



Illinois State Board of Education



Christopher A. Koch, Ed.D., State Superintendent
Gery J. Chico, Chairman

PROGRESS REPORT

JUNE
2012



Comprehensive Strategic
Plan for Elementary
and Secondary Education

STATE BOARD OF EDUCATION

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.



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State Superintendent
of Education



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June 29, 2012

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 2012 Report

Dear Governor Quinn and Members of the General Assembly:

In 2005, the Illinois State Board of Education first developed and submitted a five-year Comprehensive Strategic Plan for Elementary and Secondary Education, pursuant to Public Act 93-1036. The Strategic Plan, which has evolved over the years, was reassessed in 2008 after an analysis of data and the recognition of emerging trends. The State Board of Education refocused the vision of the 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 Comprehensive Strategic Plan for Elementary and Secondary Education 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.

The Illinois and national economies have created many challenges in recent years. We have experienced a \$650 million reduction in the education budget since 2009, and additional cuts are a distinct possibility for FY 2013. The Board has been able to help the state compete for much needed funds, including dollars from the American Recovery and Reinvestment Act of 2009. In 2010, the state applied for and received its share of more than \$400 million of the \$26 billion federal Education Jobs Fund bill.

As 2011 came to a close, the U.S. Department of Education announced that Illinois earned a \$42.8 million grant in the federal Race to the Top program. About \$21 million of the funds will go directly to 37 local districts that have agreed to accelerate education reform. Illinois was one of seven states to be awarded a portion of the \$200 million in federal funds in the third round of the competition. In addition, Illinois has been selected as one of five finalists to apply for a new round of funding under the Race to the Top-Early Learning Challenge.

While federal funds have helped tremendously, budget uncertainty remains as we move 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:

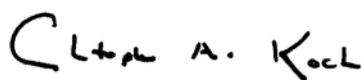
1. Improving internationally benchmarked student learning standards and a new and improved assessment system aligned to college and career readiness standards;
2. Establishing a longitudinal data system that will allow us to collect student data throughout our pre-K to 20 system and ultimately, into 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.

The agency's mission and goals all drive the initiatives and changes we are seeing today. Despite the challenging economic times many are facing, we have much to celebrate. Here are just a few of the highlights that show Illinois is headed in the right direction:

- The graduating Class of 2011's composite ACT score is the highest of the 10 states that test 90 percent or more of their students. And Illinois' average ACT composite scores for the past five years have improved, rising from 20.5 in 2007 to 20.9 in 2011.
- A record number of Illinois students took AP exams in 2011, with participation up among all categories (gender, ethnicity and economic class). The percentage of Illinois graduates completing more than one AP exam has more than doubled since 2001, and the percentage of seniors posting a successful score on these rigorous exams has increased by 7.5 percent since 2001, ranking Illinois in the upper half of the nation for the number of seniors who scored a 3 or higher on an AP exam.
- The 2011 state standardized test results showed the achievement gap is narrowing at the elementary school level, particularly due to gains among African American, special education and low-income students. The statewide composite score for students meeting and exceeding on the ISAT saw an increase, going from 80.9 in 2010 to 82 percent in 2011.
- Illinois ranked third nationally for the number of teachers who achieved National Board Certification in 2011 with Chicago Public Schools District 299 boasting the second highest number of teachers per district earning this professional milestone. It was the sixth consecutive year that Illinois has ranked among the top 10 states for the number of new teachers achieving the profession's highest credential.

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,



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



Gery J. Chico
Chairman

STRATEGIC PLAN UPDATE



Illinois
State Board
of Education

Comprehensive Strategic Plan Initiatives

The Illinois State Board of Education drafted its first Comprehensive Strategic Plan in 2005 as required by Public Act 93-1036. 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, whether they choose to pursue higher education or directly enter the work force. 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.*

Our mission and 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 have been 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 fewer, clearer and higher 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. New science standards are also on the way. The draft of the Next Generation Science Standards was ready for its first public review in May 2012.

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. 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 Chicago, the southern tip of Illinois and everywhere in between. ISBE has been collaborating with higher education partners to overhaul the state's principal preparation and certification requirements. ISBE has 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 are also implementing legislation that will improve the way in which our teachers and school leaders are evaluated and these more rigorous evaluations will impact key personnel decisions in our school districts. Starting in the fall of 2012, some districts in Illinois will begin 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 entered into intergovernmental agreements with North Chicago School District 187 and East St. Louis School District 189 under authority granted by state law and continues to seek state funding to expand this important work. ISBE announced in May 2012 that it has named a Financial Oversight Panel (FOP) for East St. Louis School District 189. The FOP, with five ISBE-appointed volunteer members, will serve District 189 for at least three years in order to help the district achieve financial stability. The Board has also awarded more than \$125 million in federal School Improvement Grant funds to go toward 23 of the lowest-performing high schools in the state over the next three years. We absolutely cannot let these schools continue to falter at the cost of countless children and their communities.

As we move ahead on reforms, the Illinois State Board of Education keeps its mission at the forefront. The State Board 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 show Illinois schoolchildren are the No. 1 priority.



*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 is establishing 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 design and construction of the warehouse are under way, with a target of implementation of the initial functionality in the fall of 2012.

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 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 and IBHE that enable the sharing and linking of this 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. ICCB has in place an extensive data collection practice for community college data, and using ILDS funds a data collection system for four year postsecondary data has been designed and constructed, and preliminary testing completed. Public four year institutions are targeting to contribute data to the repository in 2012, with other four year institutions required to contribute data in 2013.

Grant funding allocated to the Illinois Student Assistance Commission (ISAC) is providing 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. Through May 2012, ISAC has registered 214 out of the 873 public and private high schools and have 130 of the high schools operational.



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 K-8 school level is voluntary during the 2011-12 school year, and required for the 2012-13 school year. Also collected at the high school level for the 2011-12 school year are the teachers assigned to the courses, enabling the establishment of the student to teacher link. Data that links students and teachers for K-8 is voluntary for 2011-2012, and will be required for the 2012-13 school year. 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.

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. The program area is currently in

the process of defining the data elements that will be collected, and implementation on the new teacher system is planned for the fall of 2012.

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:

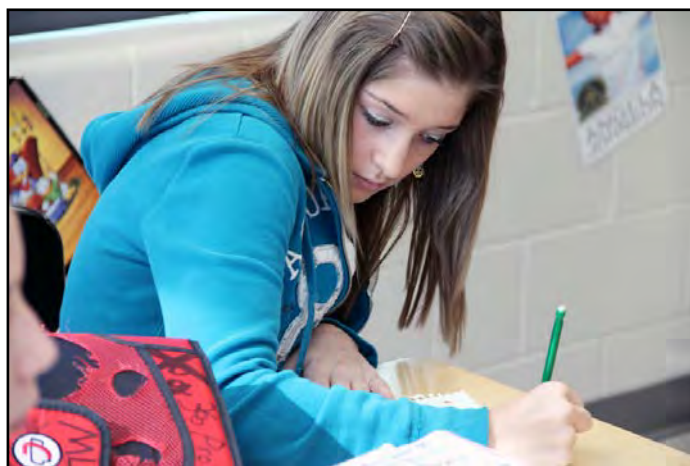
1. Adoption, Communication and Coordination;
2. Communication, Resource Design and Design of Implementation System; and
3. Transition, Implementation and Technical Assistance.

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. The gap analysis, which compares the new common core to the former learning standards, continues to be a valuable tool for teachers to review and inform instructional shifts, curriculum changes and the need for professional development. 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 will be producing resources and facilitating professional development. The ELA content specialist 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 will continue to conduct trainings, design resources, and help to facilitate the implementation of the Common Core State Standards across the State of Illinois. 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; understand the

progression of the standards; and assist teachers with transitioning to the new math standards. This training opportunity resulted in 220 trainers who are now available to deliver this content to their local schools and districts. ISBE is currently working on phase two of the math rollout, which will be in place for the 2012-13 school year. Additionally, a statewide series includes a coordinated event with the ROE/ISCs to host seven



administrator institutes to provide an update of the education reform areas including the new standards and assessments. 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 draft of the Next Generation Science Standards was ready for its first public review this spring (<http://www.nextgenscience.org>) and a second opportunity for public feedback will occur in fall 2012. The science standards are based on the Framework for K-12 Science Education, released by the National Research Council (NRC) in July 2011.

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.

Race to the Top

Illinois was awarded a \$42.8 million phase three Race to the Top (RTTT3) grant in December 2012 after being a finalist in the competition's first two rounds. Under the Race to the Top grant, ISBE keeps half of the awarded funds for statewide reform work and distributes the remaining half among the 37 participating districts. Each district's share is based on a required federal formula directing funds to those with the greatest number of low-income students. In May 2012, the Illinois State Board of Education announced the final 36 Illinois school districts that will join with the state agency as part of the federal Race to the Top program. The districts will serve as leaders by first implementing key initiatives aimed at improving school performance and student achievement across the state under the \$42.8 million Race to the Top.



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 on-going 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 be required to pilot these evaluation systems in the fall of 2013.

Illinois specifically established the following three goals for its RTTT3 plan in its application:

- Attract a group of Participating LEAs that can serve as “reform exemplars” for the entire state. These districts will agree to meet a high bar for participation across a comprehensive set of reforms.
- Within the Participating LEAs, build systems and processes to accelerate and sustain improved student outcomes.
- While the Participating LEAs will blaze the path for a comprehensive approach to key reforms, RTTT3 will also build state capacity to extend these reforms statewide.

Learners are at the center of the state’s RTTT3 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, 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 proficiency rates in reading and math by 10 percent over the RTTT grant period 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 of a 15 percent increase in black, Hispanic, and low-income subgroup performance on National Assessment of Educational Progress (NAEP).
- With the State's comprehensive focus on high schools, the our 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.

For more information about the Illinois program, visit the State Board's Race to the Top web page at: <http://www.isbe.net/racetothetop/default.htm>.

Early Childhood Education

Illinois continues to invest in our youngest children, those who have yet to enter our schools. A recent ISBE evaluation of Preschool for All-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.

In October of 2011, the Illinois State Board of Education submitted an application for the federal Early Learning Challenge Grant competition. While Illinois was not an Early Learning Challenge Grant recipient in the initial competition, Illinois was notified in April 2012 that it was one of five states eligible to apply in the second round of funding. ISBE has been deeply involved in collaborating with the Department of Human Services, the Governor's Office, the Department of Children and Family Services, and other partners to improve the quality of early childhood services in Illinois and develop a stronger, more aligned early care and education infrastructure. Recent budget reductions led to a 10 percent cut in funding for early childhood

education in FY10, and an additional 5 percent cut in FY 12. As a result some previously funded programs had to be cut and many children who need access to high-quality preschool programs still cannot attend.

“The State of Preschool 2011: State Preschool Yearbook” shows over the past 10 years, Illinois moved up from serving 22 percent of 4-year-olds in 2002 to 29 percent in 2011. During the same period, the state moved from serving 8 percent of 3-year-olds in 2002 to 20 percent in 2011, making Illinois first in the nation for serving this age group.

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 53,000 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 60 Braille tests. For the Prairie State Achievement Examination, about 2,400 reader scripts, 4,800 audio DVD or cassettes, 250 large print and 15 Braille tests were distributed. The Prairie State Achievement Examination also distributed about 12,500 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 43,000 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, 436 audio DVDs in Spanish were 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, the Southern Illinois University Center for Workforce Development and the Center for Agricultural Research and Training, is led by the Career and Technical Education Division.

The project, now in its seventh 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 934 lesson plans with accompanying PowerPoints, test items and student electronic units in 15 content libraries. It is expected that a minimum of 60 additional sets of curriculum materials will be posted to the web site in FY 13. This will increase the total inventory to approximately 1,000 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.

Illinois Statewide Technical Assistance Center (IS-TAC)

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

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 PBIS, a least restrictive environment (LRE), and strategies for student with emotional and/or behavioral disabilities, autism spectrum disorders, and other severe disabilities;

4. Facilitate training, technical assistance, evaluation, and dissemination of school-wide PBIS, 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 2012, ISBE issued a Request for Sealed Proposals for new administration and management of the IS-TAC. A major component of the grant was the requirement of collaboration among IS-TAC projects (PBIS, IATTAP, CHOICES/Early CHOICES, and PEP) and with other ISBE Statewide initiatives (i.e., Statewide System of Supports (SSOS), Illinois Association – Regional Superintendents of Schools (IARSS), and the Illinois Response to Intervention (I-RtI) Network). Through the coordination of all the state-level support projects, a platform is developed for providing a common language 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), 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 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 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 established the Illinois RtI Network. This 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 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.

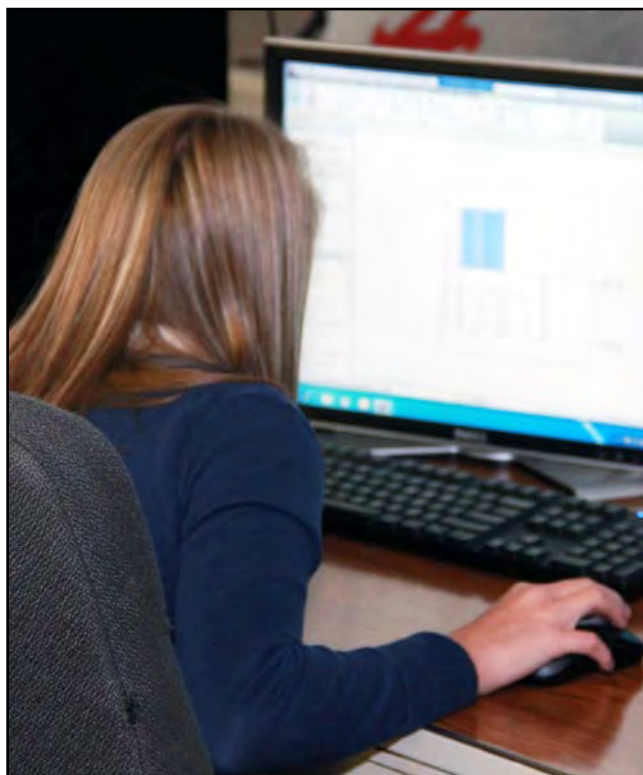
During the past year, the Illinois RtI Network established collaborative agreements with and began providing services to 35 school districts across the state and recently identified over 50 additional districts to be served in the 2012-2013 school year. Through the RtI Network's coaching-of-coaches framework, districts are being supported in building, implementing, and sustaining a multi-tiered system of supports (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 MTSS/RtI, in that existing district and regional personnel will be

trained as coaches and thereby incorporate the content knowledge and competencies developed through their involvement in the RtI Network into their existing jobs.

In addition to the services of Illinois RtI Network, district personnel throughout the state had the opportunity to participate in the ISBE-developed RtI professional development modules. These modules consisted of an overview of RtI, research-based literacy instruction and interventions, and research-based math instruction and interventions. The literacy and math modules were separated into grade level bands of K-3, 4-8 and 9-12. Each module was offered in six locations throughout the state.

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 was awarded to the Peoria Regional Office of Education, in partnership with the Area III Consortium, in April 2009.



The Illinois Virtual School has grown to employ 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. Courses have been reviewed for alignment to Illinois learning standards and appropriate assessments.

The Illinois Virtual School has started working on new course offerings for Fall 2012, including music appreciation, digital photography, Mandarin Chinese, Arabic, physical education and an American history honors course. Because schools in Illinois have such varying calendars, IVS offers flexible enrollment, where students have the opportunity to enroll in courses each month.



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. In February 2011, a group of educational stakeholders was formed to look at requirements for the current K-9 certificate for Elementary and Middle Grade licensure based on the Common Core and Illinois Professional Teaching Standards. New learning standards increased the need to evaluate the state's current requirements for licensure to ensure that all future teachers are prepared to teach the appropriate content. The Elementary and Middle Advisory Group (EMAG) has now been meeting for more than a year to establish standards for preparation programs related to content and pedagogy. The Early Childhood Advisory Group (ECAG) has also been meeting since last spring. These groups of stakeholders are currently convening to recommend requirements for early childhood, requirements for elementary, requirements for endorsements at elementary level, and requirements for middle level endorsements.

Improving School Leadership

ISBE has been working collaboratively with the Illinois Board of Higher Education and other stakeholders to put in place new requirements for principal preparation with an increased focus on instruction. 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 requirements have been implemented and programs are being submitted for review. A panel of stakeholders has met several times to review programs, make suggestions for change and recommend for approval.

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 has contracted with CEC to develop a training program for evaluators of teachers and principals. Every individual who will do evaluations after Sept. 1, 2012, must pass the assessments to become “certified” before he/she can evaluate anyone after this date. We are in the process of beginning training of approximately 13,000 individuals over this summer through the Growth Through Learning System with a website located at <http://www.growththroughlearningillinois.org>. The training consists of five modules for each of the trainings. Each online, self-paced training module is designed to be



taken individually. 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.

Once registration occurs each individual will be provided their individual training course based on the area selected. 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 will have downloadable reference guides/guidebooks and available resource materials. All modules will 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 will be based on the minimum requirements set forth by the administrative rules.

Teacher Evaluation Training

- Five online, self-paced modules (Module 1, Module 2 - Teachscape, Module 3, Module 4) and a separate Student Growth Module 5, where applicable based on require implementation date.
- Approximately 32 hours of training/assessment which includes modules in Adobe Connect as well and Teachscape around collecting and evaluating evidence of professional practice through observation.



Principal Evaluation Training

- Five online, self-paced modules which address both professional practice and student growth requirements.
- Approximately 15 hours of training and assessment in Adobe Connect, our E-learning platform.

Module Validation and Setting Cut Scores

Growth Through Learning Program has been conducting small subject matter expert (SME) Pilots. This process continues and will allow for the review of all assessment items for each module while determining the difficulty of each assessment item. The data collected will provide the necessary empirical data to guide final scoring and cutoff decisions.

Validation process continues as a larger (50 participant) pilot is conducted for each module. The pilot participants represent the range of participants statewide. Data collected will be analyzed and used to support the validation and setting cut scores. The advisory committee will be review the statistical data collected for final validation and setting cut scores. The process is necessary and phase of the modules will occur

New ELIS System Being Developed

Legislation was passed to change the certification structure to a streamlined licensure system. The new system will migrate over 60 different certificates to one or more of three distinct licenses: Professional Educator License, Educator License with Stipulations and Substitute License. To facilitate such a systemic change, the Teacher Certification Information System

(TCIS) is in the process of being redesigned. The new system, the Educator Licensure Information System (ELIS) will enable certification staff to work smarter. 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. We project that ELIS will be complete by early fall.

The same legislation strengthens alternative routes to Educator Licensure. Multiple options of alternative programs are being merged 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. 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. Additional requirements to strengthen preparation of teachers are:

- Future educators must complete coursework in both the methods of reading and reading in the content area,
- Candidates who complete a preparation program must pass an evidence-based assessment that includes student growth beginning September 1, 2015,
- Applicants must pass the content test(s) prior to 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, and

- Applicants the teacher leader endorsement will have to meet enhanced requirements 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.



Social and Emotional Learning Standards Certification

In accordance with Section 15(a) of Public Act 93-0495, ISBE incorporated social and emotional development standards as part of the Illinois Learning Standards. The IL SEL Standards (http://www.isbe.net/ils/social_emotional/standards.htm) describe the social and emotional learning content and skills for students in grades K-12 and address the following competencies: self awareness and self management skills; social awareness and interpersonal skills; and decision-making skills and responsible behaviors. Part 25, Section 25.115 (Certification) of the Illinois School Code now requires educator preparation programs to incorporate into their programs the Illinois State Board's Social and Emotional Learning Standards.

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.

In FY 2012, ISBE identified Conditions for Learning Indicators that highlight the system infrastructure, data, and practices of a Comprehensive System of Learning Supports. A Comprehensive System of Learning Supports encompasses the promotion of necessary conditions for learning (i.e., a positive school climate and the development of academic, physical, social, emotional, and behavioral competencies) and addresses barriers to teaching and

learning such as: bullying, disengagement, mental health issues, and behavioral concerns so that all students can learn. These Conditions for Learning Indicators are embedded into the Rising Star System, which includes the Illinois-identified indicators of effective practice. Currently,



districts and schools in Corrective Action Status are utilizing these tools for improvement planning and activities. In FY13, all districts and schools will have access to these resources.

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.

Bilingual Teacher Recruitment

The J-1 Exchange Visitor Program (EVP) is a partnership between the Illinois State Board of Education and both the Spain Ministry of Education and the Mexican Secretary of Public Education. The purpose of these partnerships 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 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, particularly in the areas of bilingual language arts, reading, mathematics, science, preschool education, bilingual special education, and instruction in the history and culture of the English language learning students' native countries.

The 2012 Spain recruitment resulted in Illinois school districts hiring the second largest number of teachers nationally for the 2012-2013 school year. School districts participating in the 2012

recruitment included Arcola CUSD 306, Chicago Public Schools 299, Harvard CUSD 50, J.S. Morton High School District 201, Proviso Township High School District 209, Rockford School District 205, Urbana School District 116, and Woodstock CUSD 200. Including the teachers recruited this Spring 2012, a total of 551 teachers from Spain and Mexico have participated in the EVP Program.

ISBE recognizes the economic and cultural value of a J-1 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.

Comprehensive System of Learning Supports

In FY 2012, ISBE's Comprehensive System of Learning Supports integrated with the Statewide System of Support (SSOS) infrastructure currently in place to provide professional development to districts and schools. Regional Learning



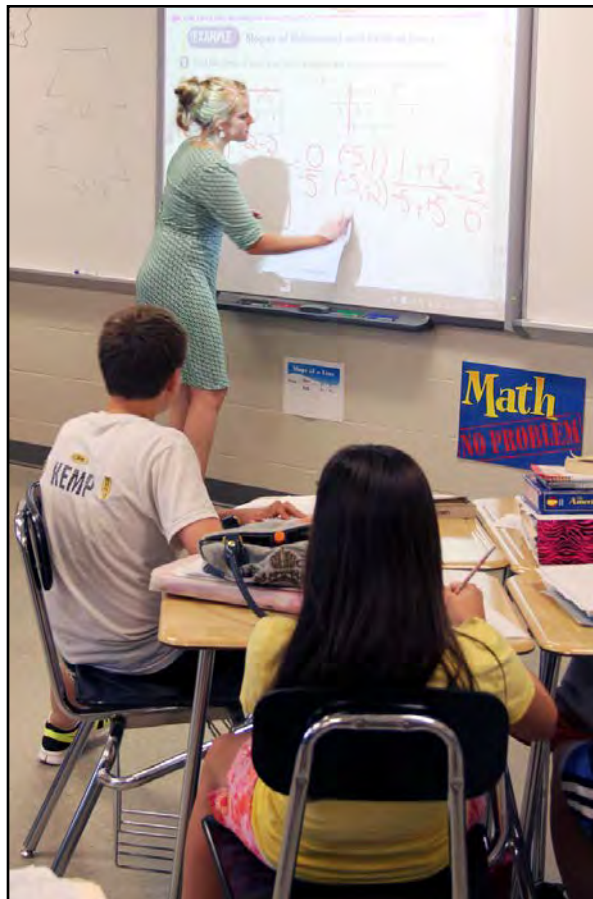
Support Specialists were hired in the spring of 2012 to develop and provide professional development and supports to build the capacity of districts, schools and teachers to promote the necessary conditions for learning and address any barriers to teaching and learning. This would include but not be limited to professional development on the use of social, emotional, and behavioral data to inform instructional and safety practices. In addition, ISBE has established an Interagency Stakeholder group with representatives from state agencies, professional development project directors, community mental health providers, and other partners to identify existing Learning Support professional development activities occurring throughout the state as well as to identify opportunities for coordination and collaboration among participants. ISBE is also in the process of revising its website to disseminate Learning Supports' content and professional development resources and opportunities in a more comprehensive and coordinated way.

Illinois Virtual School-Professional Development

The Illinois State Board of Education offers online learning opportunities for students and educators via the Illinois Virtual School, which is managed and operated by the Peoria Regional Office of Education in partnership with the Area III Consortium. Since being contracted in 2009,

the Illinois Virtual School has grown to employ more than 50 certified teachers. Professional development opportunities are offered to Illinois educators for certificate renewal purposes.

IVS-PD – Online Professional Development for Illinois Educators:



Since opening the Reading First courses (grades K-3) in January 2011, 406 participants have completed a Reading First course earning a total of 11,238 CPDUs.

IVS recently partnered with Project Choices and ISTAC to house their online courses on the IVS-PD platform. Courses that are being transitioned this summer for release this fall include Autism, Adaptations and Support Systems, Classroom Management, and Getting Started With Co-Teaching.

Finally, content is 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.

IVS Pre-Service Course and Online Teaching:

IVS has developed a new IVS pre-service course for prospective instructors. With new fall 2012 courses scheduled to start, IVS has completed an application and interview process for hiring new instructors. In total, 11 instructors are currently taking the pre-service course.

In addition to the pre-service course, IVS has a new facilitator-led Online Teaching course ready for release. This course is in our IVS-PD platform and will be available to ROEs/ISCs wanting to offer the course to teachers in Illinois.



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 Shesky & Froelich (Shesky) 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.

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 FY12, 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 12 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 FY12, Shefsky was sent approximately 40 priority 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 15 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. Four hearings regarding educator misconduct have concluded, and currently there are three hearings pending before hearing officers in the pre-hearing/discovery stage, one of which should result in a settlement agreement in May 2012. 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>.

Fifty-eight courses were delivered in FY 2012 to 1,716 participants. Since 2005, the ISBE/ITTF School and Campus Security Training Program has sponsored more than 230 courses for K-12 schools reaching over 8,200 participants from more than 810 public school districts and 540 non-public schools.



- More than 1,200 educators and first responders attended the 34 K-12 courses in FY 2012.
- The 32 K-12 courses were delivered in FY 2012 included two “Multi-hazard Emergency Planning for Schools” (train-the-trainer); two “Multi-Hazard Emergency Planning for Schools”; six “Creating an Action Plan: Forming Critical Incident Response Teams”; 11 “Student Behavioral Threat Assessment”; eight “Understanding and Planning for School Bomb Incidents”; and three “Introduction to the Incident Command System for Schools and National Incident Management System.”
- Fifteen additional courses are scheduled through October 2012. Funding for program activities is through December 2013.
- Completed development of an “Advanced Campus Threat Assessment” course. A pilot of the course was delivered May 2, 2012, with a train-the-trainer course on this curriculum for SCSTP instructors May 3, 2012, at the Oak Brook Education Center. A K-12 “Advanced Student Behavioral Threat Assessment” course is under development to enhance the knowledge and skills of existing school behavioral threat assessment teams. The course will be available after July 2012.

- The “Introduction to Incident Command System for Schools and National Incident Management System” course was translated into Spanish for a largely Hispanic work force at East Aurora High School District. A real-time interpreter assisted our instructors with presentation to 50 participants on Dec. 20, 2011.

School Construction Grants

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 544 school 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 18 school districts on the FY 2003 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 in January 2012, for the next round of matching grants. These additional funds went to 31 school districts on the FY 2003 list, with 20 percent granted to Chicago School District 299. These grants totaled \$573 million in state matching funds.

School Maintenance Grants

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. A total of \$50 million was released and applications were available until May 1, 2012. A total of 693 applications were received for a total of \$39.5 million with 20 percent granted to Chicago School District 299. An additional round of applications will be available with the remaining funds. The remaining \$50 million in funding will require additional bond authorization to be passed for FY2013.

Energy Efficiency Grants

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 2013 for this grant program. Additional bond authorization must be passed for FY 2013.

The Overcrowding School Construction Grants is a new program, and allocation of funds for this program is not expected until fiscal year 2013.

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 2012 ISBE staff approved 632 Fire Prevention and Safety Amendments for Fiscal Year 2011. In these amendments, districts requested to use \$145,399,603.71 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 \$115,746,312.72 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 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 fiscal year 2011, more than 192.7 million lunches were served as part of the National School Lunch Program, more than 60.5 million breakfasts were served, approximately 14.7 million milks were provided as part of the Special Milk Program, and about 4.7 million after-school snacks were served.

Fresh Fruit and Vegetable Program

The 2011-12 school year was the fourth 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 \$4.7 million to 216 Illinois schools.



The FFVP exposed more than 79,615 children to fresh fruits and vegetables throughout the 2011-12 school year. The FFVP funding for Illinois increases to \$4.9 million for school year 2012-13, with 267 schools 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 \$50.15 per student to allow more schools to participate.

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 143 HUSSC applications. The application and approval process is ongoing. Currently, 94 schools in 10 Illinois districts have received the HUSSC award.

Effective July 1, 2012, HUSSC applications submitted will be reviewed using new criteria, including breakfast, an “other criteria for excellence” category, updated lunch criteria reflecting NSLP meal pattern requirements and an ADP calculation method change. Schools

applying for the HUSSC must participate in the School Breakfast Program. 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. The ADP will be calculated using attendance rather than school enrollment. Both the current (effective through June 30, 2012) and the new criteria are located at

http://www.fns.usda.gov/tn/healthierus/hussc_incentives.pdf.



Illinois Enhanced Physical Education Strategic Plan

The Illinois State Board of Education, the Illinois Department of Public Health and the Illinois Public Health Institute are releasing the Illinois Enhanced Physical Education Strategic Plan in June 2012. A task force 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 is on the verge of creating a statutory Enhance P.E. Task Force that will promote and implement enhanced physical education programs that can be integrated

with a broader wellness strategy and health curriculum in elementary and secondary schools through strategies that align with the strategic plan. The statutory task force will also recommend updates to the state's P.E. standards, based on the growing body of neuroscience research connecting physical activity with improved learning.



Illinois State Board of Education

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