effective leaders, and to improve the retention rate of principals in Illinois schools. With the new requirements for evaluation and accountability, it is even more critical that principals be provided support for growth and improvement.

ISBE has been working in collaboration with the Illinois Principals Association to manage and implement the program for three fiscal years during the 2007-08, 2008-09 and 2009-10 school years. Services were provided to 495 new principals statewide in FY08; 426 new principals statewide in FY 09; 324 new principals statewide in FY10; and 234 new principals statewide in FY 11.

Public Act (PA 94-1039) established a voluntary second year principal mentoring program if funding is available. Illinois Administrative Rules, 23 IAC 35 have been revised to address this new second year option, and became official in June 2010. However, due to limited funding, only first year principals were provided mentoring support during the FY 11 year.

Each mentor:



- Successfully completes the initial training and all ongoing professional development activities;
- Dedicates sufficient time (no less than 50 hours) to mentoring to meet program requirements and serve the needs of the new principal;
- Is available to the new principal as specified by mentoring entity expectations and the needs of the new principal;
- Creates, develops and maintains an effective, professional mentoring relationship with the new principal;
- Documents the types and duration of mentoring activities and outcomes;
- Makes regular reports of status and progress in the mentoring process to the appropriate mentoring entity and ISBE; and
- Completes a final evaluation report as required by the mentoring entity and ISBE.

Through the mentoring process, new principals are matched with an experienced principal who provides on-the-job guidance and helps new principals develop competencies in a broad array of leadership skills and practices aimed at improving teaching and learning in their schools. The mentoring relationship provides focused and rigorous support to the new principal that is designed to result in increased student performance.

## **First-Year Teacher Support**

ISBE continues to collaborate with higher education, the Regional Offices of Education, the Illinois Education Association, Illinois Federation of Teachers and other entities to support new teacher induction and mentoring. Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs have



been developed to set a framework to assist in the development of mentoring programs designed to meet the needs of new teachers and focus on improved instruction and student learning.

ISBE continues to support the Beginning Teacher Induction Programs. In FY 10, \$9.38 million dollars was appropriated to continue funding pilot programs in order to ascertain best practices for induction and mentoring of first and second year teachers. Through an Intergovernmental Agreement, the Illinois New Teacher Collaborative (INTC) has been charged with oversight of the pilots. In addition, INTC produces a year-end report that summarizes the work of the programs and denotes strengths and weaknesses of the various models in order to identify best

practices. The total FY11 funding for 46 programs is \$4,642,045, and is located throughout the state with 29 programs north of I-80, 11 programs centrally located, and 6 programs south of I-70. There are approximately 2,094 new teachers being mentored in 219 Illinois School Districts. There are 1,109 first year teachers and 985 second year teachers represented in the total. Illinois has 1,312 mentors serving first and second year teachers through the Beginning teacher induction

program.



INTC continues to provide oversight of the programs. Data is being collected by INTC to further study the selection of mentors, training of mentors, types of programs, how mentoring is being implemented, and how programs impact retention of teachers and support of instruction. INTC also has worked with districts across the state to help improve

induction and mentoring programs by sharing information on the Illinois Induction Program Continuum and informing districts how they may use this as a formative assessment tool for program improvement.

## **Bilingual Teacher Recruitment**

The Exchange Visitor Program (EVP) is a partnership between the Spain Ministry of Education and the Illinois State Board of Education. The purpose of this partnership is to enhance and increase the mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges. The benefits of this program include improving the instructional skills of Spanish and bilingual teachers within the State of Illinois and providing highly qualified teachers to address the need for bilingual teachers in various instructional areas with teacher shortages.

To address the need for highly qualified bilingual teachers in Illinois, particularly in the areas of bilingual language arts and reading and instruction in the history and culture of the English language learning students' native countries, ISBE began exploring the development of additional international exchange programs with other countries targeting the languages spoken by students in the bilingual education programs statewide.

In 2007, ISBE researched and evaluated the scope of activities needed to recruit teachers from Mexico; and in January 2008, ISBE formalized a Memorandum of Understanding with the

Mexican Secretary of Public Education through the Chicago Consulate offices to expand the EVP to include Mexico.

The 2011 Spain recruitment resulted in Illinois school districts hiring the most teachers nationally for the 2011-2012 school year. Five hundred twenty five teachers from Spain and Mexico have participated in the EVP Program to date.

ISBE recognizes the economic and cultural value of an EVP in Illinois and continues to evaluate other potential benefits in establishing new Memorandums of Understanding with additional countries. These international partnerships may begin with a small cadre of teachers but will enhance teaching and learning for all teachers and students in the participating districts by promoting the exchange of ideas in the fields of education, economics, science and interculturalism.

## **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 four 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 process. 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.



# 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. The State Board recommended the line remain at \$375,000 in FY12.

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 FY11, upon the action of the State Superintendent, the State Teacher Certification Board has processed the automatic revocation of certificates for 11 educators pursuant to Section 21-23a of the School Code (automatic revocations relate to convictions for one or more offenses enumerated in Section 21-23a). Furthermore, in FY11, Shefsky was sent approximately 20-25 priority cases for review — to determine whether the State Superintendent had sufficient evidence to initiate certificate action pursuant to Section 21-23 (where the educator has the right to notice and an opportunity for hearing). Of those, the State Superintendent issued 16 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. Five hearings regarding educator misconduct have concluded, and currently there are four hearings pending before hearing officers in the pre-hearing/discovery stage. Two certificate holders accused of misconduct requested a hearing, but then entered into settlement agreements rather than going forward with a hearing. Notices of opportunity for hearing on at least five additional matters should be issuing in the next few months.

The State Board and Agency staff, with the assistance of Shefsky, 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 and Campus Security Training Program**

School districts face many potential risks and hazards in their school buildings, on campus and student transportation. Educators must learn to not simply react to these incidents, but to plan for a variety of threats and respond as a team. Because teachers, support staff and school administrators establish the first line school safety, they should be supported in creating safe learning environment. This requires continuing education and training opportunities to enhance knowledge, skills and abilities to prevent, respond to, and recover from a wide array for emergencies and crises which occur during school or at school events. Educators are the first responders and must be prepared to manage the emergency until help arrives. Once the emergency responders arrive on scene, educators must work collaboratively with them to ensure the safety and accountability of the students, staff and faculty. During emergencies, educators are required by law to remain in “Loco Parentis,” responsible for the safety of students in their care, until the students are reunified with their parents or guardian.

The School and Campus Security Training Program (SCSTP) is a collaborative effort of the Illinois Terrorism Task Force and the Illinois State Board of Education with program fiscal administration support from 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 first responder agencies. The program provides awareness and preparedness level training for schools, colleges and universities to plan for, respond to, and recover from an emergency or disaster. All courses are provided free of cost and many qualify for administrator academy credit, continuing education credit or continuing profession development units. Information on the many courses available and the training schedule can be viewed at <http://www.isbe.net/safety>.

Since 2005, ISBE has sponsored more than 180 free training sessions, reaching more than 810 public school districts in Illinois. More than 7,000 Illinois educators have attended one or two-day training sessions as part of ISBE's School and Campus Security Training Program. In addition, ISBE has also trained educators from more than 510 non-public schools statewide.



## **Multi-Hazard Emergency Planning for Schools**

School officials and local emergency responders can attend a one day Administrator Academy approved course, which includes the mandates of School Safety Drill Act, identifies the minimal components of the School Emergency and Crisis Response Plan, formation of school-based emergency management teams and responses to critical incidents. Also available is a more intensive two-day course that addresses development/revision of the school Emergency and Crisis Response Plan, risk and hazard assessment, developing exercises to test the plan, continuity of operations, disaster recovery and response procedures to emergencies. The curriculum for these trainings is continually updated to reflect best practices and lessons learned from actual school incidents. The two courses have been held 178 times, reaching nearly 7,500 participants.



## **New Training Initiatives**

In response to school shootings and extreme acts of violence, a new program entitled, “Student Behavioral Threat Assessment” was developed and approved for Administrator Academy credit as course AA#990. The purpose of student behavioral threat assessment is to identify students exhibiting threatening or aberrant behaviors, assess the risk of threat and provide appropriate interventions and case management to reduce the risk of violence. The curriculum is research based and features a best practices model of behavioral threat assessment. Building on the framework and threat assessment process mandated for higher education institutions, the new course reflects the special considerations and legal issues specific to K-12 student records, special needs students, due process, record keeping and information sharing. This course has been especially popular with principal’s, deans, counselors, school resource officers and liaison officers who are often tasked with determining if a student poses a threat as opposed to just making a threat.

Another new course entitled “Understanding and Responding to School Bomb Threats” is a U.S. Department of Homeland Security curriculum to assist schools in reviewing and revising their required Bomb Threat Annex to the School Emergency and Crisis Response Plan. Because of the potential impact on lives and lost curriculum time, any bomb related incident, including threats, must be taken seriously and each one assessed on the individual circumstances. Effective response is critical — it reduces the likelihood of future threats, and can minimize potential damage and injuries. The course provides guidelines for threat response actions based on scenario types and factors related to time, distance and shielding. Also addressed are decision factors for facility searches, evacuation or shelter-in-place decisions. Information is provided for awareness and recognition of explosive and incendiary materials including devices commonly found at schools and bomb components.

## **School Collaboration With Local Police and Fire Services**

The School Safety Drill Act and ISBE encourage schools to work together for the safety of children. Requirements for evacuation drills include cooperation and collaboration with local fire departments. At least one of the three mandated evacuation drills shall require participation of the appropriate fire department or district to observe and certify the drill was conducted.

Amendments to the SSDA beginning in 2009 require schools to conduct at least one Law Enforcement Drill, which prepares school personnel to effectively handle imminent threats requiring a law enforcement response such as intruders, bomb





threats, suspicious persons or hazardous materials. Lockdown drills should be conducted in every school, and all staff faculty and students should be made aware of immediate response actions to such alerts.

Schools are required to invite first responder agencies, including law enforcement and fire services, to aid in the annual review and revision of the school Emergency and Crisis Response Plan. Establishing collaborative relationships with first responder agencies is essential to ensure an efficient and effective prevention, planning, response and recovery from critical incidents involving schools.

## **School Construction Bonds**

The School Construction Program, which was authorized by the Illinois General Assembly in 1997, has provided more than \$3.4 billion for building and making renovations at public schools across the state – about 500 schools districts from every region of Illinois. The program addresses the shortage of classroom space due to population growth or aging buildings. The Illinois State Board of Education and the Capital Development Board (CDB) administer the program. As required by

Public Act 93-0489, a comprehensive capital needs assessment report of school districts is submitted every two years. School districts were asked to submit their needs in October 2010 so ISBE could communicate them to the Governor and Illinois General Assembly.

After the FY 2010 authorization of \$1.5 billion for school construction during fiscal years 2010-12, \$420

million was raised from the sale of bonds. The funds allowed the distribution of \$148.5 million to 24 school districts entitled in 2002 for their school construction projects. The list of districts included Chicago School District 299, which received 20 percent of the appropriation.



Additional funds from the bond sale went to four school districts on the FY 2003 application list in the Priority 1 Emergency category for School Construction Funds: Martinsville Community Unit School District 3C, Ottawa Elementary School District 141, Belle Valley School District 119 and Gillespie Community Unit School District 7. Grants were also awarded to 14 school

districts on the FY2003 list, with 20 percent granted to Chicago School District 299. These grants totaled \$270 million in state matching funds.

The Illinois General Assembly passed an additional authorization for \$640 million for the next round of matching grants. These will be anticipated to be awarded in FY 2012.

The FY 2010 Capital Bill included \$100 million for School Maintenance matching grants. The School Maintenance Grants allow districts to file applications for funds to assist with the cost of building maintenance. These expenditures would include such items as roofing, windows, electrical needs, etc. The district has to demonstrate a dollar-for-dollar match, with the maximum grant award \$50,000 for a \$100,000 project. Once funds are released for this program, ISBE will proceed to accept electronic applications.

## **Capital Development Funds**

In the FY 2010 capital bill, \$50 million was authorized for School Energy Efficiency Grants. Energy Efficiency Grants require a dollar-for-dollar match and can be used for any energy efficiency needs such as windows, heating systems, roofs, etc. The maximum state grant would be \$250,000 for a \$500,000 project. Applications were available in October, and 399 applications were received totaling over \$80 million in projects. A total of 156 grants totaling \$30 million were awarded with an anticipated annual energy savings of \$1,549,135. Chicago Public Schools will receive more than \$4.9 million or 20 percent of all grants awarded. An additional \$20 million is anticipated to be released in FY 2012 for this grant program.

The Overcrowding School Construction Grants is a new program, and allocation of funds for this program is not expected until fiscal year 2012.

The \$75 million authorized for the Chicago School District is for vocational education construction. These funds will be directly sent to Chicago.

## **Health/Life Safety**

The Health/Life Safety electronic program has been in operation since January 2008. Since that time updates have been incorporated to allow for electronic processing of forms and approvals between the Regional Superintendents and district administrators. The back log of health/life and safety 10 year surveys has been alleviated and ISBE is now current in their process.



During FY 2011 ISBE staff approved 709 Fire Prevention and Safety Amendments for Fiscal Year 2010. In these amendments, districts requested to use \$284,350,130.41 for Fire Prevention and Safety needs, such as roofing, HVAC systems, tuck pointing, electrical repairs, windows,

fire prevention measures, etc. The districts' regional superintendent and ISBE approved \$244,436,821.84 for such needs. If approved, districts have the authority to utilize their Fire Prevention and Safety tax levy or issue Fire Prevention and Safety bonds to obtain funding for the allowable items.

## **Healthy Eating Habits**

ISBE is promoting 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 fiscal year 2010, over 195 million lunches were served as part of the National School Lunch Program, more than 58 million breakfasts were served, approximately 16 million milks were provided as part of the Special Milk Program, and over 4 million after-school snacks were served.



## **Fresh Fruit and Vegetable Program**

The 2010-11 school year is the third year that ISBE has 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 \$3.3 million to 185 Illinois schools. The FFVP exposed more than 66,000 children to fresh fruits and vegetables throughout the 2010-11 school year. The FFVP funding for Illinois increases to \$4.7 million for school year 2011-12, with approximately 215 schools being selected. 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.

## **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 4-year period and receive financial incentives. Since its inception, Illinois has received 70 HUSSC applications. The application and approval process is ongoing. Currently, 43 schools in five Illinois districts have received the HUSSC award.





# Illinois State Board of Education

Published June 2011, Public Information Division