

**ILLINOIS STATE BOARD OF EDUCATION
via Video Conference**

Chicago Location: ISBE Video Conference Room, 14th Floor,
100 W. Randolph Street, Chicago, IL

Springfield Location: ISBE Video Conference Room, 3rd Floor,
100 N. First Street, Springfield, IL

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

**August 16, 2017
9:00 a.m.**

I. Roll Call/Pledge of Allegiance

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Swearing-In of Susie Morrison, Board Member

III. Public Participation

IV. Resolutions and Recognition

- A. Ben Martindale, Chief Educational Officer, North Chicago School District 187 **pp. 3**

V. Presentations and Updates

- A. KIDS Update (Advance Illinois)

VI. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes

- 1. Plenary Minutes: June 14, 2017 **pp. 4-9**

- B. *Rules for Initial Review

- 1. Part 650 (Charter Schools) **pp. 10-18**

- C. *Rules for Adoption

- 1. Part 228 (Transitional Bilingual Education) **pp. 19-24**

- D. *Contracts & Grants Over \$1 Million

- 1. Advanced Placement Test Fee Program **pp. 25-26**
 - 2. 21st Century Community Learning Centers Program **pp. 27-31**
 - 3. After School Matters Program Grant **pp. 32-34**
 - 4. Truants' Alternative & Optional Education Program (TAOEP) Grant **pp. 35-37**
 - 5. IDEA Part B Discretionary Grant – Illinois Statewide Technical Assistance Collaborative/
Illinois Multi-Tiered System of Supports Network Continuation Funding **pp. 38-40**
 - 6. IDEA Part D State Personnel Development Grant – Illinois Multi-tiered System of Supports
Network Continuation Funding **pp. 41-43**
 - 7. Contract for Assessment Development, Content Management and Technical Services
Provider **pp. 44-46**
 - 8. Illinois Science Assessment Technology Vendor Sole Source Contract with Breakthrough
Technologies **pp. 47-49**
 - 9. Illinois Science Assessment Technology Vendor Request for Sealed Proposals **pp. 50-52**

10. Illinois Science Assessment Intergovernmental Agreement with the Board of Trustees of Southern Illinois University Carbondale **pp. 53-55**

11. Southwest Organizing Project **pp. 56-58**

End of Consent Agenda

E. Illinois Science Assessment Threshold Scores and Performance Level Descriptors **pp. 59-62**

VII. Discussion Items

- A. District Oversight Update
- B. Legislative Update
- C. Budget Update
- D. ESSA Update
- E. Other Items for Discussion

VIII. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

IX. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net>*)

X. Closed Session (as needed)

XI. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

NOTE: Chairman Meeks may call for a break in the meeting as necessary in order for the Board to go into closed session.

Illinois State Board of Education

RESOLUTION



RECOGNIZING DR. BEN MARTINDALE

WHEREAS, Dr. Ben Martindale has dedicated his career to being a lifelong advocate for education and children.

WHEREAS, Dr. Ben Martindale has served for more than 47 years in the education field as teacher, assistant superintendent, superintendent, interim superintendent, chief executive officer, and chief education officer in various school districts in Illinois.

WHEREAS, Dr. Ben Martindale began his education career in 1970 as a teacher in North Chicago School District 187, he shall be ending his educational career in 2017 as the chief educational officer (i.e., superintendent) for North Chicago School District 187.

WHEREAS, Dr. Ben Martindale has provided significant leadership and fostered collaboration between school districts and the Illinois State Board of Education by serving as the chief executive officer for the Round Lake School District 116 School Finance Authority, interim superintendent for North Chicago School District 187, ISBE liaison to North Chicago School District 187, and chief executive officer and chief educational officer for North Chicago School District 187.

WHEREAS, Dr. Ben Martindale during his time serving Round Lake School District 116 initiated activities to increase the level of family engagement with the Hispanic community.

WHEREAS, Dr. Ben Martindale while serving for five years as chief educational officer in North Chicago School District 187 achieved AdvancED full accreditation for the district; negotiated an agreement with LEARN Charter School that was equitable for all students in the district whether they were enrolled in the district or at LEARN Charter School; and, recruited thousands of volunteers and almost 25 external partners, including private family foundations and corporations, during his tenure. These volunteers and external partners helped build a significant community school concept that can serve as a model to provide increased opportunities to students and families. The value of external partnerships has grown to nearly \$10 million a year. The five-year total is approximately \$35 million.

WHEREAS, Dr. Ben Martindale further has dedicated his time and resources to assisting school districts in the parishes of Louisiana since 2007.

THEREFORE, BE IT REOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Dr. Ben Martindale for his dedication to the field of education and to Illinois students and educators.

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Lula Ford, Member

Craig Lindvahl, Member

Susie Morrison, Member

Jason Barclay, Member

Ruth Cross, Member

Kevin Settle, Member

KIDS

Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

OVERVIEW & UPDATE

Illinois State Board of
Education
August 16, 2017

EVERY CHILD READY FOR KINDERGARTEN

1. Background & Tool Overview

Diana Rauner, Ounce of Prevention Fund

2. Support for Districts, Principals, Teachers, and Families

Jason Helfer, Illinois State Board of Education

3. Pilot District Perspective

Amanda Dykstra, Valley View School District 365

4. Q & A



BACKGROUND & TOOL OVERVIEW

Research shows **kindergarten readiness** promotes **long-term school success**:

- Social-emotional
- Self-regulation and approach to learning
- Language and literacy
- Math/Cognitive

BACKGROUND & TOOL OVERVIEW

The Potential of KIDS

- Consistent statewide data
- Instructional tool for teachers
- Alignment
- Family engagement

BACKGROUND & TOOL OVERVIEW

- Statewide implementation Fall 2017
- Piloted since 2012
- Observation-based, not a test
- 14 Required Measures

SUPPORT FOR IMPLEMENTATION

- www.isbe.net/KIDS
- Administrators
- Teachers
- Families

Home > Early Childhood > KIDS

EARLY CHILDHOOD
KIDS

- KIDS Administrators and Teachers
- KIDS Families

School Administrator Training

Teacher Training

EARLY CHILDHOOD
KIDS

KIDS
Kindergarten Individual Development Survey
Every Illinois Child Ready for Kindergarten

KIDSTech Log-In

KIDS: EVERY ILLINOIS CHILD READY FOR KINDERGARTEN

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. KIDS is core to the Illinois State Board of Education's (ISBE) goal that every child in Illinois deserves to attend a school wherein all kindergarteners are assessed for readiness. Starting in Fall 2017, ISBE will require districts and kindergarten teachers across the state to use KIDS.

KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success. The domains are: Approaches to Learning and Self-Regulation; Social and Emotional Development; Language and Literacy Development; and Cognition: Math.




On this page, you will find information, tools and resources to implement KIDS in your community!

SCHOOL ADMINISTRATORS AND TEACHERS

FAMILIES

SUPPORT FOR IMPLEMENTATION

- Ongoing, comprehensive trainings
- Dedicated, regional coaches



OVERVIEW for Administrators & Teachers

Kindergarten Readiness is Key
Evidence suggests that a young child's development in key domains—including social and emotional learning, language and literacy, mathematics, and approaches to learning—correlates to long-term education outcomes. Understanding individual children's readiness when they arrive at kindergarten allows educators and families to employ a strengths-based approach, building from what children know and can do. The Kindergarten Individuals Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten.

KIDS is at the core of the Illinois State Board of Education's goal that every child in Illinois deserves to attend a school wherein all kindergartners are assessed for readiness. KIDS will be used statewide starting in fall 2017, and it is validated, informed by research, and aligned with state standards. KIDS focuses on the knowledge, skills, and behaviors across four key domains that most impact long-term student success. The domains are Approaches to Learning and Self-Regulation; Social and Emotional Development; Language and Literacy Development; Cognition: Math.

A Comprehensive Picture Will Help All Students Succeed
KIDS will provide a single, statewide picture of kindergarten readiness among all students. To date, educators and policymakers have had limited information on how students are developing prior to third grade. KIDS creates common language among the state's 8,300 kindergarten teachers regarding the skills, knowledge, and behaviors that best support learning in children's early school years.

A more comprehensive picture of kindergarten readiness will help teachers better understand each student's development, help families understand their child's development needs, and help school administrators and the State Board of Education develop strategies that will allow all Illinois children to thrive. Aggregate KIDS data also can inform advocates and community stakeholders about areas of greatest student need and policymakers of how best to align resources to most efficiently serve families and children in the years prior to kindergarten and formal schooling.

HOW KIDS WORKS

- All kindergarten teachers will use the KIDS tool beginning in fall 2017 to observe students on 14 measures in four domains within the first 40 days of school.
- Child interactions will be observed and work samples will be collected during routine classroom activities throughout the school day.
- Teachers will use the observations to place each child's abilities on the KIDS developmental continuums and enter the information in KIDStech, a secure online system.
- Developmental levels for 14 measures will be entered into KIDStech once per year statewide, and districts have the option to collect additional measures and/or additional administrators. Many pilot districts have chosen to extend the use of KIDS because the teachers found the information about their students to be critical to their instructional decision making.

Visit isbe.net/KIDS
Download tools, implementation resources, and information for families (including translated versions)

PILOT DISTRICT PERSPECTIVE



Rachel Dellamorte, with 6-year-old Bryce, found *KIDS* helpful in supporting her daughter's development.



LESSONS FROM VALLEY VIEW

- *KIDS* equips families with tools to promote their child's development at home.
- *KIDS* helps teachers better understand each student's development across multiple domains, not just math and literacy.
- Many teachers have re-evaluated and improved their teaching strategies as a result of using *KIDS*.

QUESTION & ANSWER



**Illinois State Board of Education Meeting
via video conference
June 14, 2017**

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph, Chicago, IL

Springfield Location: ISBE Video Conference, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL

Chairman James Meeks called the meeting to order at 9:04 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Member Present in Springfield

Kevin Settle
Craig Lindvahl

Members Present in Chicago

James Meeks, Chairman
Eligio Pimentel, Vice Chairman
Cesilie Price, Secretary
Lula Ford
Collin Hitt

Available via Phone

Ruth Cross

**PUBLIC
PARTICIPATION**

Kenneth Newman, a member of the Hyde Park-Kenwood Community Action Council, expressed his concerns with the Illinois State Charter School Commission, specifically its legal department.

Chairman Meeks welcomed Regional Superintendents Jeff Vose of ROE #51 and Jane Quinlan of ROE #9 to the meeting.

**RESOLUTIONS &
RECOGNITION**

Craig Lindvahl read a resolution honoring Regional Superintendent of Sangamon and Menard Counties Jeff Vose for his time served as president of the Executive Board of the Illinois Association of Regional Superintendents of Schools.

Craig moved that the State Board of Education hereby approve the resolution honoring Jeff Vose. Collin Hitt seconded the motion and it passed unanimously.

Superintendent Smith expressed his gratitude for ISBE general counsel Stephanie Donovan. Board Members expressed their appreciation for the service Stephanie provided during her time at ISBE.

**EDUCATION-
SUPERHIGHWAY
UPDATE**

Mary Reynolds, director of Community Partnerships and Secondary Transformation at ISBE, gave a brief introduction to the update on EducationSuperHighway. Jeff Kang, state engagement manager for EducationSuperHighway, presented updates on the vision and funding aspects of the program to the Board. He discussed upgrades with E-rate programs that would benefit school districts financially.

**NEW
ORGANIZATION
STRUCTURE**

Superintendent Smith discussed changes within ISBE, highlighting the efforts and processes staff took to assist in finalizing the organization chart. He informed the Board that the Every Student Succeeds Act (ESSA) was a major factor in the reorganization of the agency. Superintendent Smith also expressed hope that an increase in project management and a strengthened working environment will assist ISBE staff in meeting the needs of school districts in Illinois.

**CONSENT
AGENDA**

Kevin Settle moved that the Board approve the consent agenda as stated. Chairman Meeks seconded the motion and it passed unanimously with a roll call vote.

Following discussion among Board members, the following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education approves the minutes for the May 24, 2017, Board meeting.

Rules for Initial Review

Part 23 (Standards for School Support Personnel Endorsements)

The rulemaking will introduce standards for the new "Marriage and Family Therapist" school support personnel endorsement. This endorsement will be valid for those who work with students from prekindergarten through age 21 and may be added to a professional educator license upon completion of an approved program. This rulemaking details the following seven subject areas in which marriage and family therapists must be competent to be eligible for the endorsement: child and adolescent development, assessment and evaluation, school-based systems theory, intervention in schools and crisis intervention, consultation and collaborative relationships, diversity, and professional conduct and ethics.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Standards for School Support Personnel Endorsements (Part 23), including publication of the proposed amendments in the *Illinois Register*.

Part 75 (Agricultural Education Program)

The proposed rules establish application procedures, including information regarding the teachers being paid under the grant and the initial requested funding level. Grant funds may be distributed on a prorated basis depending on the total amount eligible applicants request and the total amount appropriated for this grant. Grantees must show satisfactory progress in the previous grant cycle to be eligible for future grants. Only hours the teacher is representing the agricultural education program/chapter are eligible to be paid out under this grant. All grantees must report to ISBE the hours the teachers spend on approved activities. Finally, the proposed rules outline the terms of the grant. Terms include ensuring that the teacher being paid under the grant is a full-time agricultural education teacher, the number of agricultural education teachers being paid under this grant, details of the specific funded activities, and that teachers being paid under this grant do not work more than 400 hours outside their regular work time.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Agricultural Education Program (Part 75), including publication of the proposed amendments in the *Illinois Register*.

Contracts and Grants

Technical Assistance to the 21st Century Community Learning Centers Program

The College and Career Readiness Division requests the Board to authorize the State Superintendent to enter into a contract with American Institutes for Research (AIR) for technical assistance to 21st Century Community Learning Centers. AIR will be awarded an initial contract in fiscal year 2018 with the option of renewal for up to four additional years. The total award, from the contract's inception including the renewal options through June 30, 2022, will not exceed \$3,318,108.

The State Board of Education hereby authorizes the State Superintendent to award the successful vendor, American Institutes for Research, for the provision of the 21st Century Community Learning Centers grant for technical assistance in an amount not to exceed \$3,318,108 over the term of five fiscal years (FY 2018-22).

**Renewal of Contract for Administration of the
Centralized Demographic Dataset**

The Information Technology Division requests the Board to authorize the State Superintendent to approve the renewal of the IGA with the Northern Illinois University Center for Governmental Studies. The total amount of the IGA thus far, including fiscal year 2018, is \$1,159,563. This renewal option will extend from July 1, 2017, through June 30, 2018, with a maximum of \$247,800.

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year renewal IGA from July 1, 2017, through June 30, 2018, with the Northern Illinois University Center for Governmental Studies to administer the Centralized Demographic Dataset for fiscal year 2018 for an amount not to exceed \$247,800.

Illinois Principals Association Grant

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into a grant with the Illinois Principals Association for \$1.2 million with up to four one-year renewals not to exceed \$6 million.

The State Board of Education hereby authorizes the State Superintendent to award a grant to the Illinois Principals Association not to exceed \$1.2 million.

**Renewal of Intergovernmental Agreement with UChicago
Impact for the 5Essentials Survey of Learning Conditions**

IL-EMPOWER requests the Board to authorize the State Superintendent to renew a contract with UChicago Impact to continue providing the 5Essentials Survey of Learning Conditions to all districts in the state for \$350,000.

The State Board of Education authorizes the State Superintendent to enter into an IGA with UChicago Impact at a cost of \$350,000 for the purpose of administering the statewide Survey of Learning Conditions for FY 2018.

Learning Technology Centers Intergovernmental Agreement

The Center for Teaching and Learning requests the Board authorize the State Superintendent to enter into an IGA with the Champaign-Ford Counties Regional Office of Education #9 to administer the Learning Technology Centers for fiscal year 2018. The contract will not exceed \$1.78 million.

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year IGA with the Champaign-Ford Counties Regional Office of Education #9 through June 30, 2018, not to exceed \$1.78 million. This agreement is for the administration and management of the Illinois Learning Technology Centers.

**Renewal of Intergovernmental Agreement for the
Illinois Interactive Report Card**

The Information Technology Division and Center for Teaching and Learning request the Board to authorize the State Superintendent to enter into an IGA with Northern Illinois University for the continued hosting, development, enhancement, maintenance, and support of the Illinois Report Card and the My Interactive Report Card for fiscal year 2018 in an amount not to exceed \$1.75 million.

The State Board of Education hereby authorizes the State Superintendent to enter into an IGA with Northern Illinois University for the continued hosting, development, enhancement, maintenance, and support of the Illinois Report Card and the My Interactive Report Card for FY 2018 in an amount not to exceed \$1.75 million.

**Statewide System of Support Continuation of Funding
to Fiscal Agents for Foundational Services**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve a continuation grant for a total of \$4.03 million for one

year to fund fiscal agents who provide foundational services to school districts statewide.

The State Board of Education hereby authorizes the State Superintendent to provide a one-year continuation grant to fiscal agents in the amount of \$4.03 million. The total over fiscal years 2014-18 will not exceed \$28,969,570.

IDEA, Part B, Preschool Discretionary Grants

The Division of Early Childhood requests the Board to authorize the State Superintendent to provide additional funding for current IDEA, Part B, Preschool Discretionary STARNET Grant Project and the Child Find project. This funding will ensure the continuing programming so no gap in services exists until FY2018 grants can be awarded.

The State Board of Education hereby authorizes the State Superintendent to provide additional funding into separate electronic grant agreements with the entities on the List of FY 2017 Grant Recipients in amounts not to exceed a maximum total of \$3,960,180 for the provision of the IDEA, Part B, Preschool Discretionary Grant Projects for the term July 1, 2016, through August 31, 2017.

No-Cost Extension for the Center for School Improvement

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an extension for the current contract with the American Institutes for Research to provide support to priority districts and focus districts and schools as part of IL-EMPOWER.

The State Board of Education hereby authorizes the State Superintendent to enter into a contract extension with American Institutes for Research through June 30, 2018.

UPDATED TO THE STRATEGIC PLAN

The State Board of Education hereby approves the draft 2017 Strategic Plan Progress Report as presented per discussion in the June Board meeting.

SEPLB APPOINTMENTS

The Division of Educator Effectiveness requests the Board to authorize the State Superintendent to review and act upon the recommendation for appointments to the Illinois State Educator Preparation and Licensure Board (SEPLB). The State Superintendent has received nominations and conducted interviews in accordance with the nomination procedures set forth in statute. He recommends the following individuals for membership on the Illinois SEPLB:

Mr. Sean German, principal at Argenta-Oreana Community Unit School District #1, Illinois Principals Association

Dr. Dean Cantu, chair and professor of teacher education at Bradley University, Illinois Association for Teacher Education in Private Colleges

Claudine Sharko, teacher at Hubert H. Humphrey Middle School Illinois Federation of Teachers

Jennifer Smith, teacher at Monticello Middle School, Illinois Education Association

Andrea Evans, dean of the College of Education at Governors State University, Illinois Association of Deans of Public Colleges of Education

Nancy Latham, professor in the School of Teaching and Learning at Illinois State University, Illinois Association of Deans of Public Colleges of Education

The State Board of Education hereby approves the appointments of Sean German, Dean Cantu, Claudine Sharko, Jennifer Smith, Andrea Evans, and Nancy Latham for three-year terms on the Illinois State Educator Preparation and Licensure Board.

**POSTSECONDARY
AND
WORKFORCE
READINESS ACT**

The Center for Teaching and Learning requests that the Board adopt the Postsecondary and Career Expectations framework and the College and Career Pathway Endorsement interagency plan.

**APPROVAL OF
2018 BOARD
MEETING
SCHEDULE**

The State Board of Education hereby adopts the Postsecondary and Career Expectations framework and the interagency plan for supporting the development of the College and Career Pathway Endorsement programs.

<u>PROPOSED 2018 Board of Education Meeting Schedule</u>	
Please check back to the ISBE website (www.isbe.net/calendar) for final meeting postings.	
Date	Description
January 17	Springfield
February 14	Video Conference (Springfield, Chicago)
March 14	Springfield
April 18	Video Conference (Springfield, Chicago)
May 16	Springfield
June 13	Video Conference (Springfield, Chicago)
July	No Board Meeting
August 8	Video Conference (Springfield, Chicago)
September 11-12	Board Retreat and Meeting (2 day meeting, Springfield)
October 17	Video Conference (Springfield, Chicago)
November 16 (Fri)	Chicago (as needed)
December 12	Springfield

END OF THE CONSENT AGENDA

**LEGISLATIVE
UPDATE**

Amanda Elliott and Sarah Hartwick, co-directors of government relations at ISBE, provided an update on the end of the spring session. Amanda discussed post-session adjournment. She stated that she and Sarah will continue to monitor budget discussions and will update the Board on any new information they receive. Sarah briefly discussed legislation that passed out of both chambers of the legislature that is now making its way to the Governor's Office. Lula Ford asked about the status of Senate Bill 1, a bill that would change the General State Aid funding formula for education; Amanda informed her that it has passed both chambers in the legislature, but that the Senate placed a procedural hold on the legislation before sending it to the Governor's Office.

BUDGET UPDATE

Robert Wolfe, chief financial officer at ISBE, briefly updated the Board on the status of the FY 2018 budget. He provided information on the processing of MCAT payments for the following fiscal year. He also updated the Board on the backlog of payments at the Comptroller's Office. Robert stated that his team has been working on many plans that coincide with different scenarios should there be no budget passed for FY 2018, and that he remains hopeful that some sort of budget will pass the legislature.

**ANNOUNCEMENTS
AND REPORTS**

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, gave a brief update on the concerns that have been expressed over the EdTPA adjustments. Lula Ford suggested a meeting between Collin Hitt and Jason to discuss EdTPA policy. Jason also gave an update on the ESSA. He informed the Board that there were ongoing workgroups consisting of policy leaders and agencies in Illinois assisting ISBE with the college and career readiness portion of the state plan. Jason discussed the deadline for submitting applications for IL-EMPOWER.

Chairman Meeks and Superintendent Smith recognized ISBE's Princeton Project 55 fellow Allie Lichterman and shared their appreciation for her hard work during her time with the Board.

Collin Hitt expressed his appreciation to Superintendent Smith and Jason Helfer for visiting the SIU School of Medicine campus recently to discuss the ESSA State Plan.

Kevin Settle discussed his experience while attending the New State Board Member Institute at NASBE recently, stating that he learned many things, including that Illinois appears to be taking the correct approach in its planning for ESSA implementation. He also informed the Board that he would be meeting with Melissa Oller regarding outside audits of the agency and that the internal audit will soon be ending. Kevin stated that there is a new outside audit firm that will be starting its audit process within the next few months.

**INFORMATION
ITEMS**

ISBE Fiscal & Administrative Monthly Reports (*available online at <https://www.isbe.net/Pages/Illinois-State-Board-of-Education-Fiscal-and-Administrative-Reports.aspx>*)

**MOTION FOR
ADJOURNMENT**

Collin Hitt moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 10:46 a.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 650 (Charter Schools)

Materials: Recommended Rules

Staff Contact(s): Claudia Quezada, Executive Director, Innovation Systems Support
Michael Southard, Principal Consultant
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purposes of this agenda item are to present the proposed amendments for the Board's initial review.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the Board's goal that every child in each public school system in the State of Illinois deserves to attend a system wherein . . .

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every school has a safe and healthy learning environment for all students.

Background Information

The Charter School Revolving Loan Fund (105 ILCS 5/27A - 11.5) provides non-competitive, interest-free loans for certified charter schools in their initial contract term. Loans are limited to one per charter school and cannot exceed \$750 per student enrolled in the charter school. Loan repayments from the awarded charter schools are deposited back into this fund for future use by other initial charter schools. The Charter School Revolving Loan Fund is not a new provision in the School Code; however, administrative rules have not been promulgated to oversee its implementation. Rulemaking will ensure the correct procedures are followed when accepting applications, charter schools are paid on time, charter schools are held accountable if they cannot pay the loan back in full, and that the overall fund is managed in accordance with the law.

These funds are to be used to pay for start-up costs of acquiring educational materials and supplies, textbooks, electronic textbooks, furniture, technological equipment, and other

materials required to make the school building a suitable learning environment. A charter school may apply for a loan from the Revolving Loan Fund after its initial charter application is approved by its school district or the State Charter School Commission and is certified by ISBE.

This rulemaking calculates the maximum loan amount on a per-pupil basis, based upon the total enrollment in each eligible grade for new charter schools or for certified charter schools already in their initial contract term the enrollment for each eligible grade on March 1 of the current school year.

Each application must include the following:

- A list of all applicable expenditure areas;
- The amount of the loan requested;
- A description of the proposed uses for the funds; and
- Assurances and certifications that include;
 - Funds will be used only in the specified grade level;
 - The charter school governing board has approved a resolution authorizing the application for funds; and
 - The charter school will comply with the Section of the School Code creating the Charter School Revolving Loan Fund, these rules, and the loan agreement.

All applications must be signed by the charter school's chief administrative officer and the president of the governing board. Applications must be postmarked no later than 30 calendar days after the governing board's approval. Incomplete applications will be returned as ineligible; an applicant can reapply during that funding cycle, provided the application is cured of the deficiencies.

Applications are due no later than March 15 in the previous fiscal year for which the loan will be made. Applications received after March 15 will not be processed unless there are remaining funds.

Funds will be distributed on a first-come, first-served basis on the receipt of application.

ISBE will notify the charter schools of the total loan approved loan amount no later than 15 days after the award determination date. Charter schools that were eligible but did not receive a loan due to insufficient funds are eligible to reapply.

All loans are free and must be paid back by the end of the initial charter contract. ISBE may deduct the amounts from other funds due to the charter school to repay the loan or require the charter school authorizer to deduct the amount from funds due to the charter school and remit to ISBE. Additionally, payments on the loan must be made by December 15 of each year. A charter school can prepay the balance on the loan at any time by contacting ISBE.

All loans must meet the following terms and conditions:

- Loans must be repaid by the end of the initial charter term;
- Loan proceeds must be accounted for using generally accepted standards of governmental accounting principles;
- Charter schools must send a report of ISBE detailing how the funds were used no later than nine months after the receipt of the loan;
- Loans must be repaid in accordance with the administrative rules in the event of a default;

The contents of the application as well as the terms of conditions of the loan will be memorialized in a promissory note.

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

Policy Implications: Please see “Background” above.

Budget Implications: None.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent’s Recommendation

I recommend that the following motion be adopted

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

Charter Schools (23 Illinois Administrative Code 650),

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent’s Weekly Message* and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 650
CHARTER SCHOOLS

SUBPART A: GENERAL PROVISIONS

Section	
650.10	Definitions
650.20	Purpose

SUBPART B: ACTIONS OF THE STATE BOARD OF EDUCATION

Section	
650.30	Submission to the State Board of Education: Local Boards of Education
650.35	Submission to the State Board of Education: Commission
650.40	Review by the State Superintendent of Education of Local or Commission Approvals
650.50	Revision of Certified Charters
650.55	Biennial Reporting Requirements
650.60	Appeal of Local School Board Decisions (Repealed)
650.65	Monitoring of Charter Authorizers by the State Board of Education; Corrective Action
650.70	Procedures for Closing a Charter School

SUBPART C: ACTIONS OF THE STATE CHARTER SCHOOL COMMISSION

Section	
650.100	Appeals to, and Requests for Consideration by, the Commission
650.110	Review of Appeals and Requests for Consideration; Decision

SUBPART D: CHARTER SCHOOL REVOLVING LOAN PROGRAM

<u>Section</u>	
<u>650.200</u>	<u>Purpose</u>
<u>650.210</u>	<u>Use of Funds</u>
<u>650.220</u>	<u>Maximum Amount of Loan</u>
<u>650.230</u>	<u>Application Procedures</u>
<u>650.240</u>	<u>Review of Application and Notification of Loan Award</u>
<u>650.250</u>	<u>Repayment Procedures</u>

650.APPENDIX A Principles and Standards for Authorizing Charter Schools

AUTHORITY: Implementing and authorized by Article 27A of the School Code [105 ILCS 5/Art. 27A].

SOURCE: Emergency rules adopted at 20 Ill. Reg. 6329, effective April 23, 1996, for a maximum of 150 days; emergency expired; emergency amendment at 20 Ill. Reg. 8677, effective June 25, 1996, for a maximum of 150 days; new Part adopted at 20 Ill. Reg. 15284, effective November 15, 1996; emergency amendments at 22 Ill. Reg. 1479, effective January 1, 1998, for a maximum of 150 days; emergency expired; emergency amendment at 22 Ill. Reg. 5104, effective February 27, 1998, for a maximum of 150 days; emergency expired; amended at 22 Ill. Reg. 16455, effective September 3, 1998; amended at 36 Ill. Reg. 14801, effective September 20, 2012; amended at 38 Ill. Reg. 21916, effective November 3, 2014; amended at 39 Ill. Reg. 8298, effective May 26, 2015; amended at 41 Ill. Reg. 136, effective December 27, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART D: CHARTER SCHOOL REVOLVING LOAN PROGRAM

Section 650.200 Purpose

- a) This Subpart D establishes the procedures and criteria for applications submitted by eligible applicants pursuant to the Charter School Revolving Loan Program established by Section 27A-11.5(3) of the School Code [105 ILCS 5].
 - 1) For the purpose of the Charter School Revolving Loan Program, eligible applicants are only charter schools defined in Section 27A-11.5 of the School Code.
 - 2) A charter school is eligible to apply for a loan when it has been certified by the State Board of Education and at any time during its initial contract term.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.210 Use of Funds

Funding is available under the Charter School Revolving Loan Fund for start-up costs to acquire educational materials and supplies. These items include, but are not limited to: textbooks, electronic textbooks and the technological equipment necessary to gain access to and use electronic textbooks; furniture, and other equipment or materials needed in the initial term of the charter school; and acquiring and remodeling a suitable physical plant. [105 ILCS 5/27A-11.5(3)]

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.220 Maximum Amount of Loan

The maximum loan amount shall be calculated on a per-pupil basis, based upon the total enrollment in the eligible grade levels. An applicant may request a loan amount that does not exceed \$750 per pupil in the eligible grade levels. For approved charter schools already in their initial contract term, the maximum loan amount shall be calculated using the enrollment as reported to the State Board of Education as of March 1 of the current school year or projected enrollment for schools in their first year of operation.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.230 Application Procedures

- a) The State Board of Education shall distribute application forms to all eligible applicants no later than January 1 for the following fiscal year. Applications will be due to the State Board no later than March 15 of the preceding fiscal year in which loans will be made.
- b) Each application for a loan shall include the following information:
 - 1) A list of all applicable expenditure categories, as described in Section 650.210(a), for which loan proceeds shall be used;
 - 2) The amount of the loan requested, which shall not exceed the amount calculated pursuant to Section 650.220;
 - 3) A description of the proposed uses of the loan funds, as specified in the resolution adopted by the applicant's governing board authorizing submission of the loan application;
 - 4) Assurances and certifications as the State Board may require, to include at least the following:
 - A) the loan proceeds shall be used in the grade levels specified on the application;
 - B) the governing board approved a resolution authorizing submission of the loan application, specifying the date of that approval; and
 - C) the participant shall comply with Section 27A-11.5(3) of the School Code, this Subpart and the loan agreement (see Section 650.260 of this Part).
- c) Each loan application shall bear original signatures of the chief administrative officer and of the president of the governing board and shall be sent to the State Board as specified in the application. Applications must be postmarked no later than 30 calendar days after the governing board's approval. Applications postmarked later than 30 days after governing board's approval shall be returned

to the applicant as ineligible for consideration. An applicant whose request has been returned as ineligible may reapply during the funding cycle, provided it has met all of the requirements of subsection (b) in accordance with Section 650.240.

- d) Applications received after March 15 of the preceding fiscal year in which a loan is requested shall not be processed unless there are remaining funds. Any remaining funds will be distributed pursuant to Section 650.(b).
- e) Applicants are limited to one loan per charter school.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.240 Review of Application and Notification of Loan Award

- a) Applications shall be reviewed for completeness. If an application is incomplete, then State Board of Education staff shall request the missing information from the applicant no later than 5 calendar days after receipt of the application. Applications will not be processed until all requested information is received. Applicants will have 5 calendar days to provide missing information to the State Board of Education staff.
- b) All complete applications that demonstrate compliance with Section 27A-11.5(3) of the School Code and this Subpart shall be approved for funding. Approved applications received on or before March 15 of each fiscal year shall receive a loan on a first-come, first-served basis, as long as funds appropriated for a given fiscal year remain available.
- c) Notification of a loan award shall be made no later than 15 calendar days after the applicable award determination date established in subsection (b).
- d) Charter schools otherwise eligible but not receiving loans due to insufficiency of the appropriation shall receive first consideration in the next fiscal year in which the grade levels specified on the application shall be eligible for funding.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.250 Repayment Procedures

Loans shall be repaid by the end of the initial term of the charter school. (See Section Sec. 27A-11.5 of the School Code.)

- a) There is no rate of interest. The State Board of Education may deduct amounts necessary to repay the loan from funds due to the charter school or may require that the local school board that authorized the charter school deduct those amounts from funds due to the charter school and remit these amounts to the State Board, provided that the local school board shall not be responsible for repayment of the loan.

b) Repayment

1) Payments on the loan must be made annually by December 15 and the loan must be paid in full by December 15 of the final term year.

2) Checks shall be made payable to the "ISBE – Charter School Revolving Loan Fund" and mailed to the Fiscal and Procurement Division, Illinois State Board of Education, 100 North First Street, W-380, Springfield, Illinois 62777-0001.

A) Prepayment

A recipient may prepay the balance due on the loan in its entirety on any scheduled payment date before December 15, provided that the recipient first contacts the State Superintendent's designee to obtain information on how to remit the payment and the total amount.

B) Remaining Payments

Any remaining amounts shall be recalculated to account for any early repayment, and the recipient shall be notified accordingly.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 650.260 Terms and Conditions of Loan Agreement

a) Loan proceeds under this program shall be used exclusively for the purposes listed in Section 650.210(a) and shall be expended in accordance with the approved application and the recipient's policies and procedures related to such expenditures. In the event the loan proceeds are not expended in the manner approved, then the recipient, upon written notification from the State Board of Education, shall be required to submit, by the next payment due date, payment of the outstanding loan.

b) Loan proceeds shall be obligated no later than six months following receipt of the loan.

c) Use of the loan proceeds shall be accounted for in accordance with generally accepted standards of governmental accounting principles.

d) Recipients shall submit a report to the State Board of Education detailing how the loan proceeds were used no later than nine months after the receipt of the loan.

f) In the event of default that is not cured within 90 calendar days, the State Superintendent or his or her designee shall take the action specified either in subsection (f)(1) or (f)(2). The recipient shall be ineligible for additional loans until good standing has been restored.

- 1) In the event of default that is not cured within 90 calendar days, the State Superintendent or his or her designee shall notify the recipient in writing by certified mail, return receipt requested, that payment of the outstanding loans of the date of the notification is due immediately. The recipient shall have 30 days from the date the notification is received to submit its payment.
 - 2) The State Board may deduct amounts necessary to repay the loan from funds due to the recipient or may require that the local school board that authorized the charter school deduct those amounts from funds due to the recipient and remit these amounts to the State Board, provided that the local school board shall not be responsible for repayment of the loan.
- h) The contents of the approved application and terms and conditions of the loan shall be incorporated into a promissory note. Should the indebtedness represented by the promissory note or any part thereof be collected at law or in equity or in bankruptcy, receivership or other court proceedings or if the promissory note is placed in the hands of attorneys for collection after default, the participant agrees to pay, reasonable attorneys' fees and costs of collection.

(Source: Added at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 228 (Transitional Bilingual Education)

Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning
Gilberto Sanchez, Ed.D, Division Supervisor, English Language Learning
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purposes of this agenda item are to present the proposed amendments for the Board's adoption.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the Board's goal that every child in each public school system in the State of Illinois deserves to attend a system wherein . . .

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The proposed amendments update the definitions of "Prescribed Screening Instrument" and "English Language Proficiency Assessment" in the rules for Transitional Bilingual Education. The screening instrument is an assessment schools use to identify ELs and determine appropriate program placements for them. In March 2017 the Division of English Language Learning was made aware that the current screening instrument would no longer be available for use by school districts. ISBE has chosen WIDA Screener (2016) as the prescribed screening instrument and ACCESS for ELLs 2.0[®] as the English language proficiency assessment. Both assessment tools were created and maintained by the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research.

When parents move into a school district, they complete a home language survey that indicates what languages are spoken at home. Districts are required to screen students who come from a home where a language other than English is spoken. Potential ELs are assessed using the prescribed screener at the time they are initially enrolled in the district. Students who test below the state cut score for English proficiency are eligible for bilingual/English as a second language services and are placed in a Transitional Bilingual Education program or Transitional Program of Instruction. Each year after, these students take the state English language proficiency assessment (ACCESS for ELLs 2.0) to determine

their proficiency level. When ELs reach the state proficiency level, they are transitioned into a general education classroom.

The proposed amendments and emergency rules were published in the *Illinois Register* on June 9, 2017, to elicit public comment; no comments were received.

The emergency rules currently in effect were considered by the Joint Committee on Administrative Rules at its July 17, 2017 meeting without objection.

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

Policy Implications: Please see “Background” above.

Budget Implications: None.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Promulgating emergency rules and proposed rules simultaneously enabled school districts to screen students and make accurate program placements at the beginning of the school year. Failure to adopt this rulemaking would cause the agency to be in violation of the Illinois Administrative Procedure Act, which requires policy, including standards and procedures related to choosing participants for agency programs, to be set forth in rules. Additionally, failing to adopt this rulemaking may also lead to school districts not meeting the federal requirement to administer a valid and reliable English language proficiency assessment to identify all ELs in a timely manner.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby adopts the proposed rulemaking for:

Part 228 (Transitional Bilingual Education)

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Next Steps

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228
TRANSITIONAL BILINGUAL EDUCATION

Section

228.5	Purpose and Applicability
228.10	Definitions
228.15	Identification of Eligible Students
228.20	Student Language Classification Data
228.25	Program Options, Placement, and Assessment
228.27	Language Acquisition Services for Certain Students Exiting the Program
228.30	Establishment of Programs
228.35	Personnel Qualifications; Professional Development
228.40	Students' Participation; Records
228.50	Program Plan Approval and Reimbursement Procedures
228.60	Evaluation

AUTHORITY: Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].

SOURCE: Adopted May 28, 1976; codified at 8 Ill. Reg. 5176; Part repealed, new Part adopted at 11 Ill. Reg. 5969, effective March 23, 1987; amended at 17 Ill. Reg. 104, effective December 18, 1992; amended at 26 Ill. Reg. 898, effective January 15, 2002; amended at 27 Ill. Reg. 9996, effective June 20, 2003; amended at 30 Ill. Reg. 17434, effective October 23, 2006; amended at 34 Ill. Reg. 11581, effective July 26, 2010; amended at 35 Ill. Reg. 3735, effective February 17, 2011; amended at 35 Ill. Reg. 16870, effective September 29, 2011; amended at 37 Ill. Reg. 16803, effective October 2, 2013; amended at 38 Ill. Reg. 19757, effective September 29, 2014; amended at 39 Ill. Reg. 11125, effective July 23, 2015; amended at 41 Ill. Reg. _____, effective _____.

Section 228.10 Definitions

"English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)

"English Language Development Standards" means either the:

"2012 Amplification of English Language Development Standards
Kindergarten-Grade 12" (2012) for students in kindergarten and grades 1

through 12 published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at <http://wida.us/standards/eld.aspx> (no later amendments to or editions of these standards are incorporated); or

"Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013) for students in preschool education programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at <http://www.wida.us/standards/eeld.aspx> (no later amendments to or editions of these standards are incorporated).

"English Language Proficiency Assessment" means the ACCESS for ELLs 2.0[®] (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English Learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

the ability to meet the State's proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.

For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.

"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student,

~~or by~~ his or her parents or legal guardians, or ~~by~~ anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

WIDA ~~ACCESS Placement Test (W-APT™) (2013)~~ Screener (2016) for students in the second semester of grade 1 or in grades 2 through 12 (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706) and accessible at:
<https://www.wida.us/assessment/Screeners/> and
<http://www.wida.us/assessment/W-APT/>;

Measure of Developing English Language (MODEL™) (2008) for students in kindergarten ~~through~~ or the first semester of grade 1 (WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706); ~~this instrument also may be used for students in the second semester of grade 1 through grade 12.~~

"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures provided that they are research-based. Further, screening procedures shall at least:

Be age and developmentally appropriate;

Be culturally and linguistically appropriate for the children being screened;

Include one or more observations using culturally and linguistically appropriate tools;

Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);

Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"School District" means a public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/~~Art. 10 or 34~~] or a charter school established under Article 27A of the School Code [105 ILCS 5/~~Art. 27A~~].

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advanced English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

(Source: Amended at 41 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Advanced Placement Test Fee Program

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Marci Johnson, Director of Teaching and Learning

Purpose of Agenda Item

The College and Career Readiness Division in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to use \$148,488 in Title I funds to pay for additional requests for Advanced Placement (AP) test fees for low-income students. An additional 3,907 AP exams were taken during May 2017 with a fee reduction of \$38. The College Board will receive \$148,488 to cover these test fees.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This proposal aligns with Goal 1 of the Board's goals.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

Federal fiscal year 2017 funds were allocated to cover the cost of AP exams in May 2016 as part of the transition from No Child Left Behind to the Every Student Succeeds Act (ESSA). Further, as part of ESSA, the traditional AP Test Fee Program was eliminated effective with the May 2017 test. This created a gap in funding as the May 2017 exam occurred two months prior to when districts typically receive federal funds in July. This gap made it necessary to identify an alternative funding source to ensure that all low-income students were able to access and complete AP exams.

Past practice has allowed ISBE to reallocate unused Title I funds to districts. Due to the gap in funding for May 2017 exams, \$1.8 million was requested in December 2016 to ensure that low-income students had access to these exams. However, the requests to cover these exams exceeded the estimated allocation.

ISBE considers the participation of these students to be a significant step toward improving their educational opportunities and potentially increasing achievement. Moreover, the participation of Illinois in the Lead Higher Initiative supports the work of ISBE and local districts to increase access to educational opportunities through participation in AP offerings.

Financial Background

Approximately \$5 million in Title I funding is returned each year to the state from districts in excess carryover or unallocated dollars. ISBE annually reallocates those dollars using various parameters to the districts. ISBE intends on utilizing \$148,488 of these funds to cover the additional requests for AP fees to low-income students.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY17		\$1,800,000				\$1,800,000
FY18					\$148,488	\$148,488
Total		\$1,800,000			\$148,488	\$1,948,488

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

Policy Implications: Scores of 3, 4, and 5 on AP exams must be accepted for credit to satisfy degree requirements by all institutions of higher education in Illinois, according to 105 ILS 302/30.

Budget Implications: State support is critical because funding for low-income students to take AP tests is limited to the discretion and funds available to the districts for this opportunity.

Legislative Action: N/A

Communication: N/A

Pros and Cons of Various Actions

Pros: All eligible low-income students were able to take exams in May 2017 at a reduced fee.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to authorize payment of \$148,488 in Title I funds to the College Board to cover additional Advanced Placement low-income test fees for the May 2017 AP Test Fee Program.

Next Steps

Upon Board authorization, agency staff will complete the agreement with the College Board to pay the additional remaining requests for the AP test fees for low-income students. The College Board will receive \$148,488 to cover the additional May 2017 test fees.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SL*

Agenda Topic: 21st Century Community Learning Centers Program

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Marci Johnson, Director of Teaching and Learning

Materials: Cohort Fiscal Year 2013 Grantees

Purpose of Agenda Item

The College and Career Readiness Division requests the Board to authorize the State Superintendent to renew and extend 21st Century Community Learning Center (21st CCLC) grants for the Cohort Fiscal Year 2013 (Cohort 13) grantees. The total renewal award over a five-year grant term (FY 2018-22) will not exceed \$72,223,125.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This proposal supports the Illinois State Board of Education goals.

Goals: Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The purpose of Title IV, Part B of the Elementary and Secondary Education Act, which was reauthorized by the Every Student Succeeds Act (ESSA), is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students who attend low-performing schools), in order to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

Cohort 13 had 37 active grants with 111 operational sites/centers during the FY 2017 program year. These sites served 21,502 total students, of whom 9,770 (45.44 percent) were regulars

who attended more than 30 days. Over 90 percent of the sites were in public schools whether they were managed by a community-based organization (CBO) or a faith-based organization (FBO).

The Cohort 13 grant will end on August 31, 2017. ISBE staff was advised in late June 2017 by the U.S. Department of Education (ED) that its renewability rule gives a State Education Agency the authority to renew grants for up to five years after the initial award of five years has ended. Renewability requires that eligible subgrantees meet ISBE's performance measures for 21st CCLC. These measures are aligned with the 21st CCLC state goals and reporting requirements of the federal Government Performance and Reporting Act.

Cohort 13 grantees had 75 percent of their students who were regular attendees in elementary and middle/high school programs in 2015-16.

- Science, technology, engineering, and math (STEM); arts; and social-emotional programming were the most frequent program foci in elementary and middle schools.
- Social-emotional; arts; and entrepreneurial, career development and job skills programming were the most frequent program foci in high school. Sixty-one percent of the programs provide service learning opportunities.

Some students who attended consistently improved their grades over the course of the school year, according to self-reported data collected by grantees and teacher response to surveys:

- 16.1 percent of elementary students improved in mathematics and 11.4 percent improved in reading.
- 16.7 percent of middle/high school students improved in mathematics and 16.5 percent improved in reading.
- Teachers reported student improvement with respect to academic achievement:
 - 64 percent of elementary students, and
 - 59 percent of middle/high students.
- 67 percent of elementary students improved with respect to getting along well with other students and 64 percent with respect to coming to school motivated to learn.
- 52 percent of middle and high school students improved with respect to being attentive in class and 56 percent improved with respect to coming to school motivated to learn.

More than 85 percent of program participants were qualified for free or reduced-price lunch.

Based on the guidance from ED, ISBE would like to extend the Cohort 13 grantees for an additional five years at the original funding levels. Level funding helps grantees continue high-level programming without fear of having to eliminate some programs because of lack of funding. ED also advised that recipients are required to maintain services at the same schools and sites identified for the initial award. Cohort 13 will follow the requirements for Title IV, Part B of ESSA during the five-year extension.

With Cohort 13 being renewed, the grants are broken down in the following chart:

Overall 21st CCLC Cohort 13 Subgrant Information	
Total number of 21 st CCLC subgrantees	37
Total number of sites served by subgrants	111
Number of CBO/FBO and other subgrantees	22
Number of district/ROE subgrantees	15

Financial Background

ISBE receives approximately \$50 million annually from Title IV, Part B. ISBE currently funds 37 subgrants at approximately 111 sites.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13		\$14,444,625	FY18		\$14,444,625	\$14,444,625
FY14		\$14,411,883	FY19		\$14,444,625	\$14,444,625
FY15		\$14,411,883	FY20		\$14,444,625	\$14,444,625
FY16		\$12,434,459	FY21		\$14,444,625	\$14,444,625
FY17		\$9,639,518	FY22		\$14,444,625	\$14,444,625
Total		\$65,342,368				\$72,223,125

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

Policy Implications: ISBE will develop a policy to award 21st CCLC grants to high-quality grantees for the renewability process.

Budget Implications: This effort is currently supported by federal funding sources and will continue to be funded in this manner. These grants will not be continued if ED does not receive the required appropriation.

Legislative Action: None required at this time.

Communication: An award will be prepared for the Superintendent's signature. The Governor's Office and the Department of Human Services will also be notified of the renewal of the grants.

Pros and Cons of Various Actions

Pros: Approval will allow ISBE to extend the previously awarded grant and comply with ED's renewal policy.

Cons: ISBE will not be in compliance with federal requirements if the extension is not granted. Furthermore, a failure to extend may halt the progress of the grantees to deliver effective programming to students.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew the previously funded FY 2013 21st CCLC projects for the provision of the 21st Century Community Learning Centers grant in an amount not to exceed \$72,223,125 over the term of five fiscal years (FY 2018-22).

Next Steps

Upon Board authorization, agency staff will process the grants and work with the grantees to submit their applications.

Cohort Fiscal Year 2013 Grantees

RCDT	Name	Amount
15-016-5030-51	Alternative Schools Network	150,000.00
65-108-1655-51	America SCORES Chicago	450,000.00
31-045-1310-22	Aurora East SD 131	450,000.00
21-028-1030-13	Benton CHSD 103	98,475.00
15-016-573P-00	Boys & Girls Club of Chicago	283,500.00
15-016-573P-00	Boys and Girls Club of Chicago	300,000.00
65-108-1585-51	Center for Community Academic Success Partnerships (CCASP)	175,000.00
65-108-1585-51	Center for Community Academic Success Partnerships (CCASP)	400,000.00
65-108-9825-51	Central States SER - Jobs for Progress, Inc.	300,000.00
15-016-2990-25	Chicago Public School District 299	3,150,000.00
21-028-0990-26	Christopher Unit SD 99	129,647.00
15-016-446P-00	Columbia College Chicago	450,000.00
39-055-0610-25	Decatur PSD 61	310,725.00
30-073-3000-26	DuQuoin CUSD 300	332,742.00
50-082-1890-22	East St. Louis SD 189	551,250.00
65-108-5520-51	Family Focus, Inc.	300,000.00
65-108-5520-51	Family Focus, Inc.	213,000.00
31-045-067P-00	Fox Valley Park District	600,000.00
07-016-718P-00	Harold Colbert Jones Memorial Community Center	230,186.00
51-084-109P-00	Illinois Alliance of Boys & Girls Clubs	1,050,000.00
51-084-109P-00	Illinois Alliance of Boys & Girls Clubs	99,580.00
15-016-191P-00	Metropolitan Family Services	424,067.00
25-041-0800-02	Mount Vernon City School District 80	110,250.00
34-049-020P-00	Nicasa	136,840.00
15-016-5405-51	Northeastern Illinois University	600,000.00
15-016-236N-00	Quad Communities Development Corporation	150,000.00
27-000-0000-00	Regional Office of Education 27	150,000.00
28-000-0000-00	Regional Office of Education 28	999,520.00
49-000-0000-00	Regional Office of Education 49	138,000.00
47-071-2310-44	Rochelle CCSD 231	435,669.00
51-084-063P-00	Springfield Urban League, Inc.	272,218.00
07-016-2150-17	Thornton Fractional THSD 215	134,000.00
09-010-1160-22	Urbana School District 116	300,000.00
41-057-0030-26	Venice School District 3	149,956.00
65-108-1220-51	Youth Organizations Umbrella Inc. (Y.O.U.)	150,000.00
65-108-1220-51	Youth Organizations Umbrella Inc. (Y.O.U.)	150,000.00
65-108-1220-51	Youth Organizations Umbrella Inc. (Y.O.U.)	120,000.00
	Total	14,444,625.00

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: After School Matters Program Grant

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Marci Johnson, Director for Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to award a grant to After School Matters (ASM). ASM will receive a grant that exceeds \$1 million in total over the term of the grant. The total award for fiscal year 2018 will not exceed \$2,443,800.

Relationship to/Implications for the State Board's Strategic Plan and Implications for the Agency and School Districts

This proposal supports the following Illinois State Board of Education goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein ...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

ASM began as the Gallery 37 initiative for the purpose of providing cultural activities for Chicago's teenagers. This work was initially conceived through the leadership of former Chicago First Lady Maggie Daley and former Chicago Department of Cultural Affairs Commissioner Lois Weisberg. The name was changed to After School Matters when technology, sports, and communications were incorporated into programming. Research has shown that student attendance in after-school programming can positively impact academic achievement.

ISBE began making appropriations for ASM in FY 2009. ASM provides programming to high school students using internships and apprenticeships to provide students learning opportunities in arts, communications, science, sports, and technology. Teens select areas in which they are interested and, through internships and apprenticeships, develop or improve job readiness skills, including teamwork, problem-solving, public speaking, time management, and leadership that will prepare them for life beyond high school. Students who participate in apprenticeships may be paid for their work. ASM programming provides students with mentors and focuses on social-emotional support to best ensure that students are well supported and successful in their work. The apprentices develop 21st-century skills that prepare them for life beyond high school. Apprenticeships take place during the school year in both the fall and spring. Each apprenticeship lasts between 60 to 90 hours over 12 weeks per session during the school year. Apprenticeships typically run four days a week for six to eight weeks between late June and mid-August during the summer. Apprenticeships often include a civic engagement component

that allows participants to use the skills they have gained to contribute to their local communities.

The students have access to program partners through the Chicago Public Schools; the Chicago Park District; the Chicago Public Library; local museums, such as the Art Institute of Chicago and the Chicago Botanic Garden; community-based organizations; and independent instructors. Programs include arts programs with culinary, choreography, painting, color theory, and drama and theatrical performance; communications and leadership programs; science, technology, engineering, and math (STEM) programs, such as website design, robotics, aviation, and sports. For example, apprentices have the opportunity in the STEM Graphic Design Program to engage with the professional world of digital and commercial art. Teens get hands-on experience with the latest design software. Mentors work with the participants to develop the skill to pitch and sell designs to clients. Participants create a portfolio of work representing their graphic design achievements upon completion of the program.

ASM provided 2,715 program opportunities programs to 2,699 unduplicated teens in 305 community sites and 79 Chicago Public Schools in FY 2017.

Financial Background

State funds support the ASM Program according to the FY 2018 Agency Budget. ISBE will award \$2,443,800 in FY 2018.

The financial background of ASM grant funding is illustrated in the table below:

	Current Grant State Funding	Requested State Funding	Total Grant per Fiscal Year
FY18		\$ 2,443,800	\$ 2,443,800
FY17	\$ 2,443,800		\$ 2,443,800
FY16	\$ 2,443,800		\$ 2,443,800
FY15	\$ 2,443,800		\$ 2,443,800
FY14	\$ 2,000,000		\$ 2,000,000
FY13	\$ 2,500,000		\$ 2,500,000
FY12	\$ 2,500,000		\$ 2,500,000
FY11	\$ 4,000,000		\$ 4,000,000
Total	\$18,331,400	\$2,443,800	\$ 20,775,200

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: None.

Budget Implications: State funds currently support this effort according to the FY 2018 Agency Budget.

Legislative Action: None required.

Communication: None required.

Pros and Cons of Various Actions

Pros: Approval of the grant agreement will allow high school students in Chicago to explore opportunities during out-of-school time to prepare them for college and careers. State Board approval allows the Grant Agreement to be executed in a timely manner so that programming may begin at the beginning of the school year in Chicago Public Schools.

Cons: Not approving this grant means high school students in Chicago Public Schools will not have opportunities to serve apprenticeships. The funds in the budget line item will not be expended.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with After School Matters in the amount of \$2,443,800 to provide after-school programming for Chicago teens. This grant is effective upon execution to June 30, 2018.

Next Steps

Upon Board authorization, agency staff will enter into a Grant Agreement with After School Matters for FY 2018.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Truants' Alternative and Optional Education Program (TAOEP)

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Mark Schudel, Division Administrator for Special Education

Purpose of Agenda Item

Special Education Services requests the Board to authorize the State Superintendent to award City of Chicago District 299 \$3.082 million for the Truants' Alternative and Optional Education Program Fiscal Year 2018. This will be the final year of a three-year grant cycle for the district.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

Truants' Alternative and Optional Education Program (TAOEP) projects may serve students identified as truant, chronic truant, potential dropout, and retrieved dropout from kindergarten through age 21. The projects offer optional education (alternative) and/or supplementary (intervention) services.

The primary objective of the City of Chicago District 299 (CPS) TAOEP is to identify and support students re-entering school with a supplementary (intervention) service that monitors school attendance and offers support services to increase attendance. Administrative Rule (23 Ill. Adm. Code CHI, Section 205.35 c) defines TAOEP programming as follows:

Educational services that may include either:

- 1) An Optional Education Program that provides a modified instructional program that incorporates state academic standards and, as appropriate to the student's needs, work-based learning and career development and is established by school board policy to serve as a part-time or full-time option in lieu of regular school attendance in conformance with Section 2-3.66 of the School Code and this Part; or
- 2) Supplemental services that provide students enrolled in the regular school program with supports (e.g., tutoring, mentoring, health services, home visits, counseling) that are needed to increase their attendance rates or prevent them from dropping out of school.

The FY 2018 CPS program proposes to work with 1,750 dropouts and 750 potential dropouts (2,500 total students) to re-engage them with school. "Potential dropout" for TAOEP is defined in Illinois Administrative Code (23 Ill. Adm. Code CH I, Section 205.20 b) 4)). CPS has specifically identified students 15 years or older in grades 6, 7, and 8 who have not completed elementary school but are transitioning to high school due to age as potential dropouts. Grant funds are used to implement four Student Outreach and Re-engagement Centers (SOAR) in high-need communities. SOAR is responsible for locating out-of-school youth and potential dropouts, preparing students for their return to school, determining school enrollment recommendations, facilitating re-entry, and providing services to make the transition back to school successful. Years one and two of the grant cycle included a summer program preparing potential dropouts aged 15 years old in grades 6, 7, and 8 who have not completed elementary school but are transitioning to high school due to age for high school students. Specific services offered to students include academic counseling, home visits, life skills training, referral for social and /or academic services from other resources, and credit recovery.

TAOEP is a line item in the state budget and has been funded at \$11.5 million annually since FY 2009. CPS has received 26.8 percent of the TAOEP budget line as part of its block grant since the inception of TAOEP in the 1980s. Legislation was passed several years ago requiring CPS block grant funds associated with specific grants to submit all documents any other grantee must submit for funding. As a result of the legislation, CPS has been submitting TAOEP applications for the funding received through the block grant. TAOEP is on a three-year funding cycle; thus, CPS was put on a three-year cycle for application and renewals as well. The 2015-16 school year was the first year of the current CPS TAOEP three-year cycle.

Cost per pupil for TAOEP programs across the state vary widely based on location and services offered. Programs that went through the competitive application process and received an award ranged in per-pupil cost from \$66 to \$2,019 during the 2015-16 school year. The per-pupil expenditure request for CPS for school year 2017-18 is \$1,233, which is in line with other TAOEP grant awards. CPS continues to identify a population that is difficult to engage in their educational pathway to career.

The Special Education Division is requesting to award CPS \$3.082 million in FY 2018 to support the completion of its current three-year funding cycle. This amount is consistent with prior funding for the CPS TAOEP grant and meets the block grant requirement. Should the CPS block grant be eliminated as a result of a new funding formula, CPS will be managed in the same manner as all other Local Education Agencies that received a first-year award in the 2015-16 school year and will be considered to be in the third and final award year of that cohort for continuation funding.¹

¹ CPS will be in year one of the cycle in FY 2019 and will be required the same as any other grant recipient to respond to a Request for Proposals and complete all Grant Accountability and Transparency Act requirements.

Financial Background

The financial background of this grant is illustrated in the table below:

	State Funding as Part of Block Grant	State Funding Request	Total Grant Award for 3-year cycle
FY16	\$3,082,000		\$3,082,000
FY17	\$3,082,000		\$3,082,000
FY18		\$3,082,000	\$3,082,000
Total	\$6,164,000	\$3,082,000	\$9,246,000

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

Policy Implications: This request to award CPS \$3.082 million in FY 2018 supports the completion of the current three-year funding cycle. This amount is consistent with prior funding for the CPS TAOEP grant and meets the block grant requirement.

Budget Implications: The award amount is consistent with prior funding for the CPS TAOEP.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: CPS will be able to continue services to students through the end of the current three-year cohort cycle as anticipated in its application.

Cons: None known at this time.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award City of Chicago District 299 \$3.082 million for the FY 2018 Truants' Alternative and Optional Education Program.

Next Steps

Upon Board authorization, agency staff will work with CPS staff to execute the grant.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SG*

Agenda Topic: IDEA Part B Discretionary Grant – Illinois Statewide Technical Assistance Collaborative (ISTAC) / Illinois Multi-Tiered System of Supports Network (IL MTSS Network) Continuation Funding

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Mark Schudel, Division Administrator for Special Education Services

Purpose of Agenda Item

The Division of Special Education Services requests the Board to authorize the State Superintendent to continue the grant with the School Association for Special Education in DuPage County (SASED) for \$2.5 million to support the implementation of the Illinois Multi-tiered System of Supports Network (IL MTSS Network) for one additional year.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts

The IL MTSS Network Part B Discretionary Grant will support the following agency goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

A competitive Request for Proposals was awarded in fiscal year 2012 to SASED to integrate five previously separate IDEA Part B Discretionary projects into one single training and technical assistance collaborative known as the Illinois Statewide Technical Assistance Collaborative (ISTAC). This new collaborative included the Illinois Autism Training and Technical Assistance Project, Parent and Educator Partnership, Positive Behavioral Interventions and Supports, Project CHOICES (a Least Restrictive Environment initiative), and transition consultation.

The ISTAC grant, which is funded by the Part B Discretionary Grant, was coordinated beginning in FY 2016 with the Illinois Response to Intervention Network (IL Rtl Network), which is funded by the State Personnel Development Grant (a competitive federal grant that was awarded to ISBE by the U.S. Department of Education Office of Special Education Programs). This combination of programs formed the IL MTSS Network. The purpose of this combination was to align and leverage service delivery to Illinois schools and districts, improve outcomes for all students (including students with disabilities), and increase the sustainability of improved outcomes. The ISTAC project developed

content-specific trainings to improve outcomes for students with disabilities and the IL Rtl Network delivered professional learning to implement multi-tiered supports with both technical assistance and coaching to improve fidelity of implementation. Together, these separately funded grants leverage the expertise and structure to implement the IL MTSS Network.

ISBE authorized the Superintendent to continue the grant with SASSED in FY 2017 to implement the IL MTSS Network under the existing “two project” collaboration mode (e.g., ISTAC and IL Rtl Network). The IL MTSS Network will exist under the umbrella of IL-EMPOWER to increase the capacity of school systems to improve the progress and performance of all students, including those with disabilities.

The Special Education Division is requesting to add one additional year of continuation funding to SASSED to develop professional learning materials for training and technical assistance by the IL MTSS Network and to support the evaluation, partnerships, and delivery of coaching and technical assistance.

Financial Background

The financial background of this grant is illustrated in the table below:

Fiscal Year	Federal Part B Funding Awarded (Discretionary)	Federal Funding Expended
FY12	\$4,440,071	\$4,437,772
FY13	\$6,500,000	\$6,500,000
FY14	\$6,500,000	\$6,012,114
FY15	\$6,500,000	\$4,918,549
FY16	\$6,500,000	\$4,557,211
FY17	\$5,100,000	
FY18	\$2,500,000	
Total	\$38,040,071	Total-to-date \$26,425,646

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

Policy Implications: Approval of the request will authorize the State Superintendent to enter into an FY 2018 grant agreement with SASSED, thus allowing for the continued implementation of the current services to districts.

Budget Implications: The grant will be funded through IDEA Part B Discretionary funds.

Legislative Action: None required.

Communication: None.

Pros and Cons of Various Actions

Pros: State Board approval allows the grant agreement to be executed in a timely manner so that funds can be utilized during FY 2018 and services can be delivered to provide continued and expanded support for schools and districts to improve outcomes for students, including students with disabilities.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to add one continuation year to the IDEA Part B Discretionary Grant for FY 2018 with the School Association for Special Education in DuPage County for \$2.5 million to support the IL MTSS Network.

Next Steps

Upon Board authorization, agency staff will work with SASSED to submit its grant and follow Grant Accountability and Transparency Act processes.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SG*

Agenda Topic: IDEA Part D State Personnel Development Grant (SPDG) – Illinois Multi-tiered System of Supports Network (IL MTSS Network) Continuation Funding

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Mark Schudel, Division Administrator for Special Education Services

Purpose of Agenda Item

Special Education Services requests the Board to authorize the State Superintendent to enter into a continuation grant with Regional Office of Education (ROE) 47 for \$2,452,580, with the possibility of two one-year renewals. The total amount of this grant will not exceed \$6,694,380.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The U.S. Department of Education Office of Special Education Programs (OSEP) offers a competitive application process for states to receive a State Personnel Development Grant (SPDG). ISBE received SPDG awards in 2010 and 2015. The purpose of the SPDG funding is to support states in developing a coordinated, statewide system of personnel development designed to increase the capacity of school systems to improve the progress and performance of all students, including those with disabilities. SPDG requires the use of a multi-tiered model that includes scientific, research-based instruction, intervention, and assessment.

ISBE received a SPDG award in 2010 that funded the development and implementation of the Illinois Response to Intervention Network (IL RtI Network). The IL RtI Network was coordinated with an Illinois Statewide Technical Assistance Collaborative (ISTAC) grant, which was funded

by IDEA Part B Discretionary money¹ The SPDG and ISTAC grants were used to form the Illinois Multi-Tiered System of Supports Network (IL MTSS Network) in 2015. The purpose of this coordination is to align and leverage service delivery to Illinois schools and districts, improve outcomes for all students (including students with disabilities), and increase the sustainability of improved outcomes.

The IL RtI Network delivered professional learning to implement tiered supports with training, technical assistance, and coaching to improve fidelity of implementation. The ISTAC project developed content-specific trainings to improve outcomes for students with disabilities. Together, these separately funded grants leverage the expertise and structure to implement the IL MTSS Network. More specifically, IL MTSS Network intends to improve outcomes for students by providing professional learning to implement a systemic, prevention-focused, and data-informed framework for continuous improvement providing a continuum of supports for all learners. In addition, the award requires a partnership with institutes of higher education and Parent Training and Information Centers to support project objectives.

Supports for schools and districts with indicated needs aligned to the State Performance Plan/Annual Performance Report (SPP/SPR) as required by OSEP are provided through the IL MTSS Network, including implementation of the State Systemic Improvement Plan (SSIP). ISBE and Illinois stakeholders collaborated to develop a series of coherent improvement strategies in which a district implementing the SSIP establishes a multi-tiered system of supports framework across its governance and management, climate and culture, and curriculum and instruction to improve student outcomes. The state-identified measureable outcome for the SSIP is to increase the percentage of third-grade students with disabilities who are proficient or above on the statewide English-language arts assessment. A three-year cohort of districts was formed in FY 2017 and a second three-year cohort will be formed in FY 2018.

ISBE authorized the Superintendent to continue the IL MTSS Network grant with ROE 47 in FY 2017. A no-cost extension of the 2010 award allowed ISBE to fund this FY 2017 continuation by braiding the 2010 and 2015 SPDG awards. This continuation allowed the IL MTSS Network to serve districts that:

- Received ISBE's IL AWARE Substance Abuse and Mental Health Services Administration grant,
- Requested through the Illinois Center for School Improvement that the IL MTSS Network provide the district support from ISBE to improve outcomes for students with disabilities,
- Sought support from ISBE to improve outcomes for students with disabilities, and
- Applied to be members of Cohort 1 of the SSIP.

The IL MTSS Network will exist under the umbrella of IL-EMPOWER to increase the capacity of school systems to improve the progress and performance of all students, including those with disabilities. The Special Education Services Division is requesting to add an additional year of continuation funding to ROE 47, with the possibility of two on-year renewals, to implement the IL MTSS Network.

¹ ISTAC includes the Illinois Autism Training and Technical Assistance Project, Parent and Educator Partnership, Positive Behavioral Interventions and Supports, Project CHOICES (a Least Restrictive Environment initiative), and transition consultation.

Financial Background

The financial background of this grant is illustrated in the table below including the current request:

	SPDG 2010 Federal Funds Awarded (IL Rtl Network)	SPDG 2015 Federal Funds Award (IL MTSSNetwork)	Total Expended	Requested SPDG 2015 Federal Award Funding (IL MTSS Network)
FY11	\$500,000		\$43,156	
FY12	\$982,731		\$6,844	
FY13	\$1,700,000		\$1,449,557	
FY14	\$2,400,000		\$1,561,464	
FY15/16	\$3,161,518		\$2,348,801	
FY17	\$400,000	\$1,300,000	\$1,700,000*	
FY18				\$2,452,580
FY19				\$2,120,900
FY20				\$2,120,900
Total			\$5,409,822	\$6,694,380

* BRAIDED FUNDING YEAR WITH ANTICIPATED FULL TOTAL EXPENDITURES

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

Policy Implications: None.

Budget Implications: The grant will be funded through IDEA Part D State Personnel Development Grant funds for the grant period.

Legislative Action: None required.

Communication: None.

Pros and Cons of Various Actions

Pros: ISBE will comply with the federal SPDG grant and SPP/SPR implementation requirements. Districts that committed to participate in the SSIP will continue to receive uninterrupted service along with additional districts identified through data assessment.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award a continuation grant with ROE 47 for \$2,452,580, with up to two one-year renewals not to exceed \$6,694,380.

Next Steps

Upon Board authorization, agency staff will work with ROE 47 to submit its grant and follow Grant Accountability and Transparency Act processes.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Contract for Assessment Development, Content Management and Technical Services Provider

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
A. Rae Clementz, Principal Consultant

Purpose of Agenda Item

The Assessment and Accountability Division in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to execute a contract with New Meridian Corporation for development, content management, and technical services support for the state summative assessment, for the roughly 902,000 students currently in grades 3-8 in English/language arts and mathematics. The contract begins upon execution and extends through June 30, 2018, with two optional one-year renewal periods. The total contract value over the three years is not to exceed \$19,593,500.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This contract will support the following agency goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

Background Information

Since the 2001 reauthorization of the No Child Left Behind Act states have been required to annually assess the achievement of students in grades 3-8 in English/language art and mathematics. ISBE adopted new rigorous learning standards in 2011 that emphasized deep conceptual understanding, critical thinking and writing. Illinois and other states soon recognized that how states assess these skills required a different type of assessment and partnered with other states to support the development of a performance-based assessment of college and career readiness (the Partnership for Assessment of Readiness for College and Careers [PARCC]). Illinois has participated in a consortium since 2014 to implement the highest-quality, large-scale summative performance assessment of student achievement in English/language art and mathematics. The content and rigor of the exam have received the highest designation awarded thus far through the federal peer review process, and is expected to be the only accountability assessment to receive the highest possible level of recognition. This is a reflection of the quality of the items, but also the innovation of the assessment in elevating demonstration of skills and critical thinking over simple recall questions.

The consortium entered into two contracts to support this work – the first with PARCC Inc. to manage the collaborative process and ensure quality, and the second with Pearson NCS to support the development of content and test forms, administer the assessment, and score and report the results.

The PARCC Inc. management contract ended on June 30, 2017, and the Pearson NCS operational contract ends June 30, 2018.

The authorization of the Every Student Succeeds Act (ESSA) in 2015 introduced opportunities for states to expand their accountability systems beyond a single summative assessment, but maintained expectations of rigorous academic standards and assessments that met the highest levels of technical quality to ensure equity of outcomes for all students. ISBE and schools need stable longitudinal performance data in order to transition from a system that ranks, sorts, and labels schools to one that identifies, highlights, and supports schools in improving student achievement. It is, however, both possible¹ and necessary to improve our assessments while maintaining sufficient comparability between administrations to make informed policy decisions². ISBE is committed to having an assessment that is comparable, rigorous, and aligned to our standards, while progressing toward the values and needs of administrators and practitioners in the field.

With both the management and operational contracts coming to an end, consortium states issued a Request for Information (RFI) in August of 2016, which received nine responses suggesting multiple ways the consortium could restructure itself and the assessment to meet unique state assessment and accountability needs. The results of this RFI were used to develop a Request for Proposals (RFP) to identify a development, content management, and technical support vendor to build upon the previous PARCC intellectual property and capitalize on the opportunities introduced by ESSA. The RFP was jointly authored by Illinois and the other consortium states and issued by Rhode Island, which volunteered to lead the procurement. The successful bidder would maintain the highest levels of rigor and quality in regard to the test items, while providing states new flexibility in accessing and using the content as a part of their operational summative accountability assessments.

The State of Rhode Island received two bids, which were evaluated against the pre-established criterion published within the RFP. The vendor selected had the highest technical quality and pricing that is comparable to market standards. Rhode Island notified the vendor, New Meridian Corporation, that it had been selected to provide the goods and services requested in the proposal. New Meridian's proposed offering will enable Illinois to maintain continuity in how it assesses the Illinois Learning Standards, maintain comparability with previous years' reporting of student proficiency and growth, allow flexibility to adjust its assessment program in response to future needs and policies, and enable Illinois to continue to benchmark its students' progress toward high standards of college and career readiness.

This contract will allow Illinois to participate at either an Affiliate or Licensing level. At the Affiliate level³, the licensing fee of \$7.25/student provides Illinois access to standards-aligned content and test forms that provide Illinois and an administration vendor of its choice with all content and technical services necessary to fulfill federal assessment requirements in fiscal year 2018. It will provide flexibility and the ability to smoothly transition to a broader Illinois Comprehensive Assessment System during the remainder of the contract. The contract will begin upon execution and extend through June 30, 2018, with two one-year renewal periods. Renewal will be conducted annually for fiscal years 2019 and 2020 to meet the assessment needs of the state.

¹ Kolen, Michael J., and Robert L. Brennan. Test equating, scaling, and linking: Methods and practices. Springer Science & Business Media, 2014.

² Gong, Brian, and Charlie DePascale. "Different But the Same: Assessment "comparability"." (2013).

³ At the Licensing level, states can access anchor sets or individual items, and purchase necessary technical services.

Financial Background

The financial background of this contract with New Meridian Corporation is illustrated in the table below. The contract value in FY 2018 is not to exceed \$6,539,500 and not to exceed \$19,618,500 over the life of the contract. This contract will be funded with state funds.

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$		\$3,927,700	\$2,615,800	\$6,539,500
FY19	\$	\$		\$6,539,500	\$	\$6,539,500
FY20	\$	\$		\$6,539,500	\$	\$6,539,500
Total	\$	\$		\$19,618,500		\$19,618,500

Business Enterprise Program (BEP)

Vendor New Meridian was contracted through a solicitation and award issued by the State of Rhode Island and subsequently by the State of Illinois [#22039918]. A good faith effort was made and a request for waiver was included in the New Meridian bid to the Rhode Island solicitation. None of the subcontractors identified in the Rhode Island procurement were registered as a part of the Illinois Business Enterprise Program. Requiring registration or identification and selection of Illinois-registered subcontractors would hinder the ability of the bidder to deliver on the proposed scope of work at the stated costs.

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

Policy Implications: The content and services associated with this contract are necessary to fulfill the federal requirement to annually assess all students in grades 3-8 in English/language arts and mathematics under ESSA.

Budget Implications: The contract will be funded primarily with state General Revenue Funds. Federal funding will be used for \$2,615,800, and General Revenue Funds will be used for \$17,002,700. The total amount of this contract is \$19,618,500.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: Enables fulfillment of federal assessment requirements, as well as an existing operational administration contract; maintains comparability, validity, and reliability; has received the highest peer review designation awarded thus far, and is currently the only assessment expected to fully meet all federal assessment requirements.

Cons: None.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract from date of execution through June 30, 2018, with two-one year renewals, with New Meridian Corporation as assessment development, content management, and technical services provider for Illinois assessments of English/language arts and mathematics in grades 3-8 for a total amount not to exceed \$19,618,500.

Next Steps

Upon Board authorization, agency staff will execute the contract with New Meridian Corporation.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Libi Gil, Ph.D., Chief Education Officer 

Agenda Topic: Illinois Science Assessment Technology Vendor Sole Source Contract with Breakthrough Technologies

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Daniel Brown, Division Supervisor, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability (ISBE Assessment) in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into a sole source contract with Breakthrough Technologies to provide services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$2 million for the term of Oct. 1, 2017, through June 30, 2018.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment program provides feedback on academic success in support of the following areas of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

ISBE began administering the Illinois Science Assessment (ISA) during the 2016-17 school year in order to satisfy the requirement in the Every Student Succeeds Act (ESSA) that students be assessed in science once in each of the following grade spans: 3-5, 6-9, and 10-12. The 2015-16 budget impasse delayed work on the project as ISBE had budgeted state resources for the program. ISBE made budget adjustments to allocate federal funds to begin the project in November 2015. In doing so, ISBE entered into separate agreements with two entities in order to provide test content and assessment services.

First, ISBE entered into an Intergovernmental Agreement with the District of Columbia Office of the State Superintendent of Education to secure science test items mapped to the Next Generation Science Standards. Once test items were secured, ISBE created assessments for grades 5, 8, and high school biology that mapped to both the new Illinois Learning Standards (ILS) in science, which became effective in February 2014, and the previous 1997 ILS science standards. The ISA was aligned to both sets of standards because full implementation of the new ILS science standards was not required until the 2016-17 school year.

Concurrently, ISBE entered into a separate contract with Breakthrough Technologies to serve as a test administration agent. Breakthrough team members, in partnership with ISBE staff in Assessment and Accountability and Information Technology, began to create the ISA, which included the conceptualization, development, testing, and launching of a new web services-based student rostering tool (ISBE-Management), a test administration platform (ISBE-Teach), and a test delivery platform (ISBE-Learn). The ISBE IT team developed the ISBE-Management system to integrate between the State Student Information System and ISBE-Teach. To date, ISA is the only statewide testing program that has near real-time roster. Breakthrough and ISBE Assessment worked closely to deliver the ISBE-Teach and ISBE-Learn platforms to provide easy end-user experiences for educators to complete the pre-test preparations and, most importantly, a simple user interface for students to engage with the assessment itself.

The ISA was administered to more than 420,000 students in May 2016 and again to approximately 428,000 students in March and April of 2017. The assessment included standard single-response multiple choice items; multiple select items that have multiple responses per item; and constructed response items that require students to make scientific claims, cite evidence from tables, graphs, or written passages and then provide reasoning to explain their responses.

A sole source approach is warranted since Breakthrough Technologies completed the previous work. The sole source contract is the most cost effective for ISBE; it also allows for consistent administration of the exam in FY 2018. In the case of the former, using the company that has already developed the administration platform means that ISBE will not need to invest in the development of a new platform by a different vendor. In the case of the latter, using the same vendor for ISA administration means minimal or no changes for districts in the administration of the assessment.

Financial Background

This is a new sole source contract. The term is from Oct. 1, 2017, through June 30, 2018.

The financial background of the contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18				\$2,000,000.00		\$2,000,000.00
Total				\$2,000,000.00		\$2,000,000.00

Business Enterprise Program (BEP)

The sole source solicitation document will have a 5 percent Business Enterprise Program (BEP) goal because of the nature of the services to be provided and the anticipation that there will not be subcontractors for core functions.

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

Policy Implications: The ISA is required by ESSA. Failure to comply may put federal funds at risk.

Budget Implications:

ISBE owns the ISBE-Teach and ISBE-Learn platforms as those were developed in partnership with Breakthrough Technologies. The funding source is the state Student Assessment line item.

Legislative Action: No legislative action is needed.

Communication: The Assessment and Accountability Division maintains the ISA website, produces webinar updates (weekly during testing season), and coordinates with ISBE Communications, as needed. The efforts will continue as the project moves forward.

Pros and Cons of Various Actions

Pros: The contract will allow ISBE to complete the ISA work needed to satisfy federal requirements while continuing to utilize technology familiar to students and educators in the field.

Cons: The ISA is a requirement under ESSA. Failure to comply puts federal funding at risk. More importantly, advancement of science education may be hindered.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a sole source contract with Breakthrough Technologies for the purpose of providing services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$2 million for the term of October 1, 2017, through June 30, 2018.

Next Steps

Upon Board authorization, agency staff will complete the work required to execute the contract between ISBE and Breakthrough Technologies.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Illinois Science Assessment Technology Vendor Request for Sealed Proposals

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Daniel Brown, Division Supervisor, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award the contract to the lowest cost responsible offeror to provide services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$10 million for the term of July 1, 2018, through June 30, 2023.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment program provides feedback on academic success in support of the following areas of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

ISBE began administering the Illinois Science Assessment (ISA) during the 2015-16 school year in order to satisfy the requirement in the Every Student Succeeds Act (ESSA) that students are assessed in science once in each of the following grade spans: 3-5, 6-9 and 10-12. The 2015-16 budget impasse delayed work on the project as ISBE had budgeted state resources for the program. ISBE made budget adjustments to allocate federal funds to begin the project in November 2015. In doing so, ISBE entered into separate agreements with two entities in order to provide test content and assessment services.

First, ISBE entered into an Intergovernmental Agreement with the District of Columbia Office of the State Superintendent of Education to secure science test items mapped to the Next Generation Science Standards (NGSS). Once test items were secured, ISBE created assessments for grades 5 and 8 and high school biology that mapped to both the new Illinois Learning Standards (ILS) in science, which became effective in February 2014, and the previous 1997 science standards. The ISA is mapped to both the new ILS in science (which are

the same as the NGSS) and the previous 1997 ILS in science because full implementation of the new ILS in science was not required until the 2016-17 school year and because district adoption and implementation of the new standards varied across the state.

Concurrently, ISBE entered into a separate contract with Breakthrough Technologies to serve as a test administration agent. Breakthrough team members, in partnership with ISBE staff in Assessment and Accountability and Information Technology, began to create the ISA, which included the conceptualization, development, testing, and launching of a new web services-based student rostering tool (ISBE-Management), a test administration platform (ISBE-Teach), and a test delivery platform (ISBE-Learn). (All of this occurred between December 2015 and April 15, 2016.) The ISBE IT team developed the ISBE-Management system to integrate between the State Student Information System and ISBE-Teach. To date, ISA is the only statewide testing program that has near real-time roster updates. Breakthrough and ISBE Assessment worked closely to deliver the ISBE-Teach and ISBE-Learn platforms to provide easy end-user experiences for educators to complete the pre-test preparations and, most importantly, a simple user interface for students to engage with the assessment itself.

The ISA was administered to more than 420,000 students in May 2016 and again to approximately 428,000 students in March and April of 2017. The assessment included standard single-response multiple choice items; multiple select items that have multiple responses per item; and constructed response items that require students to make scientific claims, cite evidence from tables, graphs, or written passages and then provide reasoning to explain their responses.

Awarding of this contract will allow for ongoing support and development of systems and the addition of an item authoring tool and item bank system in which to begin to support summative and formative assessment programs.

Financial Background

This RFSP will lead to a new contract. The term is from July 1, 2018, through June 30, 2023.

The financial background of the contract is illustrated in the table below:

Table 1 – Standard Financial Background information						
	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19				\$2,000,000.00		\$2,000,000.00
FY20				\$2,000,000.00		\$2,000,000.00
FY21				\$2,000,000.00		\$2,000,000.00
FY22				\$2,000,000.00		\$2,000,000.00
FY23				\$2,000,000.00		\$2,000,000.00
Total				\$10,000,000.00		\$10,000,000.00

Business Enterprise Program (BEP)

The RFSP solicitation document will have a 5 percent Business Enterprise Program (BEP) goal because of the nature of the services to be provided and the anticipation that there will not be subcontractors for core functions.

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

Policy Implications: The ISA is required by No Child Left Behind/ESSA. Failure to comply may put federal funds at risk.

Budget Implications: ISBE owns the ISBE-Teach and ISBE-Learn platforms as those were developed in partnership with Breakthrough Technologies. ISBE is able to bring test delivery in-house, building upon the work developed over the past two years. The funding source is the state Student Assessment line item.

Legislative Action: No legislative action is needed.

Communication: Assessment and Accountability maintains the ISA website, produces webinar updates (weekly during testing season), and coordinates with ISBE Communication, as needed. The efforts will continue as the project moves forward.

Pros and Cons of Various Actions

Pros: The contract will allow ISBE to complete the ISA work needed to satisfy federal requirements while continuing to utilize technology familiar to students and educators in the field.

Cons: The ISA is a requirement under ESSA. Failure to comply puts federal funding at risk. More importantly, advancement of science education may be hindered.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the highest scored responsible offeror for the purpose of providing services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$10 million for the term of July 1, 2018, through June 30, 2023.

Next Steps

Upon Board authorization, agency staff will complete the work required to execute the contract between ISBE and the successful bidder.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Libi Gil, Ph.D., Chief Education Officer 

Agenda Topic: Illinois Science Assessment Intergovernmental Agreement with the Board of Trustees of Southern Illinois University Carbondale

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Daniel Brown, Division Supervisor, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with the Board of Trustees of Southern Illinois University at Carbondale (SIUC) for services to support the Illinois Science Assessment (ISA). The IGA will not exceed \$22.5 million for the term of Oct. 1, 2017, through June 30, 2022.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment program supports the following areas of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The ISA was first administered in the 2015-16 school year. Staff have partnered with Breakthrough Technologies and SIUC to develop and administer an exam that is computer-based, aligns to standards, provides professional learning opportunities for Illinois educators, and meets the federal requirements for a science assessment as prescribed in the Every Student Succeeds Act (ESSA). More specifically, ISBE entered into three significant partnerships in the development of the ISA. The first partnership is with the ISBE Information Technology Division for the development of the systems and structures necessary to support the ISA; the second is with Breakthrough Technologies for assessment systems builds, code review, and deployment of platforms; and the third is with SIUC for post-test services that include hand-scoring of constructed response items, psychometric work, and printing and shipping of the final individual, school, and district reports. ISBE and SIUC are now ready to begin the second phase of the partnership to develop new items for the ISA and provide professional learning opportunities for educators.

ISBE and SIUC entered into partnership on the ISA in January 2017. The agreement called for staff from SIUC to recruit and train 250 educators and science experts to score the 1.3 million constructed response items for the 2016 ISA. Work is underway to begin scoring the same number responses for 2017. Currently, SIUC has 400 scorers available to evaluate the 2017 responses.

SIUC also performed psychometric work on the 2016 ISA data that included convening a 50-member committee for a standard-setting meeting in July. SIUC will again play a key role as ISBE moves to final reporting of the 2016 data by printing and shipping the individual student reports along with the school and district reports and data discs.

This new IGA will allow the partnership to continue for the same services in the 2018-22 test years and will expand to provide item development services so that ISA items can be written by Illinois educators and science experts. ISBE and SIUC are positioned to provide professional learning opportunities for science educators across Illinois to teach item-writing skills needed for teachers to develop test questions that are mapped to the Illinois Learning Standards. These same skills are essential in the development and use of formative and interim assessments at the classroom, school, and district levels.

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to enter into a new IGA with the Board of Trustees of SIUC to continue to support the post-test phase of the ISA and expand services to support the ongoing development of science assessment items. ISBE, in partnership with SIUC, will work with Illinois educators to develop test items that will replace the items developed by the District of Columbia Office of the State Superintendent of Education. At least 25 percent of the current items must be retained to allow for equating across years so that the psychometric integrity of the assessment is maintained. The timeline below details the transition plan.

- 2017-2018 – 100% operational items from DC – field-test Illinois items
- 2018-2019 – 25% DC items / 75% Illinois items – field-test more Illinois items
- 2019-2020 – 100% Illinois items – field-test more Illinois items on an ongoing basis
- 2020-2021 – 100% Illinois items – field-test more Illinois items – first opportunity to release approximately 30 percent of the operational test items to the public

Financial Background

This is a new IGA. The term is from Oct. 1, 2017, through June 30, 2022.

The financial background of the IGA is illustrated in the tables below:

Table 1 – Standard Financial Background information						
	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18				\$4,500,000.00		\$4,500,000.00
FY19				\$1,500,000.00	\$3,000,000.00	\$4,500,000.00
FY20				\$1,500,000.00	\$3,000,000.00	\$4,500,000.00
FY21				\$1,500,000.00	\$3,000,000.00	\$4,500,000.00
FY22				\$1,500,000.00	\$3,000,000.00	\$4,500,000.00
Total				\$10,500,000.00	12,000,000.00	\$22,500,000.00

Business Enterprise Program (BEP)

Intergovernmental Agreements are exempt from the agency's BEP goal.

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

Policy Implications: The ISA is required by ESSA. Failure to comply may put federal funds at risk.

Budget Implications: The vast majority of the IGA budget is needed for the hand-scoring of the constructed response items and the ongoing item development needed to transition the assessment to test questions written by Illinois educators and science experts. The Assessment and Accountability Division does not anticipate additional costs for school districts. The funding sources are state and federal Student Assessment line items.

Legislative Action: No legislative action is needed.

Communication: Assessment and Accountability maintains the ISA website, produces webinar updates (weekly during testing season), and coordinates with ISBE Communications, as needed. The efforts will continue as the project moves forward. ISBE will produce district, school, and individual student reports (ISR). SIUC will print and ship reports to districts as part of this IGA. ISBE will ship directly to the school level for Chicago Public Schools. One printed copy of the ISR will be shipped. The district and school reports will be provided via CD. The CD will also have electronic copies of the ISR and will be packaged in the ISR mailing.

Pros and Cons of Various Actions

Pros: The IGA will allow ISBE to complete the ISA work needed to satisfy federal requirements while providing an opportunity to create a partnership between preK-12 and higher education to advance science education professional development, curriculum, instruction, and assessment in Illinois. In the short term, stakeholders will receive baseline data on science curriculum implementation and learning. In the long term, professional learning opportunities in item development/writing and assessment literacy will continue to provide feedback on science curriculum, instruction, and assessment.

Cons: The ISA is a requirement under ESSA. Failure to comply puts federal funding at risk.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement (IGA) with the Board of Trustees of Southern Illinois University at Carbondale for services to support the Illinois Science Assessment. The IGA will not exceed \$22.5 million for the term of Oct. 1, 2017, through June 30, 2022.

Next Steps

Upon Board authorization, agency staff will complete the work required to execute the IGA between ISBE and the Board of Trustees of SIUC.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SL*

Agenda Topic: Southwest Organizing Project – Parent Mentoring Program Grant

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Marci Johnson, Director for Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to award a grant to the Southwest Organizing Project (SWOP) for the Parent Mentoring Program. The total award for a one-year period will not exceed \$1,466,300. The total award over the life of grant will not exceed \$5,865,200.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts

The Parent Mentoring Program is linked to all of the goals of the Board’s Strategic Plan as it supports students and teachers by providing additional assistance from parent mentors. The program also develops training resources for parent mentors. Parent mentors and community trainers build the capacity of educators and administrators to work with families and communities. Furthermore, parent mentors support a positive classroom environment, foster stronger parent-school-community relationships, and build parental leadership capacity.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The Illinois General Assembly allocated \$1 million from the General Revenue Fund in May 2012 for the Parent Mentoring Program for Early Childhood Learning, an initiative that promoted stronger ties between low-income immigrant parents and schools. The Illinois Coalition for Immigrant and Refugee Rights received \$1 million in fiscal years 2013 and 2014 from the General Assembly to implement the Parent Mentoring Program. SWOP was a subgrantee and lead partner during those years. The appropriation was increased in FY 2015 and made to SWOP to carry out the Parent Mentoring Program.

The Parent Engagement Institute, which is a partnership between SWOP and the Logan Square Neighborhood Association, focuses on training and capacity building so that the Parent Mentoring Program can be replicated. Community-based organizations partner with local schools in the City of Chicago and the suburbs to recruit and train approximately eight parents per school to assist teachers two hours every day, four days a week. Parents are assigned to a classroom -- not their own child's -- where they are mentored by a teacher.

Parent mentors provide support in the classroom by facilitating small group instruction, tutoring students on a one-to-one basis, checking homework, grading papers, helping with discipline/disruptions, organizing the classroom, and leading the class in activities. The program strengthens classroom management, homework completion, students' performance in reading and/or math, teacher understanding of or connection to the community, and students' social-emotional development, according to teachers who work with parent mentors. Additionally, it increases parent engagement, develops parent leadership, fosters collaboration between schools and community-based organizations, and improves the classroom experience for students and teachers.

More specifically, parent mentors learn how the U.S. school system works and strengthen skills they need to support their children. In turn, parent mentors become community resources, sharing these skills with neighbors and community members and using school as a base for workforce development to build a pathway to bilingual teaching and other careers.

In FY 2013, 396 parent mentors were placed in 45 schools across northern and western Illinois. The program received another appropriation in FY 2014. The program was expanded in FY 2015 to include the recruitment of community-based organizations, reaching parents of students in pre-k through grade 8.

Fifteen organizations recruited, trained, and supported 591 low-income parent mentors in 60 low-income schools in FY 2016. Partner organizations raised matching funds to supplement the program, add mentors, and lengthen the program year. In total, state and local funding allowed 12,474 students in Illinois to benefit from having a parent mentor in their classroom.

Fifteen organizations recruited, trained, and supported 572 low-income parent mentors in 72 low-income schools in FY 2017. Partner organizations again raised matching funds. In total, state and local funding allowed 14,320 students and 603 teachers in the early grade classrooms in Illinois to benefit from having a parent mentor in their classroom.

Financial Background

State funds to support the Parent Mentoring Program are from a General Revenue Fund appropriation for the Southwest Organizing Project Parent Mentoring Program.

The total award over the life of grant will not exceed \$5,865,200.

The financial background of this contract/grant is illustrated in the table below:

	Current Grant State Funding	Current Grant Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY15	\$1,466,300	\$		\$	\$	\$ 1,466,300
FY16	\$1,466,300	\$		\$	\$	\$1,466,300
FY17	\$1,466,300	\$		\$	\$	\$1,466,300
FY18	\$	\$		\$1,466,300	\$	\$1,466,300
	\$	\$		\$	\$	\$
Total	\$4,398,900	\$		\$1,466,300		\$5,865,200

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: None.

Budget Implications: Funding for this grant was allocated in the General Revenue Fund by the Illinois General Assembly for FY 2018.

Legislative Action: None required.

Communication: Grantee will be notified of the availability of the application.

Pros and Cons of Various Actions

Pros: Approval of this grant will allow for the activities of the proposed project to continue the Parent Mentoring Program in low-income schools.

Cons: If this grant is not approved, the \$1,466,300 allocation will not be expended and parent mentors will not support the work in those schools and classrooms where services were previously provided.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a Grant Agreement with the Southwest Organizing Project in the amount of \$1,466,300 effective August 1, 2017, through August 31, 2018, for the Parent Mentoring Program.

Next Steps

Upon Board authorization, agency staff will enter into a Grant Agreement with the Southwest Organizing Project.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 16, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SL*

Agenda Topic: Illinois Science Assessment Threshold Scores and Performance Level Descriptors

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Daniel L. Brown, Division Supervisor, Assessment and Accountability

Purpose of Agenda Item

The Division of Assessment and Accountability in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt the ISA threshold/cut scores as determined by the ISBE Standard-Setting Committee composed of Illinois science educators.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment program provides feedback on academic success in support of the following areas of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

Background Information

The Every Student Succeeds Act requires that states test students in reading or language arts and math annually in grades 3-8 and once in grades 10-12 and in science once in each of the following grade spans: 3-5, 6-9 and 10-12. The ISA was first administered in the 2015-16 school year. When data from the first implementation of a large-scale assessment becomes available, a standard-setting committee is convened to set performance level descriptors and identify the threshold score points (cut points) between those categories. A standard-setting meeting was held July 13, 2017, at the ISBE offices in Springfield. The multi-step process capitalizes on the experience and expertise of the committee members to determine how students should perform on the year one assessment. That performance level becomes the benchmark for achievement until the assessment is changed significantly.

Performance Level Setting Process Summary

ISBE, in partnership with Southern Illinois University at Carbondale (SIUC), solicited nominations and selected approximately 50 teachers, administrators, and higher education faculty members to participate in performance level settings for performance level settings for fifth- and eighth-grade science and high school biology in the first standard-setting meeting. Educators were chosen for their content area expertise, familiarity with the Illinois Learning Standards (ILS) in science, and experience working with diverse student populations. Some committee members also had experience in the development of other large-scale assessment programs.

The ISA is mapped to both the new ILS in science (which are based on the Next Generation Science Standards and became effective in February 2014) and the previous 1997 ILS in science. The ISA was aligned to both sets of standards because full implementation of the new ILS in science was not required until the 2016-17 school year and because district adoption and implementation of the new standards varied across the state.

Reliability of the Performance Level Setting Process

The Modified-Angoff Method was used for the ISA performance level setting process. This method has been used with assessments such as the American College Test (ACT) and the National Assessment of Educational Progress (NAEP) and meets the *Standards for Educational and Psychological Testing*.

The multi-step method relies on raters estimating the difficulty of each item for a hypothetical group of minimally proficient examinees. First, raters complete the exam and then estimate the percentage of just acceptably proficient examinees who would correctly respond to each item.

Then, educators review the performance level descriptions and identify the key differences between performance levels. This review consists of using the performance level descriptions to consider what knowledge, skills, and practices describe a borderline student for each performance level.

Each rater's estimated passing standard for the total test is calculated by combining their estimates for each individual item. Each panelist then has an opportunity to make a total test score recommendation based on the calculation of his or her individual item estimates. The mean of all panelists' final test score recommendations is presented as the overall panel-based cut score recommendation.

Performance Levels

The performance level group recommended a four performance level model. (See Table 1: Initial ISA Performance Level Descriptions.) However, after reviewing the impact data, psychometricians from SUIC and ISBE determined that a four performance level model is problematic because the Standard Error of Measurement (SEM) was too large relative to the total number of raw score points. The SEM was large enough that many students could be misclassified in the performance levels. For example, students just meeting the exemplary level in a four-level model (e.g., exemplary, proficient, developing, and learning) could fall into the developing level, which is problematic as the exemplary and development performance levels are not adjacent to one another.¹ The same issue exists using a three-level model as the SEM would still span the width of the middle performance level. Therefore, the reporting model was adjusted to a dichotomous model of two levels as identified in Table 2, where the upper and lower performance levels are collapsed into two performance levels. (See Table 2: Recommended ISA Performance Level Descriptions.) The same threshold scores determined by the committee are used at the proficient/not proficient boundary. (Table 3 provides impact data for the 2016 ISA and Table 4 provides the raw cut scores required for proficiency.)

The intention is to transition to test items written by Illinois educators and science experts as the ISA develops. The plan is to write and field-test items this fall and spring, respectively, and begin replacing the current items on the test that were developed by the District of Columbia Office of the State Superintendent of Education (DC) with Illinois items. The District of Columbia shared items with Illinois so that Illinois could meet the federal expectation to administer a science assessment.

¹ This assumes a 95 percent confidence interval for the SEM.

At least 25 percent of the current items must be retained to allow for equating across years in order for the psychometric integrity of the assessment to be maintained. The timeline below details the transition plan.

- 2017-18 – 100% operational items from DC – field-test Illinois items
- 2018-19 – 25% DC items (for equating) / 75% Illinois items – field-test more Illinois items
- 2019-20 – 100% Illinois items – field-test more Illinois items on an ongoing basis
- 2020-21 – 100% Illinois items – field-test more Illinois items – first opportunity to release approximately 30% of the operational test items to the public

The ISA was developed not only to meet the federal requirements for assessment; it also keeps in mind the request from districts to minimize the amount of time spent on testing. Thus, it is necessary and important to continue to refine ISA items over time. This work can be an opportunity to utilize the wealth of knowledge within Illinois in item development and an opportunity to provide rich professional learning opportunities for Illinois’ educators.

Table 1. Initial ISA Performance Level Descriptions

4 Exemplary	Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.
3 Proficient	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
2 Developing	Work at this level does not meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Your work needs further development.
1 Emerging	Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented or incomplete and needs considerable development. Your work contains errors or omissions.

Rochelle Rubin,-Independent Science Education Consultant in Michigan

Table 2. Recommended ISA Performance Level Descriptions	
Performance Level	Performance Level Descriptors
Proficient	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
Not Proficient	Work at this level does not meet the standard. It shows partial, but inconsistent application of knowledge and skills.

Table 3: Impact Data

Approximate Impact Data for the 2016 ISA Administration			
Performance Levels	Grade 5 (N=140,393)	Grade 8 (N=90,815)	High School (N=134,702)
Proficient	56.5%	59.7%	38.7%
Not Proficient	43.5%	40.3%	61.3%

Table 4: Cut Scores

	Raw Cut Score Needed to be Proficient		
	Grade 5	Grade 8	High School
Proficient Cut	20	18	14
Total Raw Points Possible	36	39	31

Financial Background

None.

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

Policy Implications: The establishment of threshold/cut scores and performance levels descriptors allows ISBE to assign performance levels, which help to define the attainment of students in a particular year and the progress made by students between years.

Budget Implications: None anticipated.

Legislative Action: None anticipated. Establishment of threshold/cut scores allows ISBE to meet requirements for assessment and accountability legislation in terms of reporting scores according to performance levels.

Communication: Clear communication regarding the meaning and appropriate interpretation of the threshold/cut scores will be necessary as score reporting begins across the state.

Pros and Cons of Various Actions

Pros: The approval of threshold/cut scores allows staff to move to the report phase of ISA. In addition, this first step allows Illinois to establish a high-quality science assessment system.

Cons: Failure to approve the threshold/cut scores would result in a delay in reporting as well as an increase in cost as the state would have to revisit the standard-setting process.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

I move that the State Board of Education hereby authorize the State Superintendent to adopt the ISA threshold/cut scores and performance levels.

Next Steps

Upon Board authorization, agency staff will proceed with preparations for score release this fall using the approved ISA threshold/cut scores.