

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Haeffele Curry, Director

**Agenda Topic:** Action Item: Approval of Additional Supplemental Educational Service Providers

**Materials:** Attachment #1 – Board Approved Criteria for Approving Supplemental Educational Service Providers  
Attachment #2 – List of Recommended Supplemental Educational Service Providers

**Staff Contact(s):** Lynne Curry, Don Full

**Purpose of Agenda Item**

The purpose of this agenda item is to inform the Board of the results of the review of applications received from potential supplemental educational service providers and to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act* (NCLBA).

**Expected Outcome(s) of Agenda Item**

The expected outcome of this agenda item is to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act*.

**Background Information**

The purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day.

To implement Section 1116(e) of the *No Child Left Behind Act*, Board approval is needed to update the *Approved List of Supplemental Educational Service Providers*. To promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime. Providers that have previously applied and were not approved for the state's list of supplemental educational service providers may not reapply within a twelve month period following their initial application. The Application for Supplemental Educational Service Providers is posted at <http://www.isbe.net/nclb/htmls/sesp.htm>.

Based on the committee's review of the applications received, one is recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide sufficient evidence for meeting the criteria established by the State Board of Education are not recommended for approval and are notified of same in writing. However, since December 2003, potential providers have been allowed to submit additional information for review within 30 days of notification of insufficient evidence.

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

### **Policy Implications**

Board approval will update the *Approved List of Supplemental Educational Service Providers*.

### **Budget Implications**

Payments for supplemental educational services are made by local school districts to an approved provider selected by parent(s).

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district's allocation under Subpart 2 of Title I, divided by the number of children from families below the poverty level or the actual costs of the supplemental educational services received by the child.

The per-child allocation of Title I funds for supplemental educational services varies widely across the nation, ranging from roughly \$600 to \$1,500 and Illinois is no exception.

### **Communication**

The updated list of *Approved Supplemental Educational Service Providers* will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by districts and parents of eligible children.

### **Pros and Cons of Various Actions**

Parental choice of supplemental educational service providers is dependent upon the Board's approval to update the state's *Approved List of Supplemental Educational Service Providers*. The NCLBA requires state agencies to promote maximum participation by providers to ensure that parents have as many choices as possible.

### **Superintendent's Recommendation**

Approve the providers in Attachment #2 for inclusion on the state's *Approved List of Supplemental Educational Service Provider*.

### **Next Steps**

ISBE will update the *Approved List of Supplemental Educational Service Providers* and post it on the agency web site.

**Illinois State Board of Education**  
**Criteria for Approving Supplemental Educational Service Providers**  
**Under the No Child Left Behind Act**  
**Adopted by the State Board of Education on September 19, 2002**  
**and revised February 18, 2004**

**A. Evidence of Effectiveness**

Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

**B. Evidence of Program Quality**

Eligible providers will clearly and specifically explain how the key instructional practices and major design elements of their program(s) are (1) based on research, and (2) specifically designed to increase student academic achievement.

**C. Instructional Program**

Eligible providers will clearly describe how their programs are aligned to Illinois Learning Standards in reading and/or math. The Illinois Learning Standards are available at <http://www.isbe.net/ils/Default.htm>.

Eligible providers will clearly describe how they will link between the academic programs a student experiences in the regular school day and the instruction and content of their supplemental educational program.

Eligible providers will assure that all instruction and content are secular, neutral, and non-ideological.

Eligible providers will provide supplemental educational services beyond the regular school day.

Eligible providers will, in the case of students with disabilities, provide supplemental educational services that support the implementation of the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with Section 504 of the Rehabilitation Act of 1973.

**D. Monitoring Student Progress**

Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, these must be consistent with the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

## **E. Communication of Student Progress**

Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

Eligible providers will describe consistent methods, tools, and specific processes including timelines for providing parents and families of students with information on the progress of their child in increasing achievement. This information must be in a format and language that parents can understand.

## **F. Qualifications of Instructional Staff**

Eligible providers will offer evidence of the employment of competent staff for delivering supplemental educational services in reading and/or mathematics and a commitment to ongoing professional development of staff and continuous improvement of their products and services.

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the No Child Left Behind Act of 2001; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate's degree or higher.

Eligible providers will submit evidence to the contractor (LEA) that individuals providing service to children have successfully completed a recent criminal background check, are in good health, and are free of communicable disease.

## **G. Financial Soundness and Organizational Capacity**

Eligible providers will offer evidence of their financial soundness and their capacity to successfully supply uninterrupted quality services for the term of the contract with the LEA.

Eligible providers will include information about the minimum number of students they require in order to provide supplemental educational services to an LEA and the total number of Illinois students they can serve.

Eligible providers will include information about the costs for their services in the application for supplemental educational service providers. At minimum this will include an hourly cost rate per student and total program cost per student. The State Board of Education will consider this cost information in selecting service providers for its state list of approved providers.

## **H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law**

Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.

**Attachment #2**

**Recommended Supplemental Educational Service Providers  
March 2004**

<b>Entity</b>	<b>Subject(s)</b>	<b>Grades</b>	<b>Internet Based</b>	<b>Individual Tutoring</b>	<b>Small Group Tutoring Ratio</b>	<b>Cost per hour per Student</b>	<b>Total Program hours per Student</b>	<b>Total cost per Student</b>
Dolton West School District 148	Reading	1-8	No	Yes	4-6	\$8.00 to \$12.00	60-100	\$800 to \$1,000

**Program Descriptions of Recommended Providers  
(as prepared by the individual providers)  
March 2004**

<b>Entity</b>	<b>Program Description</b>
Dolton West School District 148  Riverdale, IL	The Dolton Extended Day Program reflects the district's commitment to promote knowledge, critical thinking skills and 21 <sup>st</sup> Century computer literacy skills through enriching opportunities that compliment and expand the school day. Students will use the latest technology, interactive lessons, real world applications and individual tutoring in Reading (Grades 1-8) from certified teachers in a self-paced learning environment with 1:1 computer ratio.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent

**Agenda Topic:** Action Item: Appeals Advisory Committee Recommendations

**Staff Contact(s):** Lou Ann Reichle, Assistant Legal Advisor

**Purpose of Agenda Item**

The purpose of the agenda is to inform you of recommendations to the State Superintendent from the committee, and discuss the recommendations.

**Expected Outcome(s) of Agenda Item**

The outcome will be final action by the Board on the *three* appeals heard by the Appeals Advisory Committee on January 29, 2004.

**Background Information**

School districts may appeal school or district status levels, recognition levels, or corrective action. The State Board of Education is charged with processing school and district appeals through an Appeals Advisory Committee.

The Appeals Advisory Committee was appointed in August 2003, and held its initial meeting on September 16, 2003. Since then they have met four times (October 9th and 30th, November 24th, 2003; and January 29, 2004), and heard eight appeals.

**Disposition of Prior Appeals**

The committee heard and made recommendations to Dr. Schiller regarding five districts -- Aurora West #129, Aurora East #131, Decatur #61, Plano #88 and Kankakee #111. The Superintendent made recommendations to the Board at the November 2003 meeting concerning the first three districts, and the Board took appropriate action. The appeal from Plano was resolved in January 2004 through a technical data correction procedure now in process. The Board acted on the one from Kankakee District #111 in January 2004, affirming the Superintendent's recommendation to uphold the committee's recommendation to him.

**Current Appeals**

There are three appeals that were heard by the committee in January. They were:

**1. Iroquois West #10.** The Appeals Advisory Committee heard the appeal on behalf of the middle and high school as well as the district itself. The issues were testing and being held accountable at the middle and high schools and district level for students residing at Onarga Academy, a residential facility in this very small district, who attend the Nexus Education Center, an on-site facility operated by the special education cooperative since the beginning of the residential program.

**2. East Alton - Wood River Community High School District #14.** The Appeals Advisory Committee heard the appeal on behalf of the high school. The issue was that the high school had not tested several individuals with disabilities at the high school level because they had attained junior status mid-year. The staff had asked ACT for advice and was so informed that those students did not have to take the state assessment until the following year.

**3. Chicago Public Schools District #299.** The Appeals Advisory Committee heard the appeal of Chicago Public School District #299 regarding three issues:

- Whether or not ISBE should allow the 47 schools (that were not properly notified that they needed to offer public school choice for the 2002-03 school year) one additional year to improve (and thus a full year of public school choice and a full year of supplemental educational services(SES)) before subjecting them to the more severe sanction of corrective action;
- Whether or not ISBE should count scores from LEP subgroups for the 2002-03 school year because ISBE did not follow its own policy for determining which students should be included in those subgroups; and
- Whether or not ISBE should change the enrollment cutoff dates for schools that operate on a year round calendar effective for testing during this school year.

**Issue #1** on 47 schools was somewhat similar to what the committee had heard earlier in the year regarding one school within Decatur Public School District #61. Similarly, there was believed to have been no prior notice about these 47 schools. The committee had supported the Decatur appeal. Dr. Schiller had responded in his subsequent action that he could not avoid *NCLB* and support their recommendations.

In terms of the 47 schools and the legitimate concern of not wanting to avoid *NCLB*, it is critical that none of the schools if allowed to stay static for one year would be going backward in their parent and student services pursuant to *NCLB*. Chicago is asking for an additional year for the schools to have had the opportunity for a full year of public school choice **and** a full year of SES prior to proceeding to the sanction of corrective action. Students are receiving services now, unlike the Decatur situation, so it wouldn't materially change for them. Their request to have a full year of public school choice and a full year of SES would not have a negative impact on students or families yet they would not dilute their attention by proceeding to planning for corrective action.

The committee felt that the notification timing issue was critical. The final test scores need to be in the hands of superintendents prior to the beginning of the school year **or** ISBE should notify **all** districts on **all** schools' status prior to the beginning of the school year. Because of past practices by ISBE in informing schools on their lack of AYP and placement onto the warning or watch lists, districts have relied on ISBE for such notification. By giving Chicago a preliminary list of 179 schools in School Improvement status in July 2002, it appears that they were directing the district to offer public school choice to these schools. ISBE was proactive in determining the list of schools in School Improvement, which helped all parties, but it is not required to do such a listing although it must notify regarding test score data. However, these 47 schools were treated differently and not included in this early directive.

On **Issue #2**, timing on decisions for LEP students is a concern. ISBE adopted a motion in March 2003 which said "*The ISBE hereby adopts as part of the Illinois*



*assessment and accountability model that LEP students will be included in the AYP subgroup calculations until they score at the "proficient" level (which means "meets standards" on ISAT or "expanding" on IMAGE for 3 consecutive years."* The Board's policy did not state an effective date but was adopted during the testing window of 2003. That was not in time to modify the instructions and forms for the assessments which are finished and printed months before the assessments are given.

The state's *Accountability Workbook* was submitted in final fashion to the U.S. Department of Education in June 2003, effective thereafter where appropriate. The policy and the items that were affected by the state laws signed in August 2003 were immediately effective but obviously not effective prior. The law's provisions on LEP students taking either IMAGE or ISAE/PSAE in year 4 or years 4 and 5 were effective August 2003.

On **Issue #3**, the committee believed the issue on year-round schools is not one under the committee's purview. The committee believes it is a viable issue to be addressed by ISBE. There are other Illinois schools that have or will have this issue. The committee's charge is not to create policies or rules for the schools. They acknowledge that there are multiple start and finish dates for schools across Illinois. The committee does not advocate multiple "full school year" dates.

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

#### ***Analysis and Policy Implications***

The State Board of Education has the option of accepting, rejecting, or modifying the recommendations of the Superintendent. Staff will inform the district(s) of the Board's decision on each of the three appeals after the board meeting.

### **Committee Recommendations to the Superintendent**

**1. Iroquois West #10.** The motion adopted by the committee on January 29, 2004 was to uphold the original decision of the State Board of Education that the district had made adequate yearly progress (AYP) in 2003, and not to make any changes in residency or responsibility in the future for the assessment/accountability of students who reside at Onarga Academy. The committee agreed with the recommendations of the counsel of the State Board of Education. They agreed that:

- Iroquois West #10 is allowed to correct any data reporting errors in student enrollment and participation rates for the middle school and the high school.
- Based on those corrections, if any, ISBE will analyze the data and make any necessary changes on the 2003 Report Cards and AYP calculations.
- The reporting of scores for NEXUS students is maintained within Iroquois West #10.
- The issue of the inclusion of scores from NEXUS, or accountability in future years, is dismissed because the schools and district made AYP in 2003.

The Appeals Advisory Committee believes that the issues raised by Superintendent Sherman regarding residency and responsibility are real ones which need to be addressed by the State Board of Education. The committee urges the State Board of Education to address the issue of student scores and impact from large residential

facilities upon small local school districts, and use of cooperatives or joint agreements for accountability purposes when appropriate. This should be done before AYP is calculated from the 2004 assessments. However, they are beyond the scope of the committee which is *"Under Section 2-3.25m, as added by Public Act 93-470, a district may appeal 'school or district status levels, recognition levels, or corrective action.'"*

**2. East Alton - Wood River District 14.** The committee believed the district personnel acted in good faith on the information received from ACT. However, they felt very strongly that the district personnel should have talked with ISBE or read the available guidance so that they could test all students classified by the district as juniors at test time. Further, they recommended that the district review a list of students and ensure that ***all and only*** 11<sup>th</sup> graders are tested in spring 2004, and supported the district doing a careful evaluation of their policies on grade promotion and junior status.

The committee upheld the original decision of the State Board of Education. The Appeals Advisory Committee rejects the arguments presented by the district and recommend that the State Superintendent affirm the determination that East Alton – Wood River High School did not make adequate yearly progress with respect to the overall participation rate in 2002-2003.

**3. Chicago Public School District #299. Issue #1** on 47 schools was somewhat similar to what the committee had heard earlier in the year regarding one school within Decatur Public School District #61. All felt that the notification timing issue was critical. The final test scores need to be in the hands of superintendents prior to the beginning of the school year ***or*** ISBE should notify ***all*** districts on ***all*** schools' status prior to the beginning of the school year. Failure to give notice in a timely fashion is critical so that change can be implemented at the beginning of the school year. If accepted and these 47 schools do not make AYP in 2003-04, they would not proceed forward on the sanctions regime but would remain static at where they are (choice/SES) for one year on a one-time basis due to lack of the required notification. If they do make AYP for one year, in 2003-04, they would also be remaining static. If they make AYP for two years in a row, 2004 and 2005, they would be removed from the sanctions regime. *The committee supports Chicago on issue #1.*

On **Issue #2**, timing on decisions for LEP students is a concern. ISBE adopted a motion in March 2003 which said *"The ISBE hereby adopts as part of the Illinois assessment and accountability model that LEP students will be included in the AYP subgroup calculations until they score at the "proficient" level (which means "meets standards" on ISAT or "expanding" on IMAGE for 3 consecutive years."* The Board's policy did not state an effective date but was adopted during the testing window of 2003. That was not in time to modify the instructions and forms for the assessments which are finished and printed months before the assessments are given. *The committee rejects the appeal on Issue #2.*

On **Issue #3**, the committee believed the issue on year-round schools is not one under the committee's purview. They believe it is a viable issue to be addressed by ISBE. The committee's authority is limited to a review of school and district status and recognition levels, and therefore issue #3 is outside that scope. *The committee recommends ISBE act on this issue for all schools in similar circumstances across the state.*

### Superintendent's Recommendation

**1. Iroquois West #10.** Keep the AYP status of the schools in the district as they are, as the broader issue is beyond the purview of the committee. Consideration will be given on how to address the issue of student scores and impact from large residential facilities upon small local school districts, and use of cooperatives or joint agreements for accountability purposes when appropriate.

**2. East Alton - Wood River District 14.** Keep the AYP status of the high school as it is, due to the insufficient overall participation rate in 2002-2003.

### **3. Chicago Public School District #299.**

- **Issue #1** concerns the 47 schools which said they were not notified earlier on their *NCLB* status and thus families did not have the opportunities to have all of the services which should have been offered nor the students all of the instruction necessary prior to the 2003 assessments. Based on the results of the 1999, 2000, and 2001 assessments, all 47 schools did not make AYP for at least the last two consecutive years. Therefore, the schools did not meet the state/federal Title I standards before the enactment of *NCLB* on Jan. 8, 2002 and the schools were considered in School Improvement Status under the ESEA prior to its reauthorization.

With the advent of *NCLB*, Sections 1116 (f) (I) (A) (i) and 1116 (b) (i) (E) (i) prescribed that schools in School Improvement Status for either one or two years prior to January 8, 2002 had to offer public school choice and/or SES in the next school year 2002-2003 (some six months after the enactment of *NCLB*). There was no relief from that mandate.

20 USC Sec 6316 (b) (I) (A) defines the district's role to "*identify for School Improvement any elementary or secondary school...that fails, for 2 consecutive years to make AYP...*" In fact, *NCLB* does not require any notice provision regarding School Improvement status by the state education agency. To argue that ISBE did not provide adequate or timely notice may be a valid point in itself, but the fact is that the argument has no bearing on the federal requirements since the burden of recognition and action is primarily on the local district.

There is little doubt that this "pre-existing condition," (status of a Title I school) spanning the earlier ESEA and the reauthorization of ESEA, named *NCLB*, has been problematic. However, *NCLB* **did not** give all schools a "fresh start" in 2002, but insisted in clear language that the status that schools attained prior to 2002 be continued. There was not a "clean slate" for schools effective 2002.

As problematic as this "carryover effect" may be for local schools and districts, the State does not have authority to impose its will or prerogative over *NCLB* and not adhere to its requirements. It must be noted that protracted communications among USDE, Chicago and the State Superintendent in fall 2002 closed out the discussion on this matter and forced Chicago to implement SES and/or public school choice for 2002-2003 school year albeit delayed. In retrospect, not implementing public school choice and SES at the beginning of 2002-2003 was inconsistent with the intent and clear language of *NCLB*.

Therefore, the petition to delay the progression of the accountability status of the schools, or a "hold harmless" for a year is attractive, but simply not permitted under *NCLB*. The only "delay" permitted is if a school makes AYP for one year and then maintains an even status for a year, or if not making AYP is due to "exceptional or uncontrollable circumstances." Neither applies here.

**On issue #1**, the State does not have the authority to impose its will to revise the *NCLB* requirements. It has a legal obligation to implement the requirements. Further, there is no other legal alternative prescribed by *NCLB* and the state's responsibility to fulfill those legal obligations. As a result, the 47 Chicago schools in question must offer the public school choice and SES provisions of *NCLB* and must proceed on the accountability pathway in school year 2004-2005 to corrective action status, pending adequate yearly progress results in 2004.

- On **Issue #2**, reject the appeal regarding the inclusion of LEP subgroups in the calculation of AYP for the 2002-2003 school year.
- On **Issue #3**, this issue rests on a district's determination of establishing a school's calendar (traditional or year round). The issue on year-round schools is not one under the committee's purview.

### **Next Steps**

After the board meeting, staff will inform the district superintendents formally of the outcome as well as the members of the committee of the final decision and rationale.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Curry, Director

**Agenda Topic:** Action Item: Approval of Student Racial/Ethnic Categories for State Testing and AYP Calculations

**Materials:** 1977 Federal Reporting Guidelines

**Staff Contact(s):** Connie Wise, Mary Ann Graham

**Purpose of Agenda Item**

To inform the Board of upcoming changes in student racial/ethnic coding affecting data collection and Adequate Yearly Progress (AYP) calculations.

**Expected Outcome(s) of Agenda Item**

The Board will understand the necessity for and the effects of the racial/ethnic coding changes.

**Background Information**

***Accurate Data Collection***

Since 1977, ISBE, along with all state agencies in Illinois and across the nation, has followed racial/ethnic data reporting guidelines outlined in *OMB Directive No. 15: Race and Ethnic Standards for Federal Statistical and Administrative Reporting*. These guidelines established five mutually exclusive racial/ethnic reporting categories: white non-Hispanic, black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American.

Since 1977, it has become increasingly clear that these mutually exclusive categories do not accurately represent the racial/ethnic composition of the American population. New federal guidelines were proposed in 1997, which would allow individuals to be counted in more than one category, in effect designating that they were of multi-racial/ethnic origin. These guidelines have not been officially adopted to date. However, the 2000 census did put them into practice by allowing individuals to designate more than one racial/ethnic category.

For state testing under past administrations, an additional data collection category called "Other" was added to test answer documents. Upon review of all agency data collections for federal reporting, staff recognizes that this is the only case in which a

non-racial/ethnic category was present. The “Other” category does not provide any information as to the racial/ethnic background of an individual. It is problematic in that students designated as “Other” do not count in any AYP subgroups; they count only in the “All” group.

Staff reviewed No Child Left Behind statutes, rules and guidance. From those sources, it is clear that states must use the “main” categories as outlined in the 1977 OMB circular, but can add additional data collection and reporting categories as appropriate.

Working with testing contractors, the “Other” category has been removed from test documents for 2004. When school districts recognized that in a sense they would be “forced” to select a single category for student race/ethnicity, they justifiably protested that this is inaccurate and unfair to students of multi-racial/ethnic backgrounds. Again working with testing contractors, ISBE was able to develop a mechanism whereby during the testing period, schools can supply accurate data by coding more than one race/ethnicity on the test answer documents.

### ***Adequate Yearly Progress Calculations***

When students are coded using more than one racial/ethnic category, their status will be reported as “Multi-racial/ethnic.” This reporting category is expected to encompass a substantial number of students. As such, consistent with the intent of No Child Left Behind and state law, if a school or district has a Multi-racial/ethnic group of 40 or more students, this constitutes a reportable subgroup, and it will factor as such into AYP calculations.

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

### ***Policy Implications***

The creation of a new reporting category creates, in effect, additional hurdles for schools and districts in achieving AYP. However, as the Multi-racial/ethnic subgroup may, in many cases, be as large as or larger than other subgroups, it is logical to treat it as a *bona fide* reporting group.

### ***Communication***

Districts have been notified of the data collection changes. Test coordinators have instructions for the hand-coding of multiple race/ethnicity data.

## **Pros and Cons of Various Actions**

Leaving the racial/ethnic coding as is creates a potential “dumping” category for students who would not be counted in any subgroup. Doing so would keep the number of AYP hurdles where it currently stands.

Changing the coding as described provides more accurate data and meets the spirit and intent of NCLB and state law. It creates an additional set of achievement and participation hurdles for the new reporting subgroup.

### **Superintendent's Recommendation**

Approve the use of multiple racial/ethnic codes to more accurately reflect student data. Approve the aggregation of these data to establish a "Multi-racial/ethnic" reporting category, to be counted in Adequate Yearly Progress calculations for subgroups of 40 or more students.

### **Next Steps**

Continue to work with school districts and test coordinators to assure data collection accuracy.

Continue to support districts in aligning their instruction to the Illinois Learning Standards for all students.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent

**Agenda Topic:** Action Item: Approval of AYP Alternate Calculations

**Purpose of Agenda Item**

The purpose of the item is to inform the Board of the status of recent revisions to the Accountability Workbook and propose a recommendation regarding the calculation of AYP in reading and math areas that will positively impact a few schools.

**Expected Outcome(s) of Agenda Item**

The Board will be better informed on the status of our current *No Child Left Behind Act* of 2001 (*NCLB*) accountability plan and consider action on the recommendation.

**Background Information**

The current plan was accepted by the U. S. Department of Education in June 2003. However, since then certain actions have taken place requiring us to amend the document to a minor degree. Those revisions have been drafted within the workbook and submitted recently to the United States Department of Education (USDE).

The changes are as follows:

- Incorporation of the changes in law that were enacted in August 2003. Public Acts 93-426 and 93-470 on assessment and accountability respectively were inserted into the document, replacing the language about proposed legislation and making the statements into a present tense rather than a future tense.
- Incorporating the December 2003 USDE guidance on counting district-wide 1% of the students taking the IAA exam as proficient.
- Incorporating the February 2004 USDE guidance on not having to assess students with limited English proficiency that have been in the United States less than one year, and not including them during that year in the adequate yearly progress (AYP) calculations.
- Incorporating the decision of January 2004 which allows a student to be considered multi-racial/ethnic on the student assessments by choosing more than one of the current racial/ethnic categories on the demographic cover sheet.
- Minor technical corrections.

Prior to the January 2004 Assessment and Accountability Task Force meeting, members pointed out that other states use different criteria than what Illinois uses for designating schools in need of improvement. Many states identify schools in need of improvement when schools do not make AYP for two consecutive years in the same subject area (reading or mathematics). For example, the Wyoming plan states "...In order for a school/LEA to be classified as being in need of improvement, it must fail to make Adequate Yearly Progress (AYP) for two consecutive years in the same content area, regardless of the subgroup." In contrast, Illinois identifies schools in need of



improvement when schools fail to make AYP for two consecutive years, regardless of subject area. The Assessment and Accountability Task Force recommended that ISBE evaluate the impact on the number of schools in need of improvement if Illinois adopted this alternate method.

Utilizing 2002 and 2003 assessment data and disregarding all previous year's School Improvement Status lists, ISBE staff calculated the number of schools in need of improvement based on Illinois' method vs. the alternate method used by other states. The Illinois system found 1358 schools that did not make AYP for two consecutive years due to reading and/or mathematics. In contrast, the alternate procedure identified 1348 schools that did not make AYP for two consecutive years in the same subject area (reading twice or mathematics twice). Hence, the difference between both methods was 10 schools. The table below shows how the 1358 schools that were identified with Illinois' method would be classified in the alternate procedure.

Condition	Number	Percent
Reading School Improvement (did not make AYP in reading for 2 years, but made AYP in math for at least one year)	126	9.3
Mathematics School Improvement (did not make AYP in math for 2 years, but made AYP in reading for at least one year)	122	9.0
Reading and Mathematics School Improvement (did not make AYP in both reading and math for 2 years)	1100	81.0
Not in School Improvement for Reading or Mathematics (did not make AYP in each subject, but not in the same year)	10	0.7
	1358	100.0

The rationale for the change was that a school or district should not have all of the punitive aspects of *NCLB* go into effect just because they did not make AYP in any one of the many areas. In order for a school/district to be classified as being in need of improvement it must fail to make AYP for two consecutive years in the same content area.

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

There may be fewer schools in need of the system of support with two consecutive years of the same content area in the AYP system.

### **Pros and Cons of Various Actions**

A small number of schools would be positively affected. This may hold true in 2004 and future years when districts are held similarly to the AYP provisions.

### **Superintendent's Recommendation**

Approve the presented alternative method for calculating AYP which proposes that in order for a school/district to be classified as being in need of improvement, it must fail to make AYP for two consecutive years in the same content area.

**Next Steps**

Inform the education public of this decision. Make another modification in the state's Accountability Workbook.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Curry, Director

**Agenda Topic:** Action Item: Approval of 2005 Test Dates

**Materials:** Attachment #1: Other States' Testing Schedules  
Attachment #2:  
2004 Test Schedule and 2005 Proposed Test Schedule

**Staff Contact(s):** Mary Anne Graham, Connie Wise

**Purpose of Agenda Item**

To propose the adjustment of 2005 test dates to allow for earlier return of data and subsequent timely notification of schools and districts subject to NCLB accountability requirements.

**Expected Outcome(s) of Agenda Item**

The Board will approve the proposed 2005 test dates.

**Background Information**

School districts have recently questioned the need to conduct state tests within an earlier testing window in 2005. The primary reason for this proposed date change stems from federal reporting and notification requirements.

**The Effects of No Child Left Behind**

As known from past year's experience, No Child Left Behind (NCLB) has created new requirements, timelines and pressures for timely and accurate test data. In particular, NCLB requires that states determine which Title I schools need to offer choice and Supplemental Educational Services (SES) *prior to the start of each school year*.

In 2003, state tests were administered in April and May. ISBE used preliminary reading and mathematics scores, available in July 2003, to identify schools that were most likely to miss AYP and have to offer choice or choice/SES. After the data was finalized, 26 schools actually made AYP, but had already offered the additional services under NCLB requirements. This is not the most accurate or fair method to identify affected schools, but, given the late timelines for data return on the tests, this was the only possible method ISBE could use. The State Superintendent and State Board have affirmed their commitment to earlier data return and more accurate identification of affected schools.

For 2004, some improvements in the testing process will allow schools to check their test participation reports prior to July, making needed corrections and avoiding the extensive data verification process ISBE and its testing contractor undertook for the 2003 test data. However, the 2004 test windows are still scheduled for late in the spring, and this will push the final data and AYP calculations into the late summer once again.

### **Technical Considerations**

Conducting large-scale assessment with over one million tests annually entails a complex sequence of document preparation, mailings, document returns, sorting, scoring, and reassembling of data to create student, school and district reports. Five contractors are involved in the orchestration of this process, and must coordinate carefully to assure proper return of test data.

By far the most time-consuming process is the hand-scoring of constructed response items in Reading, Mathematics and Writing. During this process, scorers must be monitored for consistency, and periodic checks conducted for “outliers” and other factors affecting scoring accuracy. Accuracy cannot be sacrificed for speed. Scoring contractors will not guarantee accuracy beyond certain time limits, and in fact will not conduct the scoring without assuring an adequate amount of time to do so within the technical requirements of the process. Without constructed response items, scoring could be completed much more quickly. However, the vast majority of comments ISBE received on this issue indicates that educators firmly support the continued use of constructed response items that measure important aspects of the Illinois Learning Standards. Attachment #1 shows other states that utilize constructed response items along with their testing windows and score return dates. All demonstrate the roughly three-month time period needed to accommodate constructed response scoring.

### **Additional Time Considerations**

Under state regulations, school districts are allowed a 45-day window of time to review and verify their test scores. Until this window is over, ISBE cannot finalize the Adequate Yearly Progress (AYP) calculations. The actual calculation and verification of AYP is also a complex process, using many decision rules regarding the inclusion and exclusion of scores. For example, ISBE must exclude scores of students who enrolled in schools on or after October 1 each year. Also, subgroups of less than 40 students are excluded from AYP calculations. Finally, districts that submit student demographic information that is faulty or incomplete create a situation in which participation rate calculations cannot be made accurately, making an additional correction window necessary.

### **The Need for Earlier Data Returns**

The Superintendent’s Assessment and Accountability Task Force examined the timelines for data reporting and school status notification under NCLB. The Task Force recommended that scores be returned to schools by June 1 each year. Applying the required 45-day review window, data could then be finalized by the end of July, AYP

calculations performed, and school districts notified of school status immediately before the start of the new school year.

### **The Nature of the Tests**

The state tests are not “end of course” exams, which would be narrowly designed to measure a specific instructional sequence. Instead, they are designed to broadly measure student knowledge and skills related to the Illinois Learning Standards, representing cumulative learning over time.

#### ***ISAT***

Because Illinois school districts already have the leeway to “slide” the ISAT testing window forward or backward to meet calendar needs, there has always been variation in the amount of instruction delivered by the testing dates. Advisory committee members, which include Illinois teachers and curriculum specialists, review and approve the content of the tests. They take particular care to ensure that test items will be fair to students taking the tests. They avoid items that deal with content likely to be taught in the last semester of the tested grade.

The last time the testing window was moved, from January/February to April, occurred in 2001. At that time, ISBE consulted highly regarded large-scale assessment experts with national reputations to question whether test norms should be reset. These experts felt that any such study would be of no practical use, given the test design (a broad test of standards knowledge and skills), the differences in testing windows selected, and the differences in curriculum scope and sequence across 900 school districts. In fact, when the tests were administered, no score trend differences were detected. As seen in the table below, reading scores remained flat, and math scores continued to rise at approximately the rate they were rising before the date change.

Grade	Subject	Early Date	Early Date	Late Date	Late Date	Late Date
		1999	2000	2001	2002	2003
3	Reading	61	62	62	63	62
5	Reading	61	59	59	59	60.4
8	Reading	72	72	66	68	63.7
3	Math	68	69	74	74	75.7
5	Math	56	57	61	63	68.3
8	Math	43	47	50	52	53.1

#### ***PSAE***

Similar to ISAT, PSAE is a test of cumulative knowledge and skills. It is not curriculum-specific, but a broad test of the Illinois Learning Standards.

The PSAE, under the current test date schedule, extends into May with make up test dates. It is not possible at this time, with such a late schedule, to compile all PSAE data to provide high schools with their final status prior to the start of the school year, as required by federal reporting deadlines.

Some districts have provided data showing that students gain ACT score “points” from 10<sup>th</sup> to 11<sup>th</sup> grade, and extrapolate that this implies a score gain for the last two months

of 11<sup>th</sup> grade instruction. ACT has provided data showing that for national test takers, February test takers show higher scores than April test takers. The data on the affect of 8 weeks of instruction on ACT scores is contradictory.

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

### ***Policy Implications***

No completely satisfactory solution exists that will satisfy every demand. ISBE has heard that educators would like late testing, early score return, maintenance of constructed response items, and early AYP notification. These are competing demands that cannot be satisfied within the current testing process. Recent meetings with the U.S. Department of Education indicate that they also recognize this dilemma, and are beginning to promote the use of on-line or computerized testing. ISBE has incorporated a pilot of on-line testing into the new contract specifications.

The balance between the testing date and the status notification is the key policy decision. Is there greater concern about potential score fluctuations or about notifying schools that they must gear up for choice and SES provisions? If the answer is score fluctuations, then option #1 outlined below (see Pros and Cons section) is the clear choice. If the answer is that accountability notification is of primary importance, then option #2 will satisfy that priority.

### ***Budget Implications***

There is not a significant cost differential between the two schedule options.

### ***Communication***

ISBE will relay the Board's decision via bulletins, the web, and information disseminated to testing coordinators.

## **Pros and Cons of Various Actions**

For ISAT, with its constructed response items in reading and mathematics, the proposed dates are necessary for score return by June 15. ISBE has not received negative feedback regarding the movement in the ISAT schedule.

For PSAE, ISBE considered two options:

1. *Keep the test administration in late April.*

Return preliminary data by June 25, with the exception of writing scores, which do not count toward AYP and would be delivered later in the summer. Allow districts their 45 day window to check results. Finalize data by the first week of August and calculate AYP by the third week of August.

*Pros:* The PSAE testing date remains in its current position, allaying complaints regarding a potential drop in scores.

It may be possible to pursue a shortening of the 45-day review window in order to make this option more viable. This will require rule changes subject to public comment and approval by JCAR by fall of 2004.

*Cons:* The PSAE is “fractured” with the separate return of writing scores. Notification for schools affected by AYP targets will still be delayed until the start of the 2005-06 school year, continuing the pattern of late notification for choice and SES requirements. Also, high school LEP students traditionally are able to take the IMAGE test during the PSAE window. Since the IMAGE reading and math components include constructed-response questions that require hand scoring and count toward AYP, high school students would have to take the IMAGE test during the ISAT window (in March), thereby receiving less instructional time than their peers taking PSAE.

2. *Move the PSAE test dates to early March, with make up dates in mid-March.*

ACT prohibits Illinois from testing within a two-week window of their national test dates. This allows ACT to process the scoring from all tests in an orderly and timely manner. ACT provided ISBE with some options for earlier testing. In 2005, the national test date is April 9. Therefore, the testing would have to be moved back to March to meet the blackout date requirements. The two options proposed were March 2-3, with makeup dates on March 16-17; or March 16-17 with makeup dates March 23-24. With Good Friday falling on March 25, many districts are scheduling the week of March 21-25 as their spring break week, thereby making it unlikely they would be able to give the PSAE makeup. Thus, ISBE is proposing the only remaining window that meets the state statute prohibiting PSAE administration earlier than March 1.

*Pros:* The PSAE remains intact. All scoring can be completed and preliminary scores returned by June 15. With the 45-day review period, this places AYP calculations completed during the first week of August. This increases the notification time for schools facing federal sanctions. Again, a rules change shortening the 45-day review window may be possible and would improve this scenario. IMAGE students would be able to take their tests during the same window as their peers are taking the PSAE.

*Cons:* High school administrators have expressed concerns that moving the test up 8 weeks will adversely affect test scores.

Jon Erickson, ACT’s vice president of education services, says, “The test is not so sensitive that it would pick up the difference of an eight-week test date change. It’s a long-range test of skills, and eight weeks would probably not make any difference in the results.”

However, State Superintendent Schiller has said that he is willing to consider a one-time statistical adjustment for the PSAE if there is a significant decline in scores. The adjustment would not apply to the ACT portion of the test.

### **Superintendent's Recommendation**

The State Superintendent recommends that the Board consider accountability notification to be the primary driver for the consideration of any change of test dates in 2005. Once the Superintendent meets with the Education Policy and Planning Committee prior to the ISBE board meeting and discusses this matter, then a recommendation shall be made.

### **Next Steps**

Notify districts and test coordinators of the Board's decision, and continue plans for 2005 test administration.



**Administration and Return of Scores  
For States Using Constructed Response Items  
Based on the Fall 2002 Annual Survey provided by the CCSSO**

<u>State</u>	<u>Administration</u>	<u>Return Scores</u>
AK	March	May
AR	April/May	August
AZ	April/May	August/Sept
CA	Golden State-Jan Standardized-March-May	May July
CO	Feb/March	July
GA	Writing-Jan	May
ID	Writing-Jan ITBS	April Dec.
IN	Sept/Oct	Dec.
KS	March	May
KY	Writing Portfolio-March NRT-April	September Aug
MO	April/May	Aug-Nov
NY	State testing--Jan	May
OR	Feb.	April
NM	Writing-March	May
TX	Oct.	Dec.
WV	Writing—March	August

**2004 State Test Schedule****Test Dates**

<b>Test</b>	<b>Dates</b>	<b>Notes</b>
ISAT	3/29-4/9	May apply for modification to accommodate spring breaks
PSAE	4/28-29	Makeup tests scheduled 5/11-12
IMAGE	3/29-4/9	May apply for modification for high school test takers to use PSAE window 5/11-12
2 <sup>nd</sup> Grade	3/29-4/9	May apply for modification to accommodate spring breaks

School districts will receive preliminary participation data to check in June. Also, state and district/school data will be posted electronically and simultaneously in July. Districts will still have a 45-day window for score verification. ISBE estimates that AYP calculations will be ready very shortly before the start of the school year. We will still be “cutting it very close” with the requirement for Title I school status notification.

**Proposed 2005 State Test Schedule**

The 2005 testing windows would be scheduled as follows:

<b>Test</b>	<b>Dates</b>	<b>Notes</b>
ISAT	3/7-3/18	May apply for modification to accommodate spring breaks
PSAE	3/2-3	Makeup tests scheduled 3/16-17
IMAGE	3/7-18	May apply for modification for high school test takers to use PSAE window 3/2-3
2 <sup>nd</sup> Grade	3/29-4/9	May apply for modification to accommodate spring breaks

For 2005, ISBE worked closely with its testing contractors to determine feasible dates for testing that would meet the primary requirement of earlier data return for NCLB reporting. Considerations included spring break schedules and dates that ACT has blacked out around their national test administration dates. In addition, the School Code prohibits administering the PSAE prior to March 1 of any school year. The dates selected for 2005 have the greatest likelihood of returning data to schools on or before June 15, 2005. This is as close to the goal of June 1 data returns that is possible under the current testing contracts. Status notification is estimated for the first two weeks of August.

## ILLINOIS STATE BOARD OF EDUCATION MEETING

March 25, 2004

**TO:** Illinois State Board of Education  
**FROM:** Robert E. Schiller, Superintendent  
Lugene Finley Jr., Director  
Lynne Curry, Director  
David Wood, Director

**Agenda Topic:** Discussion Item: Update on the ISBE Student Information System and eGrant Management System

**Staff Contacts:** Connie Wise, Terry Chamberlain, Gayle Johnson, Dennis Powell, and Tim Imler

### **Purpose of Agenda Item**

The purpose of this item is to update the Board on progress regarding the development of the ISBE Student Information System (ISBE SIS) and the e-Grant Management System (eGMS).

### **Expected Outcome(s) of Agenda Item**

The Board will have an understanding of the policy implications surrounding the SIS project and the implementation of the eGMS.

### **Background Information**

The ISBE SIS and eGMS are being built as part of the agency's ongoing effort to utilize technology to expand and improve services for local school and clients, and to meet state and federal reporting requirements that address the performance of students, school officials and school districts.

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

#### ***SIS Policy Implications***

- School districts and vendors will be required to modify their local student information systems to carry the unique state-level student identifier assigned by this system, and report individual student data to ISBE in prescribed data formats.
- School district administrators will be held accountable for the quality of the individual student data they provide to ISBE.
- After full implementation, financial resources will be needed for enhancement and maintenance activities.
- The SIS will resolve possible significant disparities between aggregated and individual student counts from school districts

### ***SIS and eGMS Budget Implications***

Projected cost for building and implementing SIS is about \$5-6 million over a three to four year time period. Total cost to build the eGMS is about \$2.5 million. The three year project started in FY02 and ends in FY05 with final payments totaling about \$390,000.

#### **Communication**

- **eGMS**—The agency is releasing this spring the NCLB consolidated application as the first grant published through the eGMS. Eight training sessions have been established for school districts across the state to learn how to submit the NCLB application through the eGMS. Online registration has been established for school officials to register for the training sessions.
- **SIS**—The goals include conducting a SIS pilot in the spring of the 2004-2005 school year using unique student identifiers to transfer data back and fourth between the agency, local school districts and the testing vendor and implementing the unique identifiers statewide during the 2005-2006 school year for assessment tests.

#### **Next Steps**

Finalize the Procurement process in naming a vendor to build the SIS.

Provide statewide training on how to enter NCLB applications for the first grant release through the eGMS.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Curry, Director

**Agenda Topic:** Action Item: Adoption of Academic Early Warning and Watch Lists

**Materials:** Lists of Schools on Academic Early Warning and Watch (available at Board Meeting)

**Staff Contact(s):** Connie Wise  
Andy Metcalf

**Purpose of Agenda Item**

- To establish the lists of schools in Academic Early Warning and Academic Watch status for 2003 in accordance with requirements in the School Code (105 ILCS 5/2-3.25d).
- To discuss implications for those schools in Academic Early Warning and Watch Status.

**Expected Outcome(s) of Agenda Item**

- The Board will adopt the lists of schools in Academic Early Warning Status 2003 and in Academic Warning Status 2003.

**Background Information**

Schools are eligible for placement in Academic Early Warning Status when they do not make Adequate Yearly Progress (AYP) for two (2) consecutive years. Schools placed in Academic Watch Status are those that have failed to make to make AYP for two (2) consecutive years after being placed in Academic Early Warning Status.

Prior to 2003, schools were eligible for placement in Academic Early Warning status when their overall assessment composite (ISAT, PSAE, IMAGE, and IAA) scores (all grade levels and subject areas) showed that fewer than 50% of tests met or exceeded state standards for two years in a row. Beginning with 2003 testing, the AYP criteria were revised to reflect the requirements embedded in the federal No Child Left Behind (NCLB) legislation and include the following:

- meet the 95% participation rate on state assessments, in the aggregate and for all subgroups

- meet the target of 40% meeting or exceeding state standards (reading and mathematics only)
- meet the 88% attendance rate (for elementary and middle schools and 65% graduation rate for high schools).

These revisions were reflected in modifications to Section 5/2-3.25 of the School Code effective in July of 2003.

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

Since 1997, the Illinois State Board of Education has provided some level of assistance to districts with schools in Academic Early Warning and Watch status. This assistance overlaps, and is coordinated as appropriate at the district level, with that provided to Title I schools designated for "School Improvement" under federal NCLB. Currently, these System of Support services are delivered through Regional Education Service Providers (RESPROS). As the number of schools in Academic Warning Status increases, there will be a need for additional resources in order to provide the needed assistance.

#### ***Communication***

The Public Information Center will coordinate information flow, including notification to schools and districts, then subsequent notification to the media and the public.

#### **Superintendent's Recommendation**

The Superintendent recommends that the Board adopt the lists of schools in Academic Early Warning and Academic Watch status for the purpose of complying with state law and offering schools assistance.

#### **Next Steps**

Notify affected schools of their status and continue providing assistance that is coordinated with that being provided under federal law.

Complete data verification for schools; determine which schools from that group should be added to those in Academic Early Warning and Watch status. Return to the Board with an additional group of schools as required.

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director  
Respicio Vazquez, General Counsel

**Agenda Topic:** Action Item: Authorization of Rules for Adoption – Part 27 (Standards for Certification in Specific Teaching Fields)

**Materials:** Recommended Amendments

**Staff Contact:** Lee Patton

**Purpose of Agenda Item**

To present the proposed amendments to Part 27 for adoption.

**Expected Outcome of Agenda Item**

The Board's adoption of the proposed amendments to Part 27.

**Background Information**

This rulemaking will accomplish two technical corrections, one in the common core of standards for science (Section 27.140) and the other in the common core of standards for social science (Section 27.200).

**Science**

In Section 27.140(j)(2)(A), a performance indicator is being expanded to reflect agreement among the responsible program staff members about the original intent of the drafters of these standards. The underlying standard is as follows:

Science, Technology, and Society - The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.

The affected performance indicator is being revised as shown below:

The competent science teacher:

- A) evaluates the efficacy of criteria for determining the effects of policies on local, State, national, and global scientific, environmental, and technological issues.

### Social Science

Section 27.200(q)(2)(D) requires the competent social science teacher to “describe the effect of globalization of the world economy since 1500 CE.” However, the reference “AD” is used in several places in the history standards set forth in Section 27.230 of these rules. The Joint Committee on Administrative rules requested the agency to revise Section 27.200(q)(2)(D) for the sake of consistency when an opportunity arose to do so.

These amendments were discussed with the State Teacher Certification Board at its November meeting, and the STCB requested that the social science and history standards be changed to use the references “BCE” and “CE” rather than “BC” and “AD”. “BCE” and “CE” (which stand for “Before the Common Era” and “Common Era”) are gaining currency, particularly within higher education, and their use was recommended by the content-area panels involved in original development of the standards.

However, a review of the record on the original rulemaking for Part 27 revealed that there were several reasons for using “BC” and “AD” in the rules. A salient point was and is the need for students to be able to use historical records and other documents that use these forms of reference and will not be changed.

The State assessment does not request students to define or explain either “BC” and “AD” or “BCE” and “CE”. We concluded that the most productive means of ensuring that teachers are aware of both forms of reference is to include them both in the standards for teachers.

These amendments were presented for the Board’s initial review in December of 2003 and were subsequently published in the Illinois Register to elicit public comment. One letter was received, favoring the retention of “BC” and “AD” and stating that it would be ridiculous to change these just to eliminate the name of Christ. Since the proposed rules already did retain these references, no changes have been made in the proposed text.

### **Superintendent’s Recommendation**

Adopt the following motion:

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

Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27).

Further, the Board authorizes the State Superintendent of Education to make such technical or 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 rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 27

STANDARDS FOR CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section

27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section

27.100 English Language Arts  
27.110 Reading  
27.120 Reading Specialist  
27.130 Mathematics  
27.140 Science - A Common Core of Standards  
27.150 Biology  
27.160 Chemistry  
27.170 Earth and Space Science  
27.180 Environmental Science  
27.190 Physics  
27.200 Social Science – A Common Core of Standards  
27.210 Economics  
27.220 Geography  
27.230 History  
27.240 Political Science  
27.250 Psychology  
27.260 Sociology and Anthropology  
27.270 Physical Education  
27.280 Health Education  
27.300 Dance  
27.310 Drama/Theatre Arts  
27.320 Music  
27.330 Visual Arts  
27.340 Foreign Language

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

27.350 General Curricular Standards for Special Education Teachers

SUBPART C: ADDITIONAL TEACHING FIELDS

Section

27.400	Agricultural Education
27.410	Business, Marketing, and Computer Education
27.420	English as a New Language (ENL)
27.430	Family and Consumer Sciences
27.440	Health Careers
27.450	Library Information Specialist
27.460	Technology Education
27.470	Technology Specialist
27.480	Work-Based Learning Teacher/Coordinator

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.140 Science – A Common Core of Standards

All science teachers shall be required to demonstrate competence in the common core of science standards set forth in this Section. In addition, each science teacher shall be required to demonstrate competence in at least one of the science designation areas for which standards are described in Sections 27.150 through 27.190 of this Part: biology, chemistry, earth and space science, environmental science, and/or physics.

- a) Science as Inquiry - The competent science teacher understands scientific inquiry and has the ability to conduct scientific inquiry.
  - 1) Knowledge Indicators – The competent science teacher:
    - A) understands assumptions, processes, purposes, requirements, and tools of scientific inquiry.

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- B) understands mathematical processes and tools for collecting, managing, and communicating information.
  - C) understands different approaches to conducting scientific investigations.
- 2) Performance Indicators – The competent science teacher:
- A) plans and conducts scientific investigations using appropriate tools and technology.
  - B) applies mathematical and statistical methods to collect, analyze, and communicate results of investigations.
  - C) displays, illustrates, and defends the results of an investigation.
  - D) uses evidence and logic in developing proposed explanations that address scientific questions and hypotheses.
- b) Technological Design - The competent science teacher understands the concepts, principles and processes of technological design.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the processes, capabilities, limitations and implications of technology and technological design and redesign.
  - B) understands technology and technological design as the use of tools throughout human history.
- 2) Performance Indicators – The competent science teacher:
- A) identifies real-world problems or needs to be solved through technological design.
  - B) addresses a problem situation by identifying a design problem, proposing a design solution, implementing the solution, evaluating the solution, revising the design upon evaluation, and communicating the design and the process.

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- C) identifies the inquiry process in the investigation of past, current, and potential technological designs.
- c) Molecular and Cellular Sciences - The competent science teacher understands and can apply concepts that explain the cell, the molecular basis of heredity, and biological evolution.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands viral, sub-cellular and cellular structure and function.
    - B) understands the nature and function of the gene, with emphasis on the molecular basis of inheritance and gene expression.
    - C) understands the processes of change at the microscopic and macroscopic levels.
  - 2) Performance Indicators – The competent science teacher:
    - A) describes the processes of the cell cycle and analyzes the transmission of genetic information.
    - B) demonstrates an understanding of organelles, cells, tissues, organs, and organ systems and their functions.
    - C) identifies scientific evidence from various sources to demonstrate knowledge of theories about processes of biological evolution.
    - D) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the molecular and cellular level.
- d) Organisms and Ecosystems - The competent science teacher understands and can apply concepts that describe how living things interact with each other and with their environment.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands how living and nonliving factors interact with one another and with their environment.

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- B) understands the strategies and adaptations used by organisms to obtain the basic requirements of life.
  - C) understands that all environments are comprised of interrelated dynamic systems.
  - D) understands the concepts of populations, communities, ecosystems, ecoregions, and the role of biodiversity in living systems.
  - E) understands that humans are living organisms who uniquely interact with the environment.
- 2) Performance Indicators – The competent science teacher:
- A) develops a model or explanation that shows the relationships within the environment.
  - B) demonstrates an understanding of how communities, ecosystems, and ecoregions change.
  - C) demonstrates an understanding of the human as a living organism comparable to other life forms and functions.
  - D) describes physical, ecological, and behavioral factors that influence homeostasis within an organism and interrelationships among organisms.
  - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the organism and ecosystem level.
- e) Matter and Energy - The competent science teacher understands the nature and properties of energy in its various forms, and the processes by which energy is exchanged and/or transformed.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the atomic and nuclear structure of matter and the relationship to chemical and physical properties.

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- B) understands the principle of conservation as it applies to mass, charge, momentum, and energy.
  - C) understands the cause and effect of chemical reactions in natural and manufactured systems.
  - D) understands the characteristics and relationships among thermal, acoustical, radiant, electrical, chemical, mechanical, and nuclear energies.
- 2) Performance Indicators – The competent science teacher:
- A) analyzes the properties of materials in relation to their chemical or physical structures and evaluates uses of the materials based on their properties.
  - B) explains conservation of mass and energy and explains interactions of energy with matter, including changes in state.
  - C) uses kinetic theory and the laws of thermodynamics to explain energy transformations.
  - D) analyzes atomic and nuclear reactions in natural and man-made energy systems.
  - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study matter and energy.
- f) Force and Motion - The competent science teacher understands and applies the concepts that describe force and motion and the principles that explain them.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the concepts and interrelationships of position, time, velocity, and acceleration.
  - B) understands the concepts and interrelationships of force (including gravity and friction), inertia, work, power, energy, and momentum.

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- C) understands the nature and properties of electricity and magnetism.
  - D) understands the nature and properties of mechanical and electromagnetic waves.
- 2) Performance Indicators – The competent science teacher:
- A) describes and predicts motions of bodies in inertial and accelerated frames of reference and in one and two dimensions in a physical system with association to the basic theories of force and motion.
  - B) analyzes and predicts motions and interactions involving forces within the context of conservation of energy and/or momentum.
  - C) describes the effects of gravitational, electromagnetic, and nuclear forces in real-life situations.
  - D) analyzes and predicts the behavior of mechanical and electromagnetic waves under varying physical conditions.
  - E) demonstrates abilities to use instruments or to explain functions of the technologies used to study force and motion.
- g) The Earth - The competent science teacher understands the dynamic nature of the Earth and recognizes that its features and structures result from natural processes.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the structure and composition of the Earth's land, water, and atmospheric systems.
  - B) understands the transfer of energy within and among Earth's land, water, and atmospheric systems.
  - C) understands the scope of geologic time and the continuing physical changes of the Earth through time.
  - D) understands the interrelationships between living organisms and Earth's resources.



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- 2) Performance Indicators – The competent science teacher:
  - A) analyzes and explains large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems.
  - B) identifies and explains Earth's processes and cycles and cites examples in real-life situations.
  - C) evaluates scientific theories about Earth's origin and history and how those theories explain contemporary living systems.
  - D) identifies and evaluates the uses of Earth's resources.
  - E) demonstrates abilities to use instruments and/or to explain functions of the technologies used to study the earth sciences.
  
- h) The Universe - The competent science teacher understands and applies concepts that explain the composition, structure of, and changes in the universe and Earth's place in it.
  - 1) Knowledge Indicators – The competent science teacher:
    - A) understands the properties and dynamic nature of the solar system.
    - B) understands the properties and dynamics of objects external to the solar system.
    - C) understands the scientific theories dealing with the origin of the universe.
  
  - 2) Performance Indicators – The competent science teacher:
    - A) observes, describes, and explains the relative and apparent motions of objects in the sky.
    - B) compares and analyzes evidence relating to the origin and physical evolution of the universe.

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- C) compares the processes involved in the life cycle of objects within the galaxies, including their physical and chemical characteristics.
  - D) demonstrates the ability to use instruments or to explain functions of the technologies and tools used in the study of the space sciences.
- i) Practices of Science - The competent science teacher understands and applies accepted practices and implications of science in contemporary and historical contexts.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands that the nature of science is a human endeavor characterized as tentative, public, replicable, probabilistic, historic, unique, holistic, and empirical.
    - B) understands the definitions of hypotheses, predictions, laws, theories, and principles and the historic and contemporary development and testing of them.
    - C) understands research and reports examples of hypotheses, predictions, laws, theories, and principles and valid and biased thinking.
    - D) understands the basis for safety practices and regulations in the study of science.
  - 2) Performance Indicators – The competent science teacher:
    - A) researches and reports examples of creative and critical thinking skills in scientific research and technological innovation.
    - B) researches and reports examples of predictions, hypotheses, and theories in both valid and biased scientific thinking.
    - C) researches and reports examples of the development of science through time and the impact of societal values on the nature of science.

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- D) documents and practices safety rules and shows evidence of their necessity in the investigation of science.
  - E) demonstrates the ability to use instruments and is able to explain functions of appropriate safety equipment used to ensure and implement safe practices.
- j) Science, Technology, and Society - The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands the ways that science and technology affect people’s everyday lives, societal values, and systems; the environment; new knowledge; and technologies throughout history.
    - B) understands the processes and effects of scientific and technological breakthroughs and their effect on other fields of study, careers, and job markets.
  - 2) Performance Indicators – The competent science teacher:
    - A) evaluates the efficacy of criteria for determining the effects of policies on local, State, national, and global scientific, environmental, and technological issues.
    - B) investigates and evaluates the credibility of scientific claims made in the media, during public debates, or in advertising or marketing campaigns.
    - C) investigates issues by defining and clearly articulating the scientific, technological, and societal connections to be investigated, as well as evaluating the consequences, implications, and potential options for resolution.
- k) Unifying Concepts - The competent science teacher understands the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and

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equilibrium; form and function), and how these concepts relate to other disciplines, particularly mathematics and the social sciences.

- 1) Knowledge Indicators – The competent science teacher:
  - A) understands connections within and among the traditional scientific disciplines.
  - B) understands the fundamental comparability of the processes shared within and among the traditional scientific disciplines.
  - C) understands fundamental mathematical language, knowledge, and skills.
  - D) understands fundamental relationships among the sciences and the social sciences.
- 2) Performance Indicators – The competent science teacher:
  - A) identifies and describes the application of the unifying concepts in real-life situations.
  - B) utilizes the unifying concepts from science, as well as concepts from mathematics, the social sciences, and other disciplines in his or her teaching.
  - C) expresses phenomenological relationships in the language of mathematics, solving simple algebraic equations, using scientific notation, constructing and interpreting graphs and using probabilities.
- 1) Curriculum in Science - The competent science teacher understands how to develop learning outcomes for science instruction that incorporate State and national frameworks for teaching science and how to select appropriate curriculum materials to meet the standards-based outcomes.
  - 1) Knowledge Indicators – The competent science teacher:
    - A) understands the local, State and national goals and standards for science education.

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- B) understands the relationship of science concepts to the developmental level of students in classrooms.
  - C) understands how to articulate science instruction across units and from year to year.
- 2) Performance Indicators – The competent science teacher:
- A) identifies how an instructional design relates to local, State, and national goals and standards for science.
  - B) identifies appropriate curricular materials from a variety of sources and selects those that meet the developmentally appropriate, standards-led instructional outcomes.
  - C) demonstrates the ability to articulate learning across and among units of instruction, courses in science, and other disciplines.
- m) Planning for Instruction in Science - The competent science teacher understands how to plan learning experiences that utilize an appropriate variety of instructional methods and strategies that allow students to develop significant concepts in science and the ability to engage in scientific reasoning.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands how to use materials from the students' environment to help them use inquiry strategies to build concepts.
  - B) understands the appropriate use of various strategies of direct instruction, concept development, inquiry and problem solving that lead to knowledge and skills in scientific reasoning.
  - C) understands how concepts are developed in students' minds and how to address misconceptions that students have developed from prior experiences.
- 2) Performance Indicators – The competent science teacher:

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- A) plans instruction that allows students to develop understanding of significant concepts and skills in science through hands-on experiences with real materials.
  - B) plans instruction that incorporates a variety of methods and strategies for learning, including demonstrations, the laboratory, and out-of-class resources.
  - C) plans instruction utilizing instructional technology, instructional materials, and scientific equipment.
  - D) plans instructional activities that create opportunities for students to test, modify, and sometimes abandon previous ideas about science.
- n) Environment for Learning - The competent science teacher can design and manage safe and supportive learning environments in which all students can engage in scientific inquiry and concept development.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands liability and negligence, especially as applied to science teaching.
    - B) understands procedures for safe and ethical use and care of animals for science instruction.
  - 2) Performance Indicators – The competent science teacher:
    - A) designs and assesses learning environments to utilize safe practices to prevent potential problems of liability and negligence regarding the inventory, storage, and disposal of chemicals, resources, and equipment.
    - B) develops a set of criteria to measure and assesses the optimum learning environment that promotes scientific inquiry and learning.
    - C) develops procedures to adapt learning environments to meet students' special needs.

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- o) Teaching Science - The competent science teacher understands how to guide and facilitate learning using a variety of methods and strategies that encourage students' development of scientific inquiry skills and concepts.
  - 1) Knowledge Indicators – The competent science teacher:
    - A) understands the appropriate use of strategies for questioning, facilitating, and coaching to help students develop significant concepts, problem-solving skills, and scientific habits of mind.
    - B) understands the teacher's role in different teaching strategies, including concept development, inquiry, and direct instruction.
  - 2) Performance Indicators – The competent science teacher:
    - A) implements activities requiring students to collect data, reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.
    - B) conducts instruction that has appropriate structure with flexibility to allow students to engage in productive inquiry as individuals and groups.
    - C) conducts instruction that encourages the curiosity, openness to new ideas and data, and skepticism that characterize science.
- p) Assessment - The competent science teacher understands standards-based science assessment designs, purposes, and analysis strategies, including technological collection capabilities and performance assessments.
  - 1) Knowledge Indicators – The competent science teacher:
    - A) understands the alignment of student learning standards, instructional strategies, and local curriculum in the development of assessment tools and strategies.
    - B) understands the value of assessment data in guiding and changing instruction in science classrooms.

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- C) understands the importance of communicating criteria for success to students.
  - D) understands the importance and impact of State and local assessment policies.
- 2) Performance Indicators – The competent science teacher:
- A) plans and conducts assessment to evaluate scientific inquiry assessment tasks in multiple disciplines.
  - B) plans and conducts assessment to evaluate technological design assessment tasks in multiple disciplines.
  - C) plans and conducts assessment to evaluate scientific case study/issue investigation assessment tasks in multiple disciplines.
  - D) plans and conducts assessment to evaluate student understanding using a variety of tools and strategies.
  - E) designs assessment tasks with clearly articulated criteria for student impact and program evaluation.
  - F) evaluates assessment data to propose responses to program evaluation and potential improvement.
- q) Connections in Teaching Science - The competent science teacher can relate science to the daily lives and interests of students as well as to the larger framework of human endeavor and to learning in other disciplines.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands how students can identify and utilize science concepts in their daily lives.
  - B) understands the relationship of learning in science to learning in other disciplines.
- 2) Performance Indicators – The competent science teacher:



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- A) engages students in the examination of science applications in their personal lives and interests and in the examination of local issues.
  - B) assists students in relating knowledge of other disciplines, particularly mathematics and social sciences, to concepts of science in applications to their personal lives.
  - C) orients students to potential careers related to applications of scientific and technological knowledge.
- r) Learning Science and the Community - The competent science teacher can make effective use of human and institutional resources beyond the classroom.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands applications of science concepts and inquiry to the context of a community.
    - B) understands how parents and other community members and institutions support science learning in the classroom.
    - C) understands how to use the resources of the student's community to support inquiry.
  - 2) Performance Indicators – The competent science teacher:
    - A) uses data about a community in conducting learning activities in science.
    - B) conducts activities that involve parents and other members of the community in the science program.
    - C) utilizes individuals and agencies that provide science education in the community in the science program.
    - D) develops and tests a community resource inventory, including its non-formal learning opportunities, business/industry connections, and parent/community resources.

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- E) uses synchronous and asynchronous telecommunication capabilities to collaborate with community members and other experts as an integral component of projects.
- s) Content Reading - The competent science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of science.
- 1) Knowledge Indicators – The competent science teacher:
    - A) understands that the reading process is the construction of meaning through the interactions of the reader’s background knowledge and experiences, the information in the text, and the purpose of the reading situation.
    - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
    - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
    - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
    - E) understands the relationship between oral and silent reading.
    - F) understands the role of subject-area vocabulary in developing reading comprehension.
    - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
    - H) understands the importance of the relationship between assessment and instruction in planning.
  - 2) Performance Indicators – The competent science teacher:
    - A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that

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include analyzing critically, evaluating sources, and synthesizing and summarizing material.

- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

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Section 27.200 Social Science – A Common Core of Standards

All social science teachers shall be required to demonstrate competence in the common core of social science standards. In addition, each social science teacher shall be required to demonstrate competence in at least one of the social science areas for which standards are described in Sections 27.210 through 27.260 of this Part: economics, geography, history, political science, psychology, and/or sociology and anthropology.

- a) The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the structure, purpose, and methodology of the social sciences.
    - B) understands the interdependence of the social science disciplines.
    - C) understands the use of social science concepts to interpret human actions.
    - D) understands the relationship between the social sciences and other learning areas.
  - 2) Performance Indicators – The competent social science teacher:
    - A) explains the methods social scientists employ to answer questions about the human experience.
    - B) integrates concepts from the social sciences in constructing discipline-specific lessons and units.
    - C) develops interdisciplinary approaches to the teaching of general social science.
- b) The competent social science teacher understands the use of analysis, interpretation, and evaluation.
  - 1) Knowledge Indicators – The competent social science teacher:

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- A) understands the value of informed opinion based on systematic analysis of evidence.
  - B) understands the strengths and weaknesses of primary and secondary sources of evidence.
  - C) understands the importance of multiple sources of information.
  - D) understands the complexity of causation.
  - E) understands the tentative nature of interpretations about human actions.
  - F) understands the difference between fact and conjecture and between evidence and assertion.
- 2) Performance Indicators – The competent social science teacher:
- A) demonstrates the ability to compare and contrast.
  - B) differentiates between facts and interpretations.
  - C) analyzes cause-and-effect relationships.
  - D) compares competing narratives and multiple perspectives.
  - E) identifies the central questions addressed in a narrative.
  - F) analyzes data from a variety of sources before reaching a general conclusion or interpretation.
- c) The competent social science teacher understands how to use the tools of social science inquiry to conduct research and interpret findings.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the tools of social science research.

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- B) understands the use of research in reaching conclusions and developing interpretations.
- C) understands ethical approaches for conducting research and interpreting findings.
- 2) Performance Indicators – The competent social science teacher:
  - A) gathers data, using appropriate methods and technology.
  - B) assesses the credibility and authority of sources and research findings.
  - C) formulates appropriate questions by observing and analyzing evidence.
  - D) organizes and presents findings in an appropriate format.
- d) The competent social science teacher understands basic political concepts and systems.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands concepts used in the study of government and politics.
    - B) understands the basic purposes and functions of government (e.g., executive, legislative, and judicial).
    - C) understands the types of political systems (e.g., democracy, oligarchy, monarchy - limited and unlimited).
  - 2) Performance Indicators – The competent social science teacher:
    - A) explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).
    - B) explains why governments exist and the basic functions they perform.

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- C) compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.
- e) The competent social science teacher understands the formation and implementation of public policy in the United States and other nations.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the role played by officials in the legislative, executive, judicial, and administrative branches of government.
    - B) understands the role played by interest groups, political parties and candidates, public opinion, and the mass media.
  - 2) Performance Indicators – The competent social science teacher:
    - A) analyzes public policy issues from the perspectives of different groups, individuals, and government officials.
    - B) explains how public policy is formed and carried out at local, State, and national levels.
    - C) evaluates the role of political parties, interest groups, and the media in public policy debate.
    - D) identifies examples of political leadership influencing public policy.
- f) The competent social science teacher understands the principles of constitutional government in the United States and Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the historical development of United States and Illinois constitutional government.
    - B) understands the principles of representative government that form the foundation of constitutional democracy.
  - 2) Performance Indicators – The competent social science teacher:

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- A) explains how historical events and significant individuals have affected the development of United States constitutional government.
  - B) analyzes the fundamental principles (e.g., separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.
- g) The competent social science teacher understands the organization and functions of government at national, State, and local levels in the United States.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the organizational structure of national, State, and local government.
    - B) understands the operations of the executive, legislative, and judicial branches of government.
    - C) understands the functions of national, State, and local governments.
  - 2) Performance Indicators – The competent social science teacher:
    - A) explains how and why powers of the national government are distributed, shared, and limited in a federal system.
    - B) analyzes the relationships among national, State, and local governments.
- h) The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society, with an emphasis on the United States and Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).



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- B) understands the rights extended to citizens through the Bill of Rights and other amendments.
  - C) understands the role of the Supreme Court in defining, expanding, and limiting individual rights.
  - D) understands the role of responsible citizenship.
- 2) Performance Indicators – The competent social science teacher:
- A) evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
  - B) evaluates historical and current issues regarding the judicial protection of individual rights (e.g., landmark court decisions and amendments).
  - C) examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).
- i) The competent social science teacher understands the purposes and functions of international organizations and global connections, with an emphasis on the role of the United States.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the function and global impact of major international and multinational organizations.
  - B) understands the development and implementation of United States foreign policy.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes the influence of international organizations on world affairs.
  - B) identifies examples of individuals and interest groups that influence United States foreign policy.

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- j) The competent social science teacher understands economic concepts, terms, and theories.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the impact of scarcity and opportunity cost on the allocation of resources.
    - B) understands the effects of supply and demand on economic decisions.
    - C) understands that cost/benefit analysis influences economic decision-making.
    - D) understands the role of money in an economic system.
  - 2) Performance Indicators – The competent social science teacher:
    - A) analyzes how allocation of scarce resources affects a society's standard of living.
    - B) uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.
    - C) uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
    - D) analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.
  
- k) The competent social science teacher understands various types of economic systems.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the differences among various economic systems.

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- B) understands the role of government in an economic system.
- C) understands the importance of financial institutions in a market economy.
- 2) Performance Indicators – The competent social science teacher:
  - A) compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
  - B) evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.
  - C) explains how banks and other financial institutions facilitate saving, borrowing, and investment.
- 1) The competent social science teacher understands the components and operation of the United States economy.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the basic principles of free enterprise, including entrepreneurship.
    - B) understands the roles of the federal government and the Federal Reserve System in the U.S. economy.
    - C) understands the impact of government policies on economic decision-making.
    - D) understands the impact of economic problems such as inflation and unemployment.
  - 2) Performance Indicators – The competent social science teacher:
    - A) explores the impact of competition and monopoly on businesses and households.

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- B) analyzes the relationships among households, firms, and government agencies in a market economy.
  - C) evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
  - D) analyzes economic problems (e.g., inflation and unemployment).
- m) The competent social science teacher understands international economic structures, processes, and relationships.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the interconnectedness of comparative advantage, specialization, and trade.
    - B) understands the effects of economic interdependence and free trade.
    - C) understands the impact of availability of resources on economic growth and stability.
    - D) understands the global effects of resource supply and demand.
  - 2) Performance Indicators – The competent social science teacher:
    - A) analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and economic interdependence.
    - B) evaluates trade incentives and disincentives such as subsidies and quotas, and examines how the availability of resources affects specialization and trade among nations and regions.
- n) The competent social science teacher understands historical concepts, terms, and theories.
- 1) Knowledge Indicators – The competent social science teacher:

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- A) understands chronological thinking and periodization.
  - B) understands cause and effect.
  - C) understands change and continuity.
  - D) understands historical context.
- 2) Performance Indicators – The competent social science teacher:
- A) places historical events in the proper chronological framework and compares alternative models of periodization.
  - B) analyzes the causes and effects of historical events.
  - C) explains patterns of historical succession and duration, continuity, and change.
  - D) explains events in relationship to historical setting.
- o) The competent social science teacher understands major political developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands 19th and 20th century ideologies and their global influence (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, nazism).
  - B) understands the nature and significance of modern revolutions.
  - C) understands the origins and impact of exploration and imperialism.
  - D) understands the development of representative government.
- 2) Performance Indicators – The competent social science teacher:
- A) explains the effect of European political ideologies on other regions and nations of the world.

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- B) describes the causes and effects of modern political revolutions.
  - C) evaluates the impact of colonization and decolonization on colonizers and colonized.
  - D) describes the origins and development of a representative government.
- p) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
    - B) understands the philosophical and cultural legacies of ancient Greece and Rome.
    - C) understands the origins, central ideas, and influence of major religious and philosophical traditions such as Buddhism, Islam, Confucianism, Judaism, and Christianity.
    - D) understands the culture and ideas of the Medieval, Renaissance, and Reformation periods.
    - E) understands the culture and ideals of the modern world since the Age of Enlightenment.
  - 2) Performance Indicators – The competent social science teacher:
    - A) describes changing relations among social classes, ethnic groups, religious denominations, and genders.
    - B) explains the process of cultural diffusion.
    - C) explains the effect of religious diversity on global society.

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- D) analyzes the effects of ethnic diversity within a society.
- q) The competent social science teacher understands major scientific, geographic, and economic developments and compares patterns of continuity and change in different parts of the world.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the connections among civilizations accelerated by changing means of transportation and communication.
    - B) understands the major landmarks in the use of the environment from the Paleolithic Period through the transformation from agricultural to industrial societies.
    - C) understands the effect of technology on the environment.
    - D) understands the origins and impact of capitalism and other economic systems.
  - 2) Performance Indicators – The competent social science teacher:
    - A) describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.
    - B) describes the progression from hunter-gatherer societies to agricultural and industrial societies.
    - C) evaluates the effect of technology on the environment over time.
    - D) describes the effect of globalization of the world economy since 1500 AD ~~CE~~ (sometimes also referred to as “CE”).
- r) The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:

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- A) understands the evolution of American democracy, including its ideas, institutions, and practices, from the colonial period to the present.
  - B) understands the evolution of United States foreign policy and its relationship to domestic affairs and policy.
  - C) understands the development of political institutions in Illinois.
- 2) Performance Indicators – The competent social science teacher:
- A) describes the origins and development of democracy in the United States.
  - B) explains the emergence of the United States as a world power.
  - C) describes the influence of domestic affairs on foreign policy.
  - D) describes the development of government in Illinois.
- s) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the characteristics of migration and settlement of people who came to America from different regions from prehistory to the present.
  - B) understands the importance of family and local history and their relation to the larger context of American development.
  - C) understands the changing character of American society, culture, arts and letters, education, religion, and values.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes migration patterns and movement of people to and within the United States and Illinois.



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- B) identifies examples of continuity and change in American culture, arts and letters, education, religion, and values.
  - C) explains the concept of “e pluribus unum.”
- t) The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the development of the United States and Illinois economies, including the agricultural, industrial, and service sectors.
    - B) understands the relationship between geography and economic developments.
  - 2) Performance Indicators – The competent social science teacher:
    - A) describes the impact of technological change and urbanization in the United States and Illinois.
    - B) describes the changing role of labor in the United States and Illinois.
    - C) describes the development and impact of capitalism in the United States and Illinois.
    - D) explains the changing role of the United States economy within the global economy.
- u) The competent social science teacher understands geographic representations, tools, and technologies and how to use them to obtain information about people, places, and environments on Earth.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the use of mental and other maps.

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- B) understands the use of aerial photographs and satellite images.
  - C) understands the advantages and disadvantages of various geographic representations, tools, and technologies.
- 2) Performance Indicators – The competent social science teacher:
- A) describes ways that mental and other maps influence human decisions about location, settlement, and public policy.
  - B) uses geographic tools and technologies such as aerial photographs and satellite images to pose and answer questions about spatial distributions and patterns on Earth.
  - C) evaluates the application of geographic tools and supporting technologies to solve problems (e.g., urban planning, location of commercial establishments).
- v) The competent social science teacher understands how culture and experience influence human perceptions of people, places, and regions.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands that culture and technology affect perceptions of places and regions.
  - B) understands that places and regions serve as cultural symbols for people.
  - C) understands the relationships between cultural change and changing perceptions of places and regions.
- 2) Performance Indicators – The competent social science teacher:
- A) identifies ways culture and technology influence perceptions of places and regions.

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- B) explains how cultural processes (e.g., gender roles, resource use, transportation, and communication) shape the features of places and regions.
  - C) assesses the relationship between cultural change and the perception and use of places and regions.
- w) The competent social science teacher understands the physical and human characteristics of places and regions.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the elements and types of places and regions.
    - B) understands changes in places and regions over time.
    - C) understands the connections among places and regions.
  - 2) Performance Indicators – The competent social science teacher:
    - A) analyzes human and physical processes to determine their role in the creation of different types of places and regions.
    - B) identifies human and physical changes in places and regions and explains the factors that contribute to those changes.
    - C) explains the significance of connections among places and regions over space and time.
- x) The competent social science teacher understands how physical processes and human activities influence spatial distributions.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the trends and issues in world population patterns.
    - B) understands the impact of human migration on physical and human systems.

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- C) understands that cooperation and conflict influence spatial patterns on Earth.
  - D) understands that physical processes contribute to different spatial distributions.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes population trends, issues, and patterns.
  - B) explains the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies.
  - C) explains how human migration affects physical and human systems.
  - D) analyzes different spatial patterns to determine the influence of various physical processes.
- y) The competent social science teacher understands the role of science and technology in the modification of physical and human environments.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands that human actions coupled with technology result in modifications to the physical environment.
  - B) understands the functions, sizes, and spatial arrangement of human environments (e.g., cities).
  - C) understands the changes affecting physical and human environments.
- 2) Performance Indicators – The competent social science teacher:
- A) explains how technology expands human capability to modify human and physical environments.
  - B) explains the global impact of human action on the physical environment.

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- C) proposes solutions to environmental problems.
- z) The competent social science teacher understands the consequences of global interdependence on spatial patterns.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands the causes and effects of increased global interdependence.
    - B) understands that the spatial distribution of resources affects the location and distribution of economic activities.
    - C) understands the spatial implications of international economic issues and problems.
  - 2) Performance Indicators – The competent social science teacher:
    - A) explains the primary causes for and effects of increased global interdependence.
    - B) analyzes how the distribution of resources affects the location of economic activities.
    - C) explains how international economic issues, opportunities, and problems result from increased global interdependence.
- aa) The competent social science teacher understands concepts, terms, and theories related to human behavior and development.
  - 1) Knowledge Indicators – The competent social science teacher:
    - A) understands basic psychological concepts (e.g., cognition, development, personality).
    - B) understands fundamental theories of learning, motivation, and development.

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- C) understands cognitive, biological, and emotional influences on behavior.
  - D) understands main theories of personality (e.g., psychoanalytic, trait, behaviorism, humanism) and various types of psychological disorders.
- 2) Performance Indicators – The competent social science teacher:
- A) explains how physiology, learning, emotions, and motivation influence behavior.
  - B) applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
  - C) applies main concepts of personality theory and psychological disorders to explain behavior.
- bb) The competent social science teacher understands concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
  - B) understands social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
  - C) understands the impact of social customs, cultural values, and norms on behavior.
  - D) understands the influence of social class on life decisions.
  - E) understands sociological approaches to conformity and deviancy.
- 2) Performance Indicators – The competent social science teacher:

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- A) applies a behavioral science point of view to general social phenomena and specific social situations.
  - B) analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
  - C) explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.
  - D) analyzes ways in which common values and beliefs develop within societies.
  - E) analyzes conformity and deviancy from a sociological perspective.
- cc) The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.
- 1) Knowledge Indicators – The competent social science teacher:
    - A) understands that the reading process is the construction of meaning through the interactions of the reader’s background knowledge and experiences, the information in the text, and the purpose of the reading situation.
    - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
    - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
    - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
    - E) understands the relationship between oral and silent reading.
    - F) understands the role of subject-area vocabulary in developing reading comprehension.

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- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
  - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent social science teacher:
- A) plans and teaches lessons to help students develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
  - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
  - C) plans and models use of comprehension strategies before, during, and after reading of text.
  - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
  - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
  - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
  - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
  - H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.



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- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

Section 27.230 History

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of history shall be required to meet the standards described in this Section.

- a) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the colonial era through the growth of the American republic.
  - 1) Knowledge Indicators – The competent history teacher:
    - A) understands the interaction of European and Native American societies through the mid-19th century.
    - B) understands the development of political, religious, and socioeconomic institutions in the American colonies.
    - C) understands the role of the American Revolution in the development of United States society.
    - D) understands the impact of the industrial revolution, the institution of slavery, and westward expansion on regional and national development.
  - 2) Performance Indicators – The competent history teacher:
    - A) identifies political ideas that influenced the development of U.S. constitutional government.

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- B) assesses factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
  - C) explains the social, economic, and political tensions that led to the American Revolution.
  - D) explains the factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
  - E) explains the effect of the revolution on social, political, and economic relations in the new nation.
  - F) explains the evolution of the two-party system.
- b) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the Civil War through World War I.
- 1) Knowledge Indicators – The competent history teacher:
    - A) understands events that contributed to the U.S. Civil War.
    - B) understands the role of reconstruction in rebuilding the nation.
    - C) understands the role of big business in the transformation of U.S. society in the late 19th century.
    - D) understands the influences of Populism and Progressivism on U.S. society in the late 19th and early 20th centuries.
    - E) understands the composition and significance of late 19th century immigration.
    - F) understands the role of the U.S. in world affairs through World War I.
  - 2) Performance Indicators – The competent history teacher:
    - A) explains the effects of the Civil War on U.S. society.

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- B) evaluates reconstruction policies and their impact on U.S. society.
  - C) identifies the effects of industrialization and urbanization on the U.S.
  - D) traces the patterns of immigration settlement in different regions of the country.
  - E) describes the obstacles, opportunities, and contributions of immigrants.
  - F) assesses the relationship between business and labor.
  - G) explains the political, social, cultural, and economic contributions of Populism and Progressivism.
  - H) explains the causes of World War I and the reasons for U.S. involvement in the war.
- c) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond.
- 1) Knowledge Indicators – The competent history teacher:
    - A) understands the effects of the Great Depression on the United States.
    - B) understands the relationship between the New Deal and the development of welfare policies after 1932.
    - C) understands the origins of World War II and of U.S. involvement in the war.
    - D) understands the social transformation of the post-war United States.
    - E) understands the origins of the Cold War and its impact on the United States.

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- F) understands the significance of landmark events in foreign and domestic policies since 1945.
- G) understands United States involvement in the Vietnam War.
- 2) Performance Indicators – The competent history teacher:
  - A) evaluates the causes of the Great Depression and its impact on the United States.
  - B) explains reasons for U.S. participation in World War II.
  - C) evaluates the role of the United States in World War II and the impact of the war on the United States.
  - D) explains the origins of the Cold War and its impact on the United States.
  - E) identifies the origins and the course of post-1945 social movements, particularly the Civil Rights Movement.
  - F) explains the relationship between U.S. domestic and foreign policies in the 20<sup>th</sup> century.
  - G) assesses the U.S. military engagement in Vietnam and its effect on the United States.
- d) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration.
  - 1) Knowledge Indicators – The competent history teacher:
    - A) understands the transition from prehistory to early civilizations, including non-western empires and tropical civilizations.
    - B) understands the development of classical civilizations from 1000 BC to 500 AD (sometimes also referred to as “BCE” and “CE”, respectively).

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- C) understands the fragmentation and interaction of civilizations from 500 to 1000 AD.
- D) understands the centralization of power in different regions from 1000 to 1500 AD.
- 2) Performance Indicators – The competent history teacher:
  - A) describes the populating of major world regions by human communities.
  - B) identifies and compares centralized and decentralized states.
  - C) explains the major achievements of Greek and Roman civilizations.
  - D) identifies factors contributing to the break-up of the Roman Empire.
  - E) explains the role of feudalism in the growth of European monarchies and city states.
  - F) describes major political, social, and economic developments in non-western states.
- e) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present.
  - 1) Knowledge Indicators – The competent history teacher:
    - A) understands cultural encounters, global change, and revolution from 1450 to 1850.
    - B) understands imperialism and its effects from 1850 to 1914.
    - C) understands the ideas, institutions, and cultural legacies of the twentieth century.
    - D) understands the causes and courses of the world wars.

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- E) understands the motivations and effects of decolonization.
- 2) Performance Indicators – The competent history teacher:
  - A) describes the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
  - B) identifies the cultural and religious significance of the scientific revolution.
  - C) describes the relationship between political and industrial revolutions on social and cultural change.
  - D) explains the causes and effects of European, American, and Asian imperial expansion.
  - E) describes the causes and consequences of 20th century wars.
  - F) describes the causes and global consequences of economic development.
  - G) describes the causes and consequences of the Holocaust.
  - H) describes the independence movements related to decolonization.
- f) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present.
  - 1) Knowledge Indicators – The competent history teacher:
    - A) understands the evolution of political ideas, institutions, and practices and their role in Illinois.
    - B) understands the influence of geography, technology, agriculture, urbanization, industry, and labor on the development of the Illinois economy.

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- C) understands the effects of migration of people and cultures and several religious traditions that have shaped Illinois.
- D) understands the roles of family and local history in their relation to the larger context of U.S. and global history.
- 2) Performance Indicators – The competent history teacher:
  - A) describes the development of political ideas, institutions, and practices in Illinois.
  - B) traces the development of the Illinois economy.
  - C) assesses the impact of cultural migration and religious traditions on Illinois.
  - D) relates Illinois family and local history to U.S. and world history.
- g) The competent history teacher understands comparative history.
  - 1) Knowledge Indicators – The competent history teacher:
    - A) understands methods of comparative history.
    - B) understands effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on diverse cultures.
    - C) understands different meanings and implications of broad historical developments on diverse cultures.
    - D) understands differences and similarities from one generation to the next within the same culture.
  - 2) Performance Indicators – The competent history teacher:
    - A) identifies similarities and differences within and between cultures.
    - B) evaluates the impact of broad historical developments on diverse cultures.

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- C) assesses the different meanings and implications of historical developments on diverse cultures.
  - D) describes continuities and changes within and among generations.
- h) The competent history teacher understands the major interpretations in the field of history.
- 1) Knowledge Indicators – The competent history teacher:
    - A) understands the various and changing definitions of history.
    - B) understands the origins and interpretative frameworks of significant theories of history.
    - C) understands the tentative nature of historical interpretation.
  - 2) Performance Indicators – The competent history teacher:
    - A) differentiates among and evaluates various definitions of history.
    - B) employs and assesses interpretive frameworks in analyzing historical events.
    - C) evaluates major debates among historians.



**ILLINOIS STATE BOARD OF EDUCATION**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lee Patton, Interim Director  
Respicio Vazquez, General Counsel

**Agenda Topic:** Action Item: Authorization of Rules for Adoption - Part 29 (Standards for Administrative Certification)

**Materials:** Recommended Amendments

**Staff Contact:** Lee Patton

**Purpose of Agenda Item**

To present the proposed amendments to Part 29 for adoption.

**Expected Outcome of Agenda Item**

The Board's adoption of the proposed amendments to Part 29.

**Background Information**

These amendments cover three aspects of the rules and are all basically technical in nature.

- The revision in Section 29.100 corresponds to revisions that have been made in other sets of ISBE's rules to identify October 1 as the date when the new examinations are required. In each case the new examinations will be first administered in June or July, and the three-month span after that is needed before they become required to account for the time it takes for scores to become available and for the passing score to be established.
- The reference to the "general administrative endorsement" at the beginning of Section 29.120 acknowledges that Section 21-7.1 of the School Code gives this title to the endorsement that is required for principals and certain other administrators in similar positions. The remaining revisions throughout Section 29.120 are being made for the same reason.
- Finally, the changes in Section 29.140 (Director of Special Education) and the repeal of Section 29.150 correspond to new material that is being inserted into Part 25 (Certification). Therefore, it is necessary to include comprehensive new

statements in those rules about the requirements for issuance of all types of teaching, school service personnel, and administrative certificates. This is an opportune time to transfer the information that has been stated in the introduction to Section 29.140 and in all of Section 29.150 into its logical place within Part 25 (See new Section 25.365). This transfer will leave only the standards for the endorsement stated in Part 29, which is comparable to the way all the other administrative endorsements have been treated. That is, the standards for each credential and corresponding preparation program are set forth in Part 29, while all the other information for receipt of the certificate is contained in Part 25. (The same holds true for teaching and school service personnel credentials.)

These amendments were presented for the Board's initial review in December of 2003 and were subsequently published in the Illinois Register to elicit public comment. None was received, and no changes have been made in the proposed text.

### **Superintendent's Recommendation**

Adopt the following motion:

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

Standards for Administrative Certification (23 Illinois Administrative Code 29).

Further, the Board authorizes the State Superintendent of Education to make such technical or 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 rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR's review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.

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TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER b: PERSONNEL

PART 29  
STANDARDS FOR ADMINISTRATIVE CERTIFICATION

Section

29.10	Purpose and Effective Dates
29.100	Illinois Professional School Leader Standards
29.110	Chief School Business Official
29.120	<u>General Administrative Endorsement</u> <del>Principal</del>
29.130	Superintendent
29.140	Director of Special Education
29.150	New Credential Required – Directors and Assistant Directors of Special Education ( <u>Repealed</u> )

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6493, effective April 22, 2002; amended at 27 Ill. Reg. 5800, effective March 21, 2003; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 29.10 Purpose and Effective Dates**

This Part establishes the standards that shall apply to the issuance of administrative certificates and the endorsements available on those certificates. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part; and

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- b) beginning on ~~July 1,~~ October 1, 2004, the examination(s) required for issuance of a certificate endorsed in any field covered by this Part shall be based on the relevant standards set forth herein.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 29.120 General Administrative Endorsement Principal**

Each candidate for the general administrative principal's endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.

- a) Facilitating a Vision of Learning - The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- 1) Knowledge Indicators – The competent administrator principal:
- A) has knowledge and understanding of learning goals in a pluralistic society.
  - B) comprehends the principles of developing and implementing long-term plans.
  - C) recognizes theories of educational leadership.
  - D) understands information sources, data collection, and data analysis strategies.
  - E) understands effective communication.
  - F) understands effective consensus-building and negotiation skills.
  - G) has knowledge of the philosophy and history of education.
- 2) Performance Indicators – The competent administrator principal:
- A) designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.

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- B) facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
  - C) analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
  - D) solicits and uses financial, human, and material resources to support the implementation of the school's mission and goals.
  - E) identifies and critiques several theories of leadership and their application to various school environments.
  - F) conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
  - G) analyzes and interprets educational data, issues and trends.
  - H) uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.
  - I) engages in effective consensus-building and displays effective negotiation skills.
  - J) frames, analyzes, and resolves problems using appropriate problem-solving techniques and decision-making skills.
  - K) analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
- b) School Culture and Instructional Program - The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.
- 1) Knowledge Indicators – The competent administrator ~~principal~~:

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- A) has knowledge and understanding of school cultures.
  - B) understands the continuum of students' growth and development.
  - C) knows the procedures used in the assessment of the learning environment.
  - D) understands applied learning theories.
  - E) understands curriculum design, implementation, evaluation, and refinement.
  - F) recognizes the components of a special education evaluation.
  - G) understands principles of effective instruction and best practices.
  - H) comprehends measurement, evaluation, and assessment strategies.
  - I) understands diversity and its meaning for educational programs.
  - J) is familiar with adult learning and professional development models.
  - K) understands the change process for systems, organizations, and individuals.
  - L) recognizes the role of technology in promoting students' learning and professionals' growth.
  - M) understands classroom management.
- 2) Performance Indicators – The competent administrator ~~principal~~:
- A) creates with teachers, parents, and students a positive school culture that promotes learning.
  - B) promotes an inclusive educational culture.

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- C) articulates the district's or school's vision, mission, and priorities to the community and media.
- D) builds community support for a district's or school's priorities and programs.
- E) promotes an environment where all individuals are treated with fairness, dignity, and respect.
- F) develops a culture of high expectations for self, students, and staff's performance where accomplishments are recognized.
- G) applies the principles of students' growth and development to the learning environment and the educational program.
- H) utilizes procedures in the assessment of the learning environment.
- I) develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- J) develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.
- K) analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired outcomes for students.
- L) assesses students' progress using a variety of appropriate techniques.
- M) bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.
- N) aligns curricular goals and objectives with the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D).

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- O) facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.
- P) uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.
- Q) uses qualitative and quantitative data to plan and assess school programs.
- R) promotes an inclusive educational culture.
- S) identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.
- T) facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
- U) studies best practices, relevant research, and demographic data to analyze their implications for school improvement.
- V) develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- W) applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
- X) uses technology, telecommunications, and information systems to enrich curriculum and instruction.
- Y) develops and implements long-range plans for school and district technology information systems.



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- Z) uses a variety of supervisory models to improve teaching and learning.
  - AA) uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.
- c) Management - The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 1) Knowledge Indicators – The competent administrator ~~principal~~:
    - A) understands theories and models of organizations and the principles of organizational development.
    - B) is aware of local operational policies and procedures.
    - C) understands principles and issues relating to school safety and security.
    - D) has knowledge of management and development of human resources.
    - E) comprehends principles and issues relating to fiscal considerations in school management.
    - F) understands principles and issues relating to school facilities and use of space.
    - G) recognizes legal issues relating to school operations.
    - H) has knowledge of current technologies that support management's functions.
  - 2) Performance Indicators – The competent administrator ~~principal~~:
    - A) applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.

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- B) analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
  - C) applies effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.
  - D) utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.
  - E) develops and implements an efficient building-level budget planning process that is driven by school priorities.
  - F) understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.
  - G) applies common legal and contractual requirements and procedures in an educational setting.
  - H) applies and assesses current technologies for school management and business procedures.
- d) Collaboration with Families and Communities - The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- 1) Knowledge Indicators – The competent ~~administrator~~ principal:
    - A) recognizes emerging issues and trends that potentially affect the school community.
    - B) comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team (see 23 Ill. Adm. Code 226.75).

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- C) understands the conditions and dynamics of the diverse school community.
  - D) has knowledge of community resources.
  - E) understands community relations and marketing strategies and processes.
  - F) is aware of successful models of school, family, business, community, government, and higher education partnerships.
- 2) Performance Indicators – The competent administrator ~~principal~~:
- A) assesses emerging issues and trends to determine their impact on the school community.
  - B) engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team.
  - C) analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
  - D) identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
  - E) develops and implements an effective staff communication plan and public relations program.
  - F) articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for the district's or school's priorities and programs.
- e) Acting with Integrity, Fairness, and in an Ethical Manner - The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- 1) Knowledge Indicators – The competent administrator ~~principal~~:

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- A) understands the purpose of education and the role of leadership in modern society.
  - B) recognizes various ethical frameworks and perspectives on ethics.
  - C) understands the values and challenges of the diverse school community.
  - D) is aware of professional codes of ethics.
- 2) Performance Indicators – The competent administrator ~~principal~~:
- A) analyzes a school’s problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
  - B) manifests a professional code of ethics and values.
  - C) bases decisions on the moral and ethical implications of policy options and political strategies.
  - D) promotes the values and challenges of the diverse school community.
  - E) communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.
  - F) treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.
  - G) encourages others in the school community to demonstrate integrity and exercise ethical behavior.
- f) The Political, Social, Economic, Legal and Cultural Context - The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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- 1) Knowledge Indicators – The competent administrator ~~principal~~:
  - A) comprehends principles of representative governance that undergird the system of American schools.
  - B) recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
  - C) understands the law as related to education.
  - D) understands State and federal requirements regarding the least restrictive environment (including placement based on the student's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); see 23 Ill. Adm. Code 226.75) for students from birth through 21 years of age.
  - E) has knowledge of the political, social, cultural, and economic systems and processes.
  - F) understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
  - G) knows about global issues and forces affecting teaching and learning.
  - H) recognizes the dynamics of policy development and advocacy under our democratic political system.
  - I) understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.
  
- 2) Performance Indicators – The competent administrator ~~principal~~:
  - A) considers the general characteristics of internal and external political systems as they apply to school settings.
  - B) influences policy development at the federal, State, district, and school-site level.

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- C) applies knowledge of common legal and contractual requirements and procedures in an educational setting.
- D) analyzes appropriate procedures and relationships for working with local governing boards.
- E) develops lines of communication with decision makers outside the school community.
- F) frames, analyzes, and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
- G) bases decisions on the moral and ethical implications of policy options and political strategies.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 29.140 Director of Special Education**

The standards set forth in this Section, in addition to those set forth in Section 29.100 of this Part, shall apply to each candidate applying for this endorsement on or after July 1, 2005. ~~Endorsement as a director of special education shall be available on the administrative certificate beginning January 1, 2003, and shall be required beginning July 1, 2005, in order for an individual to serve as either a director or an assistant director of special education. Except as provided in Section 29.150 of this Part, the requirements for this endorsement shall include completion of a program approved pursuant to Subpart C of the State Board's rules for Certification (23 Ill. Adm. Code 25) based on congruence with the standards set forth in this Section; passage of the relevant test of subject matter knowledge based on the standards set forth in this Section; passage of the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to 23 Ill. Adm. Code 25.720 (Applicability of Testing Requirement); either a valid teaching certificate endorsed with a special education credential or a valid school service personnel certificate endorsed for school psychology, school social work, school counseling, or speech language pathology.~~

- a) Facilitating a Vision of Educational Excellence

The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation,

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implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

- 1) Knowledge Indicators – The competent director of special education:
  - A) knows and understands the needs of different groups in a pluralistic society.
  - B) knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
  - C) knows and understands the principles of developing, implementing, and evaluating long-term plans.
  - D) knows and understands theories of and research on organizational and educational leadership.
  - E) knows and understands information sources, data collection, and data analysis strategies.
  - F) knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
  - G) knows and understands effective consensus-building and negotiation skills.
  - H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.
  - I) knows and understands systems and theories of educational assessment and evaluation.
  - J) knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals.
- 2) Performance Indicators – The competent director of special education:

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- A) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- B) facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff.
- C) facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
- D) facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members.
- E) facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals.
- F) facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals.
- G) facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups.
- H) facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals.
- I) facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the



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organizational vision, mission, and goals are clearly articulated and linked to students' learning.

- J) facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.
- K) facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals.
- L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

b) Learning Environment and Instructional Program

The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.

- 1) Knowledge Indicators – The competent director of special education:
  - A) knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.
  - B) knows and understands the concept of school climate as it applies to students' and staff's performance.
  - C) knows and understands the educational change process.
  - D) knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.
  - E) knows and understands cognition, learning theories, and interventions and their relationship to instruction.

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- F) knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program.
  - G) knows and understands a variety of methods for assessing and evaluating students' performance.
  - H) knows and understands professional development models and adult learning theory.
  - I) understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.
  - J) has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.
  - B) facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
  - C) facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
  - D) facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.

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- E) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
  - F) facilitates and engages in activities that promote an environment that encourages creativity and innovation.
  - G) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
  - H) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.
  - I) facilitates and engages in activities that promote high expectations for self, staff, and students.
  - J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
  - K) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.
  - L) facilitates and engages in activities that connect educational standards to specialized instructional services.
  - M) facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.
  - N) facilitates and engages in activities that foster lifelong learning.
- c) Knowledge of Laws, Regulations, and Professional Ethics

The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:

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- A) knows and understands current legal, regulatory, and ethical issues affecting education.
  - B) knows and understands the legal rights and responsibilities of students, staff, and parents/guardians.
  - C) knows and understands federal and State education laws and regulations.
  - D) knows and understands the legal aspects of school administration.
  - E) knows and understands the system of public school governance in Illinois.
  - F) knows and understands the responsibilities and functions of school committees and boards.
  - G) knows and understands procedures for formulating and implementing board policies and operating procedures.
  - H) knows and understands the moral and ethical responsibilities of schools and members of the school community.
  - I) knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
  - J) knows and understands how the Illinois and U.S. Constitutions, organizational policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.
  - K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.
  - L) knows and understands models and strategies of change and conflict resolution as applied to schools.
- 2) Performance Indicators – The competent director of special education:

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- A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
- B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
- C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals.
- D) facilitates and engages in activities that shape public policy to provide high-quality education for students.
- E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.
- F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
- G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

d) Identification of Students and Provision of Services

The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

1) Knowledge Indicators – The competent director of special education:

- A) knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.

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- B) knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.
  - C) knows and understands the case study evaluation process, including the determination of eligibility for special education services.
  - D) knows and understands the continuum of programs and array of services available to students with disabilities.
  - E) knows and understands the process of developing Individualized Education Programs (IEP).
  - F) knows and understands parents' and students' rights regarding evaluation, eligibility, services, and discipline.
  - G) knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment.
  - H) knows and understands lawful and appropriate strategies for the discipline of students with disabilities.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities.
  - B) facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff.
  - C) facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services.
  - D) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.

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- E) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
- F) facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.
- G) facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).
- H) facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum.
- I) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood.
- J) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented.
- K) facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices.
- L) facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied.

e) Special Education Finance

The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.

- 1) Knowledge Indicators – The competent director of special education:

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- A) knows and understands general school finance and procedures for the development of budgets.
- B) knows and understands various federal, State, and local funding sources.
- C) knows and understands developing and managing special education budgets.
- D) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and services.

2) Performance Indicators – The competent director of special education:

- A) facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures.
- B) facilitates and engages in activities that result in receipt of federal, State, and local grant monies.
- C) facilitates and engages in activities that obtain maximum reimbursement from all sources.
- D) facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services.

f) Management

The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

1) Knowledge Indicators – The competent director of special education:

- A) knows and understands a variety of practices and models for the management of an organizational system.



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- B) knows and understands principles of human resource management and development to maximize the effectiveness of all constituents of the organization.
  - C) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and auxiliary services.
  - D) knows and understands principles of financial planning and management for efficient fiscal operation in support of the organization's vision, mission, and goals.
  - E) knows and understands organizational and operational policies and procedures that enhance students' learning.
  - F) knows and understands practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
  - G) knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
  - B) facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
  - C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.

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- D) facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes.
- E) facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment.
- F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization's curricular and extracurricular programs.
- G) facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
- H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities.
- I) facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring).
- J) facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals.
- K) facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies.
- L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
- M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

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- N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students' learning.
- O) facilitates and engages in activities that identify managerial functions that can be improved using technology.
- P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management.

g) Collaboration with Families and Communities

The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 1) Knowledge Indicators – The competent director of special education:
  - A) knows and understands the multiple stakeholders' groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.
  - B) knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.
  - C) knows and understands community resources that provide services that support the vision, mission, and goals of the school organization.
  - D) knows and understands school-community relations and marketing strategies and processes.
  - E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.

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- F) knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education.
  - G) knows and understands the political nature of schools and how the political system operates.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders.
  - B) facilitates and engages in activities that use political structures and skills to build community support for organizational priorities.
  - C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
  - D) facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
  - E) facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully.
  - F) facilitates and engages in activities that demonstrate formal and informal listening skills.
  - G) facilitates and engages in activities that demonstrate group leadership skills.
  - H) facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.
  - I) facilitates and engages in activities that educate the community about school funding and referenda.

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- J) facilitates and engages in activities that mediate conflict between the organization and various stakeholders.
- K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
- L) facilitates and engages in activities that demonstrate the ability to build consensus.
- M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 29.150 New Credential Required – Directors and Assistant Directors of Special Education (Repealed)**

~~Beginning July 1, 2005, the State Board of Education shall issue no further approvals for individuals to serve as State approved directors or assistant directors of special education pursuant to 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified). As of that date, an administrative certificate endorsed for director of special education shall be required in order for an individual to serve as either a director or an assistant director of special education. Certain individuals may receive that endorsement as provided in this Section rather than as provided in Section 29.140 of this Part.~~

- a) ~~An individual who has received a letter of approval as an administrator of special education from the State Board of Education at any time may receive an endorsement for director of special education by submitting an application for the endorsement accompanied by the applicable fee and a copy of his or her letter of approval.~~
- b) ~~An individual who holds an administrative certificate and the teaching or school service personnel certification required by Section 29.140 of this Part but who has never been approved as an administrator of special education may receive endorsement for director of special education at any time by submitting an application for the endorsement accompanied by the applicable fee and evidence of having completed 30 semester hours of coursework, distributed among all the~~

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~~areas listed in subsections (b)(1) through (b)(5) of this Section. These requirements must have been met on or before June 30, 2005.~~

- ~~1) Survey of exceptional children.~~
  - ~~2) Special methods courses covering at least three areas of disability.~~
  - ~~3) Educational and psychological diagnosis and remedial techniques.~~
  - ~~4) Guidance and counseling.~~
  - ~~5) Supervision of programs for children with disabilities.~~
- e) ~~An individual who holds an administrative certificate and the teacher or school service personnel certification required by Section 29.140 of this Part but who does not meet all the other requirements of subsection (b) of this Section may receive endorsement for director of special education at any time after the test of subject matter knowledge for that endorsement becomes available by passing that test and submitting an application accompanied by the applicable fee. An individual who wishes to qualify for this endorsement pursuant to this subsection (e) shall also be required to pass the test of basic skills if passage of that test would be required for a standard certificate pursuant to 23 Ill. Adm. 25.720 (Applicability of Testing Requirement).~~

(Source: Repealed at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION**

March 25, 2004

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Respicio Vazquez, General Counsel  
David Wood, Director

*Agenda Topic:* **Action Item: Authorization of Rules for Adoption – Part 350  
(Secular Textbook Loan)**

*Materials:* Proposed Amendments

*Staff Contacts:* Joe Klickna  
Chuck Hayes

**Purpose of Agenda Item**

To present the proposed amendments for adoption.

**Expected Outcome of Agenda Item**

The Board's adoption of amendments to Part 350.

**Background Information**

P.A. 93-212, effective July 18, 2003, amended Section 18-17 of the School Code to allow schools to purchase certain science curriculum materials under the Secular Textbook Loan Program. This change in the law necessitates a change in the administrative rules for the program.

At the same time, staff are amending the section of the rules dealing with acquisition procedures to require that all requests for textbooks under the loan program be submitted by electronic means only (via a dedicated site on the agency's web page).

The proposed amendments were published in the Illinois Register on January 2, 2004, to elicit public comment; none was received.

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

The proposed amendments addressing electronic submission of requests are necessary since staff no longer accept paper request forms; staff report that in the three

years that the electronic system has been operating, no school administrator has asked to use a paper system instead.

### **Superintendent's Recommendation**

Adopt the following motion:

The State Board of Education hereby adopts the proposed amendments to:

Secular Textbook Loan (23 Illinois Administrative Code 350).

Further, the Board authorizes the State Superintendent of Education to make such technical or 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 rules will be submitted to the Joint Committee on Administrative Rules to initiate the JCAR review. When that process is complete, the adopted amendments will be filed with the Secretary of State and disseminated as appropriate.



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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER j: TEXTBOOKS

PART 350  
SECULAR TEXTBOOK LOAN

Section

350.10	Definition of Terms
350.15	Acquisition Procedures
350.20	Administrative Practices (Repealed)
350.25	Disposal Procedures
350.30	Fiscal Procedures (Repealed)

AUTHORITY: Implementing and authorized by Section 18-17 of the School Code [105 ILCS 5/18-17].

SOURCE: Adopted September 27, 1976; amended at 2 Ill. Reg. 27, p. 163, effective June 27, 1978; amended at 4 Ill. Reg. 37, p. 770, effective September 6, 1980; codified at 7 Ill. Reg. 13870; amended at 8 Ill. Reg. 2462, effective February 15, 1984; amended at 15 Ill. Reg. 17597, effective November 20, 1991; amended at 20 Ill. Reg. 9951, effective July 12, 1996; amended at 24 Ill. Reg. 7256, effective May 1, 2000; amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

**Section 350.10 Definition of Terms**

"Eligible Applicant" for the purposes of this Part is a public school district in the State of Illinois; or a nonpublic school that is in compliance with the compulsory attendance laws of Illinois and Title VI of the Civil Rights Act of 1964 and is registered with the State Board of Education; or any other publicly funded school located in the State.

"Student" means *any student in this State who is enrolled in grades kindergarten through 12 at a public school or at a school other than a public school which is in compliance with the compulsory attendance laws of this State and Title VI of the Civil Rights Act of 1964.* (Section 18-17 of the School Code [105 ILCS 5/18-17])

STATE BOARD OF EDUCATION

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"Parent" means a parent or guardian of a child enrolled in a public or nonpublic school.

"Request Form" means ~~either a paper or an electronic version (i.e., via diskette or the Internet)~~ of the document available via the Internet that the eligible applicant uses to request the secular textbooks to be purchased under the program.

"School Administrator" means the superintendent of a school district or the chief administrative officer of a nonpublic school or other eligible school, or his or her designee.

"Secular Textbook" means *any book or book substitute which a pupil uses as a text or text substitute in a particular class or program. It shall include books, reusable workbooks, manuals, whether bound or in loose-leaf form, and instructional computer software intended as a principal source of study material for a given class or group of students. "Textbook" also includes science curriculum materials in a kit format that includes pre-packaged consumable materials if (i) it is shown that the materials serve as a textbook substitute, (ii) the materials are for use by pupils as a principal learning resource, (iii) each component of the materials is integrally necessary to teach the requirements of the intended course, (iv) the kit includes teacher guidance materials, and (v) the purchase of individual consumable materials is not allowed.* (Section 18-17 of the School Code)

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 350.15 Acquisition Procedures**

- a) Students shall not be assessed a fee for any textbook or book substitute provided under the Secular Textbook Loan Program.
- b) Eligible applicants shall provide parents with a brief written explanation of the textbook loan program in a student handbook, newsletter, flyer or by similar means. A parent or student may request the loan of a secular textbook(s) by submitting an individual request that shall contain the following language: "I hereby request the loan of secular textbooks in accordance with Section 18-17 of the School Code. I understand that this request will remain valid so long as my son/daughter is enrolled in (name of school) and that I may at any time withdraw this request."
- c) Requested textbooks shall be those that have been adopted for use in the district or school and that are available from those vendors ~~companies~~ that are bonded through

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STATE BOARD OF EDUCATION

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the State Board of Education. The State Board of Education each fiscal year shall provide on its textbook loan website ~~eligible applicants with~~ the list of vendors ~~companies~~ from which materials may be purchased and ~~with~~ the list of secular textbooks that the State Board of Education has identified as eligible under the program.

- d) ~~In January of each year, the State Board of Education shall distribute the Request Forms (to be completed by schools), the list of eligible secular textbooks, and the list of bonded companies to the Regional Offices of Education outside of Cook County and to each eligible applicant located in Cook County. This information shall then be distributed by the Regional Superintendents of Schools to each public and nonpublic school in their respective regions.~~
- d) e) In January of each year, the State Board of Education will identify the grade levels to be funded and calculate the per-pupil allocation. Those school ~~School~~ administrators with schools eligible to participate will be notified in writing as to:
- 1) the total amount available to their students to be used for the grade levels identified for funding ~~(the —The per-pupil allocation will be based upon the total amount of funds appropriated for the program and the total statewide public and nonpublic school enrollment in the specific grade levels to be funded, as of the last school day in September of the current school year);~~ and-
  - 2) the password to be used to access the textbook loan website for the purposes of completing a Request Form.
- e) f) The Request Forms shall be completed ~~compiled~~ by the school administrator, ~~and the administrator's signature~~ Electronic submission of ~~on~~ the Request Form shall certify compliance with Section 18-17 of the School Code and this Part, as well as with Article X, Section 3, of the Illinois Constitution, which provides in pertinent part that *no funds may be used to help support or sustain any institution controlled by any church or sectarian denomination.*
- f) g) Each eligible applicant shall submit its completed Request Form ~~as prescribed in this subsection (g)~~ on or before April ~~March~~ 15. Eligible applicants will be unable to access the Request Form after this deadline.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) ~~Schools located within the city of Chicago shall submit their Request Forms directly to the State Board of Education, Textbook Loan Program, 100 North First Street, Springfield, Illinois 62777-0001.~~
  - 2) ~~All other applicants shall submit their completed Request Forms to their respective Regional Office of Education. The Regional Superintendents shall review and approve all Request Forms and forward them to the State Board of Education on or before March 25 upon determining that the information and signature required on the Request Form have been provided.~~
  - 3) ~~Eligible applicants that choose to submit the completed Request Forms via the Internet shall do so in accordance with the procedures indicated on the Request Form. Requested information may include, but is not limited to, a contact person's name, e-mail address, telephone number, and textbook order.~~
  - 4) ~~Request Forms received after the deadline shall be returned to the applicant.~~
- g) h) Each school administrator shall be informed via U.S. mail by the end of May as to the specific textbooks that will be purchased.
- 1) ~~For applicants located outside of Cook County, the State Board of Education shall inform each Regional Office of Education, which shall notify each applicant in its region.~~
  - 2) ~~For applicants located in Cook County, the State Board of Education shall inform each applicant directly.~~
- h) i) On a form provided by the State Board of Education, the ~~The~~ school administrator shall confirm that the quantity and titles of all textbooks received are the same as ordered. Such confirmation shall be mailed or faxed to the State Board of Education, using the address or fax number provided on the form, within seven days after receipt of the textbooks.
- i) j) All textbooks provided through the program shall be listed on an inventory maintained by the State Board of Education. Each school shall identify (stamp) the materials received under the program as "Property of the State of Illinois, School Year ."
- j) k) Each recipient shall have procedures to assure the return of all textbooks from those to whom they have been loaned.

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

**Agenda Topic:** Action Item: Approval of the 2004 School District Financial Profile Designation Lists

**Materials:** Designation Lists –Alphabetical Order, Designation Order and District Order (available at Board meeting)

**Staff Contact(s):** David Wood, Donna Luallen, Debra Vespa

**Purpose of Agenda Item**

- To provide the Board the 2004 School District Financial Profile designations based on FY03 data as well the revised 2003 designations based on 2002 data.
- To present information to the Board on the financial condition of school districts, changes made to the Financial Profile, and the services and research activities of the agency associated with school finance.

**Expected Outcome(s) of Agenda Item**

The Board will approve the 2004 School District Financial Profile designations.

**Results of the 2003 and 2004 Financial Profile**

	<b>2003 Designations 2002 Data</b>	<b>2004 Designations 2003 Data</b>
<b>Financial Recognition</b>	<b>431</b>	<b>356</b>
<b>Financial Review</b>	<b>240</b>	<b>240</b>
<b>Financial Early Warning</b>	<b>135</b>	<b>141</b>
<b>Financial Watch</b>	<b>87</b>	<b>156</b>
<b>TOTAL</b>	<b>893</b>	<b>893</b>

It is clear that school districts continue to struggle financially. In a recent credit analysis, Moody's Investors Service indicated that it had a "negative outlook on the Illinois school district sector and anticipates downgrades will continue to outpace upgrades...the sector as a whole remains challenged with widespread structural imbalances, declining liquidity and expenditure growth that is outpacing revenue growth."

The number of districts in the lowest financial watch designation have increased dramatically from FY03 to FY04 (69 / 79.3%) as have the number of districts in the lowest two designation categories (75 / 33.8%). Over 33% of school districts are in the lowest two designation categories.

In FY02 nearly 74% of all school districts were deficit spending and the number grew to 77% in FY03. While deficit spending is not necessarily bad in the short term if a district has fund balances to rely on while it develops a balanced financial plan, the number of schools in deficit for three or more consecutive years also continues to grow from in FY02 to in FY03.

Across all designation categories, 543 districts remained in the same category, 251 districts dropped into a lower category, and 99 districts rose into a higher category.

### **Background Information**

The School District Financial Profile was created to provide basic financial information about school districts and to establish financial designation lists for all school districts. The designation categories in descending order are Financial Recognition, Financial Review, Financial Early Warning, and Financial Watch.

The Profile was approved by the Board in November 2002, and the first designations were approved in March 2003. The Financial Profile, a series of measures on school district finances, was an improvement over the single FAAS measure that was used previously.

Not only was the development of the Financial Profile collaborative, but staff have continued to meet with many superintendents and organizations to address issues raised with the initial measures and calculations and to improve the accuracy of the designation scores. This is a difficult task because school finance is a complicated topic given the financial and accounting differences among the 888 current Illinois school districts. Some claim that their finances are misrepresented by the measures themselves while others claim the weightings and cut scores should be adjusted. Still others claim that the timing of the data collection is flawed. The most often identified issues include:

- Timing of revenues (e.g. early receipt of local taxes or late state payments).
- Large one time expenditures as part of an annual operating deficit (e.g. capital improvements).
- Exclusion of loans from revenues when their repayment is included in expenditures (e.g. technology revolving loan).
- Exclusion of working cash from cash on hand.
- Weighting a deficit more than short term borrowing (incentive to borrow without really improving the financial condition).
- Sale and lease back situations where expenditures and revenues are not always consistent (e.g. buses).

In response to these issues and to provide a more accurate and consistent financial picture consistent across the two years, the following changes were made to the 2004 Financial Profile and were used to revise the 2003 designations:

- To better account for one-time expenditures, the available balance is considered when a district is in a deficit situation.
- To include all available resources, working cash is included in days of cash on hand and in the revenue to expenditure ratio.
- To include all obligations, a negative IMRF fund balance is included in the fund balance ratio.
- To provide cleaner scores, the data is no longer rounded (e.g., 3.9 is no longer considered 4).

These changes resulted in the following adjustments to 2003 Financial Profile designations:

- 20 districts received lower scores, of which 13 actually fell into a lower designation
  - Recognition to Review (4)
  - Review to Early Warning (4)
  - Early Warning to Watch (5)
- 315 districts received higher scores, of which 164 actually increased into a higher designation
  - Watch to Early Warning (15)
  - Watch to Review (4)
  - Early Warning to Review (46)
  - Early Warning to Recognition (15)
  - Review to Recognition (84)
- 715 districts received the same score and designation
- 53 districts were impacted by rounding, primarily in the Expenditure to Revenue Ratio and the Fund Balance Ratio
- 335 districts were impacted by including working cash, primarily in the Days Cash on Hand
- 95 districts were impacted by taking fund balances into account in the Expenditure to Revenue Ratio
- 1 district was impacted by including negative IMRF balances

Even with these changes some will continue to have issues. For instance, at least one district believes it should have a perfect score of “4” even though it has an operating deficit because it has sufficient fund balances to operate for many years. A policy decision has been made that in order to get a “4” you must not be in deficit. Our agency recognizes the availability of fund balances only to adjust larger deficits with scores of “2” or “1” to a “3,” but not to increase a “3” to a “4.”

While a particular measure or the score of a particular district can be argued, we believe the Financial Profile is a good snap shot of most districts finances which also provides a good aggregate view of the financial condition of Illinois school districts. Districts can explain unique circumstances or issues with the calculations in their comments. Still, the State Board will continue to work with school districts and others to continuously



improve the process and the calculations to provide consistent basic information that, in addition to other more detailed information, informs appropriate local decisions.

When using the Financial Profile, it is important to read the entire profile, including any district comments. Moreover, the Financial Profile is only one source of financial information and it is important to review and analyze other financial information from the school district itself particularly since the Financial Profile data lags the current school year (2004 designations are based on 2003 data). Finally, it is important to understand whether the district is on cash accrual or some form of accrual basis of accounting.

The Financial Profile is based on five specific measures:

- Fund Balance to Revenue Ratio (FBRR) in the Education, Operations & Maintenance, Transportation and Working Cash Funds, including negative IMRF balances
- Expenditures to Revenue Ratio (ERR) for the three education funds and working cash fund
- Days Cash on Hand, including working cash
- Percent of Short-term Borrowing Remaining (from Maximum TAW)
- Percent of Long-term Debt Remaining (from Maximum)

Each measure has a score of 4, 3, 2, or 1. This score is then weighted. FBRR and ERR are weighted heavier, at 35% each, and the remaining indicators are each weighted at 10%. The five weighted scores are added for a total Financial Profile score which are ranked into the four designation categories.

A district's designation does not have state and federal consequences similar to academic designations. The only difference will be increased requests for financial information and increased technical assistance from a Regional Financial Consultant in analyzing financial data, staffing inventories, and enrollment projections. We are considering legislation which would allow the State Board to certify a district in financial difficulty for having a Financial Watch designation. Currently, the designation "consequences" include:

Financial Recognition:

- District will receive a commendatory certificate

Financial Review:

- Recommend a 3-year financial projection of operating funds
- Recommend school district establish a Finance Committee within the local board
- Recommend a staffing plan and personnel inventory
- Recommend a 3-year EAV projection and tax levy analysis

Financial Early Warning:

- Recommendations above in Financial Review
- Request a cash flow analysis of current fiscal year
- Request a balanced budget for the next fiscal year on ISBE template
- Request enrollment projections for next 3 years
- Request detailed analysis of short- and long-term debt

- Request school district reorganization and incentive study, if appropriate
- Review school district financial records to determine eligibility for certification as per section 1A-8 of the School Code and for eligibility for Emergency Grant Funds

Financial Watch:

- **Require** everything above (however, there is no statutory basis to enforce this)

Given Illinois' strong local control structure, there are few if any requirements defining appropriate school district financial behavior. For example, districts do not have to balance their budgets, they are permitted multiple borrowing options, and they do not have to budget and account in a consistent way. Moreover, the State Board is generally not authorized to intervene in the operations and finances of school districts to prevent them from having financial troubles or to help them get out of such troubles. The only intervention is permitted in Section 1A-8 and Article 1B of the School Code which allows districts in very limited situations to be certified in financial difficulty and progress toward a Financial Oversight Panel or a School Finance Authority.

### **Superintendent's Recommendation**

The Superintendent recommends the Board approve both the 2004 School District Financial Profile designations based on 2003 data and the revised 2003 School District Financial Profile designations based on 2002 data.

### **Next Steps**

Continue to review the School District Financial Profile data measures and calculations with our external partners to continuously improve the way the financial condition of school districts is characterized.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent

**Agenda Topic:** Action Item: Approval of State Superintendent's recommendation concerning East St. Louis School District No. 189's Petition to Dissolve the East St. Louis Board of Education No. 189 Financial Oversight Panel

**Materials:** Attachment 1: February 19, 2004 letter from State Superintendent to Mr. Lonzo Greenwood, President, East St. Louis School District 189 Board of Education and Mr. Richard Mark, Chairman, East St. Louis School District 189 Financial Oversight Panel

Attachment 2: March 24, 2004 Memorandum to Illinois State Board of Education from State Superintendent Schiller regarding Superintendent's Recommendation on Petition

**Staff Contact(s):** David Wood, Donna Luallen, Respicio F. Vazquez

**Purpose of Agenda Item**

The Board will be presented with the proposed recommendation of the State Superintendent concerning East St. Louis School District No. 189's ("E. St. Louis") Petition to Dissolve the East St. Louis Board of Education No. 189 Financial Oversight Panel (FOP).

**Expected Outcome(s) of Agenda Item**

The Board will review the State Superintendent's recommendation and reach a final decision on E. St. Louis's Petition to Dissolve the FOP.

**Background Information**

In August, 2003, the Board of Education for East St. Louis School District No. 189 (Board) petitioned the Illinois State Board of Education (State Board) for dissolution of the East St. Louis School District No. 189 Financial Oversight Panel (FOP) on June 30, 2004, pursuant to section 1B-5 of the Illinois School Code (105 ILCS 5/1B-5) and requested a hearing to present its case for dissolution.

As a result of this Petition for Dissolution (Petition), State Board heard testimony from the Board's counsel Becker, Paulson, Hoerner & Thompson, P.C. and from the FOP's counsel Brown, Hay & Stephens regarding dissolution of the FOP. Following this oral testimony, the State Board accepted written replies and supplemental materials from both parties. The Superintendent shared a draft recommendation with the parties and provided them an opportunity to comment and neither chose to provide additional comments.

The School Code provides for a financial oversight panel to remain in existence for not less than 3 years nor more than 10 years from the date the State Board of Education grants the petition under Section 1B-4 (105 ILCS 5/1B-4) to establish the FOP. If after three years the school district has repaid all of its obligations resulting from emergency financial assistance and has improved its financial situation, the board of education may petition the State Board to dissolve the financial oversight panel, terminate the oversight responsibility, and remove the district's certification under Section 1A-8 (105 ILCS 5/1A-8) as a district in financial difficulty. In acting on such a petition, the State Board shall give additional weight to the recommendations of the State Superintendent and the FOP.

East St. Louis School District No. 189 Financial Oversight Panel did not receive state emergency financial assistance and there is nothing to repay.

### **E. ST. LOUIS NO. 189 TESTIMONY**

In its Petition, the District establishes the fact that the FOP was created in October 1994, as a result of the District's failure to comply with its financial plan. The District further establishes the fact that since 1995, the East St. Louis School District 189 has not only complied with its financial plan and maintained a balanced annual budget but also received the highest possible financial profile status (Financial Recognition) issued by the State Board in 2003. The District asserts that its financial performance over the past several years coupled with its current financial profile status demonstrates that it is no longer in financial difficulty within the meaning of section 1A-8 and therefore seeks dissolution of the FOP, termination of the oversight responsibility, and the removal of the financial certification.

In its testimony, counsel for the District asserted that section 1B-5 provides only two criteria that warrant dissolution – repayment of all state emergency financial assistance and improved financial status. Counsel argued that the statutory language “In acting on such petition the State Board shall give additional weight to the recommendations of the State Superintendent and the Financial Oversight Panel” did not create a third criteria for dissolution but merely required the State Board to consider the recommendation of the State Superintendent and the FOP concerning whether or not the emergency funds have been repaid and as to whether the financial situation of the district is improved. Counsel further points out that the district has dramatically improved its financial situation over the past several years - it has complied with its financial plan, maintained a balanced budget, and achieved the highest possible 2003 financial profile status. Counsel argues that it is nonsensical to maintain an FOP when the district would not qualify for an FOP to be imposed today under the current circumstances. Counsel finally argues that the relationship between the School District and the FOP is counterproductive and mired in a power struggle over who will make district decisions. While counsel acknowledges and commends the services of the FOP that lead to the district's financial recovery, counsel complains that the FOP has increased its involvement in the tenth year seeking legislation to change the district's governance rather than preparing for the day when the district's financial control is returned to those elected by the district residents. Counsel concludes that it is time to dissolve the FOP and transition all financial matters so that the East St. Louis School District No. 189 is treated like any other school district to be governed by those elected by its residents.

### **FINANCIAL OVERSIGHT PANEL TESTIMONY**

Counsel for the FOP presented testimony recommending that the State Board deny the District's Petition for Dissolution. Counsel pointed out that important financial decisions would occur between June 2004 and October 2004, such as the development and approval of a Fiscal Year 2005 budget and negotiation of a multi-year union contract. Counsel suggested that had the District not had FOP oversight during similar decisions relating to Fiscal Year 2004, that financially inappropriate and irresponsible decisions would have been made. Specifically, counsel argues that the District approaches contract negotiations as a way to "curry favor with the union and constituents."

Counsel argues that the statutory language regarding the district's improved financial condition is not a criteria for consideration by the State Board when determining the District's Petition but rather that such improvement is a condition precedent to the filing of the Petition. Counsel argues that the statute does not establish criteria for the State Board to consider but rather leaves such criteria to the discretion of the State Board. The statute leaves the decision entirely to the judgment of the State Board.

Counsel argues that the question of whether the financial condition of the district has been improved is an objective decision which the State Board does not need a recommendation from the FOP or Superintendent to determine. Counsel acknowledges that the financial condition of the district has improved but argues that it has improved despite the School Board not because of the School Board. Counsel cites the resignation letter of Robert Oates also referenced by the counsel for the District to the effect that "there will always be a need for an oversight panel as long as there is an elected Board of Education in District No. 189." Counsel maintains that history is the best predictor of future conduct and points out several instances of inappropriate financial decisions by the School Board.

Counsel points out that an appropriate transition should not occur until the management structure of the finance department and a stable executive administrative team are in place. Counsel finally points out several significant financial decisions that are pending which would benefit from FOP involvement including food service, janitorial, security, and bargaining unit contracts, the health care plan, a district staffing plan, an investment policy, and the FY05 budget.

Counsel concludes that this district is not like any other district because it receives 92 % of its funding from the state and federal sources and because it continues to demonstrate that it cannot manage its resources in a fiscally responsible manner. Counsel recommends that the State Board deny the Petition for Dissolution and instead seek a School Finance Authority for East St. Louis School District No. 189 to assure that appropriate financial oversight continues.

### **Analysis and implications for Policy, budget, Legislative Action and Communications**

#### **Policy Implications**

Board approval on the Superintendent's recommendation will require FOP oversight of the District until October 2004, when the FOP's term ceases by operation of law.

### **Budget Implications**

Several policy decisions will be decided between June 2004 and October 2004 by the District that have significant financial implications for the school district in the next few years, including food service, janitorial, security, and bargaining unit contracts, the health care plan, a district staffing plan, an investment policy, and the FY05 budget, which would benefit from the advice and determination of the FOP.

### **Superintendent's Recommendation**

The Board will approve the recommendation as proposed by the State Superintendent, denying the E. St. Louis School District's Petition to Dissolve the FOP.



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Dr. Janet Steiner  
Chair

www.isbe.net

Dr. Robert E. Schiller  
State Superintendent of Education

February 19, 2004

Mr. Lonzo Greenwood, President  
East St. Louis School District 189 Board of Education  
1005 State Street  
East St. Louis, IL 62201

Mr. Richard Mark, Chairman  
East St. Louis School District 189 Financial Oversight Panel  
c/o Ameren UE  
One Ameren Plaza  
P.O. Box 66149, MC820  
St. Louis, MO 63166

Dear Mr. Greenwood and Mr. Mark:

In August 2003, the Board of Education for East St. Louis School District 189 (Board) petitioned the Illinois State Board of Education (State Board) for dissolution of the East St. Louis School District 189 Financial Oversight Panel (FOP) on June 30, 2004, pursuant to section 1B-5 of the Illinois School Code (105 ILCS 5/1B-5) and requested a hearing to present its case for dissolution.

As a result of this petition, the State Board heard testimony from the Board's counsel Becker, Paulson, Hoerner & Thompson, P.C. and from the FOP's counsel Brown, Hay & Stephens regarding dissolution of the FOP. Following this oral testimony, the State Board accepted written replies and supplemental materials from both parties.

The Illinois School Code requires the State Board to give additional weight to the recommendations of the State Superintendent when acting on such a petition. The attached memo represents the recommendation I propose to make to the State Board at its March meeting. I am providing this document to both parties now so that each has the opportunity to provide a written response that can be given to and considered by the State Board at the same time as my recommendation.

If you wish to provide a written response to the State Board, please forward it to me no later than March 8, 2004.

Sincerely,

Robert E. Schiller  
State Superintendent of Education

Enclosure

cc: Ann Duncan, Sandra Hudson, Nate Anderson, District Board Members  
Harry Blackburn, Donna Luallen



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Dr. Janet Steiner  
Chair

www.isbe.net

Dr. Robert E. Schiller  
State Superintendent of Education

February 19, 2004

Mr. Lonzo Greenwood, President  
East St. Louis School District 189 Board of Education  
1005 State Street  
East St. Louis, IL 62201

Mr. Richard Mark, Chairman  
East St. Louis School District 189 Financial Oversight Panel  
c/o Ameren UE  
One Ameren Plaza  
P.O. Box 66149, MC820  
St. Louis, MO 63166

Dear Mr. Greenwood and Mr. Mark:

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If you wish to provide a written response to the State Board, please forward it to me no later than March 8, 2004.

Sincerely,

Robert E. Schiller  
State Superintendent of Education

Enclosure

cc: Ann Duncan, Sandra Hudson, Nate Anderson, District Board Members  
Harry Blackburn, Donna Luallen



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

**Agenda Topic:** Discussion Item: Fiscal Year 2005 Proposed Budget

**Materials:** Allocation of FY04 Budget at a \$400 M Increase

**Staff contact(s):** David Wood

**Purpose of Agenda Item**

The Board will discuss a recommended FY05 Budget allocation of the \$400 M increase recommended by the Governor as well as FY04 funding issues.

**Expected Outcome(s) of Agenda Item**

The Board will provide the Superintendent guidance on its budget priorities for future discussions with the Governor and General Assembly.

**Background Information**

The Board's FY05 budget process included a review of the calendar and the financial and economic context in September; a review of program options in October; testimony from several representative districts as well as the Large Unit District Association; approval of the *Condition of Education, 2003* in December, and approval of a 2003 Annual Report and FY05 Budget recommendation in January.

The Board recommended an increase of \$679.3 M for programs. The Governor subsequently recommended an increase of \$400 M for programs. The Board's Finance and Audit Committee met recently to discuss an allocation at the Governor's level. The attached spreadsheet identifies the Committee's priorities at that level. The main priorities continue to be to provide sufficient basic flexible funding to schools through GSA and the ADA Block Grant, to fully fund state special education formulas and to increase funds for bilingual programs to minimize the local subsidy for these special populations, and finally to fund targeted initiatives which can improve achievement.

Currently the GSA is short \$7.6 M. The State Board has requested a legislative transfer and supplemental to provide sufficient funding (see attached letter).

In addition, several districts have suffered recent disasters requiring temporary relocation funds. There are insufficient funds available to assist these districts and the State Board should consider advocating for this funding as well.

**Next Steps**

To monitor the appropriation process and advocate for funding of the Board's priorities.

**FY05 Allocation Scenarios of the Governor's Proposed \$400 M Increase**

					<u>ISBE</u>				
Increase in the Foundation Level	\$250	\$197	\$168	\$150	\$150	\$150	\$125	\$125	\$116
<b><u>TOTAL</u></b>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400.1</u>
<b>GSA</b>	397	313	271	250	250	250	213	213	195
<b>MCATS</b>	3	87	129	129	105	87	129	87	129
<b>Other Programs</b>	0	0	0	15	40	57	52	93	43
<b>Governor Initiatives</b>	0	0	0	6	5	6	6	7	33.1

<b><u>Other Education Programs</u></b>									
Early Childhood Block Grant	0	0	0	15	15	20	20	30	30
ADA Block Grant	0	0	0	0	12	20	20	24	0
Bilingual	0	0	0	0	13	10	10	13	13
Extended Learning Opportunities	0	0	0	0	0	5	2	20	0
System of Support	0	0	0	0	0	2	0	6	0
Gifted	0	0	0	0	0	0	0	0	0
ROE	0	0	0	0	0	0	0	0	0
NBPTS	0	0	0	0	0	0	0	0	0

<b><u>Governor Initiatives</u></b>									
Imagination Libraries	0	0	0	0	0	0	0	0	9.6
Reading Block Grant	0	0	0	6	5	6	6	6	15
Project Success	0	0	0	0	0	0	0	0	5
GRADS	0	0	0	0	0	0	0	0	2
Breakfast Initiative	0	0	0	0	0	0	0	1	1
Fitness Initiative	0	0	0	0	0	0	0	0	0.3
Tech. Prep.	0	0	0	0	0	0	0	0	0.2

Mandated Categoricals  
(See Attached Spreadsheet)

\$129 100%  
\$87 97% (Equal to FY04)

## **State Board of Education Finance and Audit Committee**

### **FY05 Budget Allocation – Governor’s \$400 M Increase**

The Board Finance and Audit Committee met last week to discuss the FY05 budget. The Committee unanimously agreed that the \$400 M increase recommended by the Governor was insufficient to fund the basic costs of education let alone to move achievement forward. Despite this belief, they chose a “recommended” allocation of the \$400 M increase to help the Superintendent in continuing discussions with the Governor and GA. The main priority was to provide basic funding to schools through a \$150.00 increase to the GSA foundation level and by fully funding all of the Special Education Mandated Categoricals and maintaining the FY04 pro-ration of the non-Special Education Mandated Categoricals. Together these two priorities cost \$366.7 M (\$249.3 GSA and \$117.4 MCats).

The Board Committee chose to allocate \$41 M to Early Childhood (\$15 M), Bilingual Education (\$13 M), ADA Block Grant (\$10 M), and Reading Block Grant (\$3 M). The goal was to continue to fund basic funding (ADA Block Grant) but also selected ISBE priorities that addressed special populations (Bilingual) or programs that could impact achievement (Reading and Early Childhood). Reading also accommodated one of the Governor’s specific priorities.

Other programs that received particular consideration, but eventually no funding, were Extended Learning Opportunities (formerly Summer Bridges), the System of Support, and NBPTS.

In total, programs increased by \$407.7 M and were offset by reductions of ISBE operations (\$4.2 M) and the one year Transition Assistance funds (\$5.2 M).

The Honorable Rod R. Blagojevich, Governor  
The Honorable Emil Jones, Senate President  
The Honorable Frank C. Watson, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Tom Cross, House Minority Leader

The State Board of Education included a FY04 transfer and supplemental request in its 2003 Annual Report / FY2005 Budget Document for \$7.6 M to fully fund the general state aid formula. As you know, PA 93-21 provides for pro-ration of the increase in the poverty component of GSA in the event of a shortfall. Specifically, the current GSA appropriation results in a 75% pro-ration of the increase in the poverty component.

The attached spreadsheet identifies the districts that will have their last GSA payment pro-rated if the transfer/supplemental is not passed. The following \$6,382.9 thousand in excess appropriations is available after all claims are paid to transfer to the GSA appropriation to help cover this shortfall should that be your choice:

Hold Harmless	\$1,606.9 thousand
Special Education Personnel	\$1,980.3 thousand
Special Education Transportation	\$2,795.7 thousand

I would encourage you to fund the \$1,217.1 thousand difference that such a transfer would not cover. However, if only this \$6,382.9 thousand is transferred, without new funds through a supplemental, the pro-ration of the increase in the poverty component will be 96%.

Thank you for your consideration in this very important matter.

Robert E. Schiller, Ed.D.  
State Superintendent of Education

Cc. Appropriations Chairpersons and Minority Spokespersons

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
Lynne Curry, Director  
David Wood, Director

**Agenda Topic:** Discussion Item: Assessment Contract Update

**Staff Contact(s):** Mary Ann Graham, Joe Klickna

**Purpose of Agenda Item**

To update the Board on progress regarding bids for the Illinois Enhanced Regular Assessment.

**Expected Outcome(s) of Agenda Item**

The Board will have an understanding of progress to date, remaining steps and the timeline for contract completion.

**Background Information**

No Child Left Behind (NCLB) requires that states test reading and mathematics annually in grades 3-8. In the spring of 2003, the General Assembly passed legislation modifying Section 5/2-3.64 of the School Code to accommodate the additional required testing. As current contracts are set to expire with the 2005 testing cycle, ISBE release a Request for Sealed Proposals with specifications for the enhanced assessments. Staff will bring the Board up to date on progress in the bidding and contract process.

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

The State Board must have piloting of the enhanced tests ready for the 2005 testing cycle. The contracts must include all aspects of the testing process, from development through test administration, scoring and reporting. The complexity of the contract will require very specific contract language and a strong agreement among the parties as to timelines, deliverables, quality control and process management.

***Budget Implications***

The new 5-year contract is expected to cost around \$70-75 million, paid for through a combination of state and federal funds.

***Communication***

Once a contractor is selected, ISBE will notify school districts and publish a production schedule leading up to the 2006 census tests.

**Next Steps**

Complete the selection and negotiation process, finalize contract and begin work toward the 2005 pilot.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**March 25, 2004**

**TO:** Illinois State Board of Education

**FROM:** Robert E. Schiller, Superintendent  
David Wood, Director

Agenda Topic: **Action Item: Acceptance of ISBE Monthly Reports**

Materials: Appropriations and Spending by Program  
Federal Fund Status  
Financial Status Report (Contract & Grant Detail)  
\$1 M Contracts (There are no proposed contracts this month for the Board to review)  
Monthly Headcount Graph  
Staff Detail  
Personnel Transactions

Staff Contact(s): David Wood, Lynne Curry, and Clay Slagle.

**Purpose of Agenda Item**

To provide the Board standard reports with key information on fiscal and administrative activities of the state agency.

**Expected Outcome(s) of Agenda Item**

The Board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging agency progress over time.

**Background Information**

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. Superintendent Schiller requested that the agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision-making.

Currently the following Reports are provided or are being developed.

1. Budget / Annual Report (Annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (Annually in February)
4. Appropriation and Expenditure (Monthly)
5. Financial Status Report - Contract/Grant Detail (Monthly)
6. Business Plans at the Director Level (Quarterly)
7. Headcount Reports (Monthly)  
Personnel Transactions

## Staff Detail by Division Monthly Headcount Graph

In November 2003 the Superintendent began to also provide the Board an "Accomplishments and Planning Report." The report, which is reviewed each November, March, and June, details agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the March 2004 report identifies accomplishments for the period November 2003 and February 2004 and identifies activities to occur for the period of March 2004 through June 2004.

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over \$50 thousand and grants the agency is processing.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over \$1M prior to the issuance of an RFP. This month there are no such proposed contracts.

### **Superintendent's Recommendation**

The Superintendent recommends that the Board accepts and approves these monthly reports.

### **Next Steps**

Continue to provide these reports pursuant to the schedule above.



**Illinois State Board of Education**  
**FY 2004 Appropriation & Spending by Program 07/01/2003 thru 02/29/2004**  
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
<b>STATE</b>						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$2,821,393.2</u>	<u>\$2,821,351.5</u>	<u>\$41.7</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$2,028,276.3	\$2,028,276.3	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$36,993.1	\$36,993.1	\$0.0
Transition Assistance	\$5,200.0	\$5,200.0	\$0.0	\$0.0	\$0.0	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$19,862.1	\$19,862.1	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$1,888.5	\$1,846.8	\$41.7
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$913.6	\$913.6	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$42,964.9	\$42,964.9	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$57.5	\$57.5	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoryals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$690,437.2</u>	<u>\$690,437.2</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$14,706.8	\$14,706.8	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$7,390.9	\$7,390.9	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$80,381.7	\$80,381.7	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$52,478.5	\$52,478.5	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$204,970.2	\$204,970.2	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$43,952.8	\$43,952.8	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$6,370.0	\$6,370.0	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$154,249.5	\$154,249.5	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$125,936.8	\$125,936.8	\$0.0
<b>Standards - Assessment &amp; Accountability</b>	<u>\$26,395.2</u>	<u>\$2,703.0</u>	<u>\$23,692.2</u>	<u>\$9,987.9</u>	<u>\$1,328.0</u>	<u>\$8,659.9</u>
<b>Ensuring Quality Ed Personnel</b>	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$1,227.5</u>	<u>\$1,122.0</u>	<u>\$105.5</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$947.6	\$842.1	\$105.5
Teach America	\$450.0	\$450.0	\$0.0	\$279.9	\$279.9	\$0.0
<b>Reading Improvement Block Grant</b>	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$50,408.5</u>	<u>\$50,331.5</u>	<u>\$77.1</u>
<b>Early Childhood</b>	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$133,366.4</u>	<u>\$133,245.1</u>	<u>\$121.2</u>
<b>Academic Difficulty</b>	<u>\$120,281.1</u>	<u>\$120,004.1</u>	<u>\$277.0</u>	<u>\$90,389.7</u>	<u>\$90,197.3</u>	<u>\$192.4</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$11,881.2	\$11,783.4	\$97.8

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$44,851.9
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,863.9
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$11,698.1
<b>Learning Technologies (Tech for Success)</b>	<b>\$11,500.0</b>	<b>\$9,603.6</b>	<b>\$1,896.4</b>	<b>\$4,445.1</b>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$4,445.1
<b>Career Preparation</b>	<b>\$40,339.8</b>	<b>\$39,971.5</b>	<b>\$368.3</b>	<b>\$29,453.1</b>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,689.1
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$55.7
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$27,708.4
<b>Regional Services</b>	<b>\$11,400.0</b>	<b>\$11,400.0</b>	<b>\$0.0</b>	<b>\$8,070.9</b>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$5,292.7
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$2,778.2
<b>Administration</b>	<b>\$16,520.0</b>	<b>\$0.0</b>	<b>\$16,520.0</b>	<b>\$0.0</b>
<b>Targeted Initiatives</b>	<b>\$20,135.9</b>	<b>\$19,634.2</b>	<b>\$501.7</b>	<b>\$18,090.5</b>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$0.0
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$840.8
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$144.7
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$424.3
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$1,833.5
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$14,455.8
<b>Textbook Loan Reappropriation</b>	<b>\$27,785.3</b>	<b>\$27,785.3</b>	<b>\$0.0</b>	<b>\$27,252.4</b>
<b>SubTotal - GENERAL FUNDS</b>	<b>\$5,508,866.8</b>	<b>\$5,464,694.8</b>	<b>\$44,171.9</b>	<b>\$3,184,887.3</b>
<b>OTHER GRF FUNDS</b>	<b>\$1,046,501.0</b>	<b>\$1,046,501.0</b>	<b>\$0.0</b>	<b>\$1,046,501.0</b>
Retirement Systems	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Downstate	\$0.0	\$0.0	\$0.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0
<b>TOTAL GENERAL FUNDS</b>	<b>\$6,555,367.8</b>	<b>\$6,511,195.8</b>	<b>\$44,171.9</b>	<b>\$4,231,388.3</b>
<b>NON STATE</b>	<b>\$50,200.0</b>	<b>\$50,000.0</b>	<b>\$200.0</b>	<b>\$6,263.5</b>
<b>School Infrastructure Fund</b>	<b>\$50,200.0</b>	<b>\$50,000.0</b>	<b>\$200.0</b>	<b>\$151.2</b>

Initiatives	Appropriation		YTD Expenditures			
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$151.2	\$0.0	\$151.2
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,263.5	\$6,263.5	\$0.0
<b>Illinois Future Fund</b>	<b>\$7.0</b>	<b>\$7.0</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>\$0.0</b>
<b>Driver Education</b>	<b>\$15,900.0</b>	<b>\$15,750.0</b>	<b>\$150.0</b>	<b>\$11,089.4</b>	<b>\$10,992.1</b>	<b>\$97.3</b>
<b>State Pension Fund</b>	<b>\$47,360.0</b>	<b>\$47,360.0</b>	<b>\$0.0</b>	<b>\$47,360.0</b>	<b>\$47,360.0</b>	<b>\$0.0</b>
<b>Other Funds</b>	<b>\$10,110.0</b>	<b>\$8,598.0</b>	<b>\$1,512.0</b>	<b>\$913.5</b>	<b>\$325.0</b>	<b>\$588.5</b>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5	\$12.5	\$0.0
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5	\$312.5	\$0.0
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$350.5	\$0.0	\$350.5
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0	\$0.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0	\$0.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$236.0	\$0.0	\$236.0
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0
<b>FEDERAL</b>						
<b>Federal Funds</b>	<b>\$2,073,805.7</b>	<b>\$1,999,785.1</b>	<b>\$74,020.6</b>	<b>\$928,173.1</b>	<b>\$908,012.9</b>	<b>\$20,160.2</b>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$308.1	\$235.5	\$72.6
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$32,530.7	\$31,380.4	\$1,150.3
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$2,747.4	\$2,615.5	\$132.0
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$371.4	\$335.7	\$35.7
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$218,835.9	\$215,441.2	\$3,394.7
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0	\$0.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$141.9	\$0.0	\$141.9
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$217,034.8	\$211,390.8	\$5,644.0
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$152.9	\$152.9	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$20.1	\$878.5	\$41.6
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$98.3	\$98.3	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$10,800.4	\$10,210.7	\$589.7
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$485.6	\$447.3	\$38.3
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$73.9	\$0.0	\$73.9

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$512.7
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$937.7
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$0.0
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$293.1
Title I - Basic Programs	\$524,643.2	\$519,074.9	\$5,568.3	\$271,228.4
Title I - Comprehensive School Reform	\$21,555.0	\$21,017.4	\$537.6	\$8,832.6
Title I - Education of Migratory Children	\$3,767.7	\$3,708.7	\$59.0	\$647.4
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$6,375.3
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$1,492.5
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$12,425.1
Title I - School Improvement	\$12,135.2	\$12,000.0	\$135.2	\$3,139.7
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$0.0
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$16,104.4
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$71,842.8
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$4,337.2
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$9,922.9
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$721.5
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$8,043.0
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$11,097.0
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$553.6
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$0.0
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$1,364.6
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$258.2
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$0.0
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$1,145.3
<b>TOTAL - ALL FUNDS:</b>	<b>\$8,752,750.5</b>	<b>\$8,632,695.9</b>	<b>\$120,054.5</b>	<b>\$5,246,987.9</b>
				<b>\$42,646.1</b>
				<b>\$5,204,341.8</b>

**ILLINOIS STATE BOARD OF EDUCATION  
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 2/29/2004**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>February Expenditures</u>	<u>Description</u>
Personal Services and Related	40,473.6	25,509.4	63.0%	3,326.7	Salaries & Benefits
Contractual Services	73,206.6	16,012.2	21.9%	2,477.0	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,463.5	668.2	27.1%	91.2	Staff Travel
Commodities	689.7	77.0	11.2%	9.1	Supplies; Books
Printing	849.4	27.3	3.2%	3.2	Agency Printing
Equipment	566.6	32.5	5.7%	5.8	Computers; Printers; Furniture
Telecommunications	1,277.7	310.2	24.3%	39.7	Telecommunications Expenses
Auto Operations	11.8	9.1	77.0%	0.7	Operation of Agency Autos
Grants	7,538,827.9	4,110,480.8	54.5%	534,498.3	See Detail Below

**Agency Contracts Breakdown:**

**General Counsel/Legal**

45 - Impartial Hearing Officers GRF	28.7	14.6	50.9%	0.5	Teacher Dismissal Hearing Officers
Pugh, Jones, & Johnson GRF	70.0	0.0	0.0%	0.0	Investigate allegations of misconduct related to certificate suspensions
Teacher Dismissal Court Reporters GRF	35.0	27.8	79.4%	3.7	Court reporter services for Teacher Dismissal Hearings

**Data Systems**

Viva USA, Inc.	185.4	49.1	26.5%	0.0	Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
Other State Federal	5.0	0.0	0.0%	0.0	
Ashbaugh & Associates, Inc. Other State	250.1	202.5	81.0%	30.0	Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
E-Technology Inc. Federal	125.0	70.2	56.2%	5.9	Development, maintenance and support of ISBE applications
Data-Core Systems Inc. Other State	109.1	53.4	48.9%	8.3	Enhancements and support of the CERTS System
The Innovation Group GRF	100.0	85.4	85.4%	1.1	E-Grants System
GRF	457.0	277.0	60.6%	0.0	
Federal	456.5	379.5	83.1%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>February Expenditures</u>	<u>Description</u>
SilverTrain Federal	59.3	57.6	97.1%	0.0	Development and maintenance of web-based Child Nutrition Claim Entry System
Data-Core Systems Inc. Federal	89.3	26.9	30.1%	20.2	Enhancements & support for the child nutrition system application
<b><u>Data Analysis &amp; Progress Reporting</u></b> Deloitte Consulting Federal	70.9	68.6	96.8%	0.0	Revamp the School Report Card into a web-based interactive system
<b><u>Governmental Relations</u></b> Barbour Griffith & Rogers, Inc. GRF	240.0	131.0	54.6%	18.7	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<b><u>Internal Audit</u></b> Berry, Dunn, McNeil & Parker, Inc. GRF Federal	29.1 20.0	14.4 0.0	49.5% 0.0%	14.4 0.0	<b>EDP auditing assistance for the review of system developments</b>
<b><u>Standards Aligned Learning</u></b> Southern Illinois University Federal	50.0	0.0	0.0%	0.0	<b>Coordinate the statewide rollout of the elementary school model program</b>
<b><u>Career Development &amp; Preparation</u></b> Metri Tech, Inc. Federal	100.0	75.0	75.0%	25.0	Development of the Illinois Workplace Skills Assessment
<b><u>e-Learning</u></b> Illinois State University Federal	104.2	57.3	55.0%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Southern Illinois University Federal	114.4	21.6	18.9%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Eastern Illinois University Federal	179.9	75.7	42.1%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Western Illinois University Federal	63.7	34.8	54.6%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
University of Illinois Federal	171.5	65.8	38.4%	17.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
<b><u>Curriculum &amp; Instruction</u></b> National Louis University Federal	153.8	0.0	0.0%	0.0	Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
University of Illinois Federal	87.4	0.0	0.0%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
Illinois State University Federal	160.0	0.0	0.0%	0.0	HIV Prevention Education
University of Illinois Federal	502.8	0.0	0.0%	0.0	Evaluation of IL Reading First
<b><u>Early Childhood</u></b> University of Illinois Federal	217.8	91.1	41.8%	36.5	Illinois Early Learning Website maintenance

**English Language Learning**

Wisconsin Dept of Public Instruction  
Federal

**Special Education Compliance**

18 Hearing Officers Federal	75.0	75.0	100.0%	75.0	75.0	Membership to WIDA Consortium which includes English Language Proficiency Standards development
19 - Mediation Agreements Federal	459.7	200.5	43.6%	10.6	10.6	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
Court Reporters Federal	95.0	22.8	24.0%	2.3	2.3	IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	100.0	36.3	0.0%	2.1	2.1	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
HOEN Consultants Federal	295.3	255.1	86.4%	52.3	52.3	Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
Public Priority Systems Federal	99.9	69.3	69.4%	19.6	19.6	Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
	71.3	40.0	56.1%	10.2	10.2	Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant

**Student & School Progress**

Accountability Works Federal	87.6	87.6	100.0%	0.0	0.0	Assessment Framework (AF) based on the Illinois Learning Standards
Northern Illinois University Federal	179.7	0.0	0.0%	0.0	0.0	A "live data" website for an Illinois Interactive Report Card

**New Learning Opportunities**

Sangamon County ROE GRF	400.0	151.1	37.8%	0.0	0.0	Fiscal Agent for Cook County GED Testing Program
Other State	400.0	350.5	87.6%	0.0	0.0	

**Student Assessment**

Metri Tech, Inc. GRF	155.8	155.8	100.0%	0.0	0.0	Test development for ISAT and PSAE
Federal	210.9	210.9	100.0%	0.0	0.0	
NCS Pearson, Inc. GRF	2,325.0	1,937.5	83.3%	0.0	0.0	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
Federal	3,487.5	645.8	18.5%	0.0	0.0	
Metri Tech, Inc. GRF	110.4	65.7	59.5%	0.0	0.0	Statistical design and analysis for ISAT - required by legislation
Federal	152.5	65.7	43.1%	0.0	0.0	
Measurement Incorporated GRF	3,914.0	782.8	20.0%	782.8	782.8	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
NCS Pearson, Inc. GRF	503.9	209.7	41.6%	0.0	0.0	Printing, testing and scoring of PSAE tests for all students in Grade 11
Federal	1,383.2	629.0	45.5%	0.0	0.0	
Metri Tech, Inc. GRF	90.6	33.8	37.3%	0.0	0.0	Statistical design and analysis for PSAE - required by legislation
Federal	44.6	33.8	75.8%	0.0	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>February Expenditures</u>	<u>Description</u>
Measurement Incorporated GRF	2,331.4	466.3	20.0%	466.3	Scoring of open-ended responses for PSAE test
NCS Pearson, Inc. GRF	320.1	275.6	86.1%	0.0	Printing all test materials, monitoring the test administration and scoring the results of IMAGE
Federal	300.0	0.0	0.0%	0.0	
Metri Tech, Inc. Federal	92.4	46.2	50.0%	0.0	Technical and statistical services such as equating, item analysis and technical reports
Measurement Incorporated GRF	123.5	42.7	34.6%	42.7	Scoring of bilingual students' writing essays
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc. Federal	118.0	59.0	50.0%	0.0	Development of the IMAGE test
Metri Tech, Inc. GRF	99.5	24.9	25.0%	0.0	Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
McGraw Hill, LLC GRF	86.5	0.0	0.0%	0.0	Develop IL K-2 Achievement Test System
Measured Progress, Inc. Federal	1,955.0	868.9	44.4%	217.2	Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
American College Testing, Inc. GRF	4,500.0	2,000.0	44.4%	500.0	Develop, design & analyze ACT Test - Grade 11
<b><u>Fiscal &amp; Administrative Services</u></b>					
Alzina Lease-Splid GRF	1191.8	1,190.4	99.9%	0.0	Rent - Springfield
Other State Federal	12.0	12.0	100.0%	0.0	
Xerox Corporation GRF	1202.8	1,202.8	100.0%	1.4	Copier maintenance/repairs
Federal	115.8	51.4	44.4%	6.8	
Warehouse Lease (Marilyn Mason) GRF	46.8	44.3	94.7%	3.8	Warehouse Lease
Federal	69.0	69.0	100.0%	0.0	
Midwest Office Supply GRF	40.0	40.0	100.0%	0.0	Office Supplies
Other State Federal	57.3	4.3	7.5%	0.7	
Parcel Pick-up & Delivery GRF	2.1	0.0	0.0%	0.0	Parcel pick-up and delivery per agency request at published rate - multiple vendors
Federal	25.6	6.9	27.0%	0.0	
GRF	40.0	27.7	0.0%	2.5	
Federal	55.0	21.2	0.0%	4.4	
<b><u>Nutrition Program &amp; Support Services</u></b>					
University of Illinois Federal	94.3	9.7	10.3%	0.0	Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program
Southern Illinois University Federal	120.0	117.2	97.7%	38.8	School Meals Initiative - conduct nutritional analysis
Fidelis Corporation Federal	55.3	52.0	94.0%	0.0	Maintain and enhance the USDA Commodity Distribution System
<b><u>Fiscal Services</u></b>					
Secretary of the State Other State	50.0	50.0	100.0%	0.0	Process blue slips for Drivers Education



**School Business & Support Services**

Enterprise Computing Services

Federal

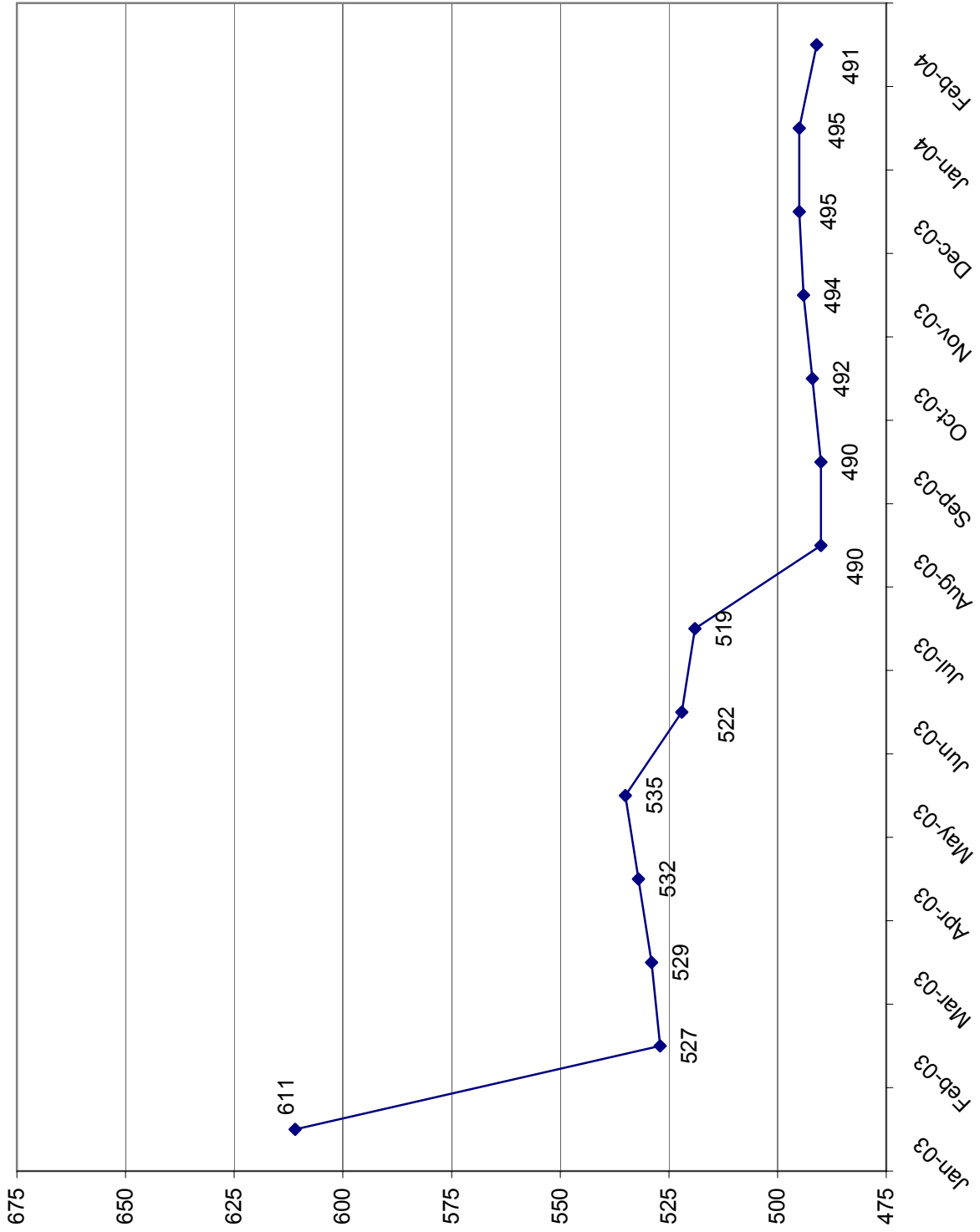
Development of an integrated database management system for viewing school facilities inventory data

**Grants Breakdown:**

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>February Expenditures</u>	<u>Description</u>
	101.3	89.3	88.2%	0.0	
General State Aid	3,484,200.0	2,065,269.4	59.3%	284,848.1	Formula
Title I - Low Income	570,200.0	291,715.9	51.2%	57,480.4	Formula
IDEA	450,000.0	211,390.8	47.0%	38,288.7	Formula
Child Nutrition	425,000.0	215,441.2	50.7%	34,891.6	Formula--Reimbursement
Spec Ed Personnel	314,860.0	173,830.2	55.2%	0.0	Formula
Transportation Spec Ed	263,081.0	128,230.5	48.7%	28,639.2	Formula
Transportation Reg/Voc	242,424.0	125,936.8	51.9%	0.0	Formula
Spec Ed Extraordinary	229,502.0	80,381.7	35.0%	0.0	Mandated Categorical
Early Childhood Block	213,405.7	133,245.1	62.4%	18,401.7	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	71,842.8	47.9%	14,509.3	Formula
Spec Ed Orphanage	97,370.0	52,478.5	53.9%	11.4	Formula
Reading Imp. Block Grant	79,221.1	50,331.5	63.5%	37.0	Formula
Title I Reading First	66,000.0	12,425.1	18.8%	1,145.6	Competitive and formula grants
Early Intervention	64,447.3	42,964.9	66.7%	5,370.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	43,952.8	74.0%	0.0	Formula
Technology Literacy	53,000.0	16,104.4	30.4%	1,085.6	Competitive and non-competitive grants to school districts
Voc Ed - Federal	50,000.0	31,380.4	62.8%	3,072.0	Formula and Competitive - to improve student academic and career skills
School Tech. Rev. Loan	50,000.0	6,263.5	12.5%	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	10,644.4	23.7%	841.5	Competitive
ADA Sch. Safety & Ed. Block Grant	42,841.0	19,862.1	46.4%	0.0	Formula
Title III - English Language Acq	39,980.0	4,337.2	10.8%	461.0	Grant
Vocational Education - State	37,960.4	27,708.4	73.0%	1,909.3	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100.0%	0.0	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	0.0	Formula
Textbook Loan - Reapprop.	27,785.3	27,252.4	98.1%	990.3	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	27,655.4	9,955.3	36.0%	6,225.8	Mandated Categorical
Transportation Sp. Ed-Downstate	26,019.0	26,019.0	100.0%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	8,043.0	32.2%	469.6	Formula
Preschool - Spec Ed	25,000.0	10,210.7	40.8%	1,503.5	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,863.9	88.3%	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	11,097.0	52.8%	1,352.2	Formula
State Free Lunch & Breakfast	19,565.0	14,706.8	75.2%	826.0	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe Sch	17,023.9	11,783.4	69.2%	1,643.2	Formula
Driver Education	15,750.0	10,992.0	69.8%	10,992.0	Reimbursement
Truant/Dropout/Optional Ed.	15,671.6	11,698.1	74.6%	991.6	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	937.7	6.3%	10.3	Competitive grants to school districts
Orphanage Tuition	14,651.0	7,390.9	50.4%	0.0	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	14,455.8	99.9%	14,447.9	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	4,445.0	46.3%	1,142.1	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	5,292.7	64.9%	727.4	Salaries for ROE's
School to Work - Federal	8,000.0	293.1	3.7%	0.0	Formula
Spec Ed Summer School	6,370.0	6,370.0	100.0%	0.0	Formula - Special ed students enrolled in summer sessions
Emergency Financial Asst	5,333.0	312.5	5.9%	0.0	Formula and loans to school districts

	Funded Amount	Expended Year to Date	% Spent Year to Date	February Expenditures		Description
				Date	Expenditures	
Transition Assistance	5,200.0	0.0	0.0%	0.0	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	2,615.5	52.3%	107.9	107.9	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	842.1	20.0%	11.3	11.3	Reimb. for Nat'l Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	1,846.8	50.0%	0.0	0.0	Grants - Start-up funds
ROE School Services	3,250.0	2,778.2	85.5%	156.1	156.1	Formula - ROE Operations
McKinney Homeless Ed	3,000.0	1,364.6	45.5%	0.0	0.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	0.0	Formula
Philip Rock Center	2,855.5	1,833.4	64.2%	232.3	232.3	Targeted Initiative
Refugee Children	2,500.0	512.7	20.5%	229.2	229.2	Grants
Charter Schools-Federal	2,500.0	335.7	13.4%	28.4	28.4	Competitive
IDEA Part D	2,500.0	878.5	35.1%	239.3	239.3	Reimbursement
Learn & Serve America	2,000.0	447.3	22.4%	350.0	350.0	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.6%	0.0	0.0	Other/Repayment of loans
Agriculture Education	1,881.2	1,689.1	89.8%	173.0	173.0	Grants to school districts
Reorganization Incentive	1,669.4	913.6	54.7%	22.3	22.3	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Ed	1,300.0	553.6	42.6%	40.6	40.6	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	0.0	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	840.8	75.0%	93.4	93.4	Targeted Initiative--Spfld. 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	0.0	Formula
Advanced Placement Fee	900.0	235.5	26.2%	3.0	3.0	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam.
Illinois Breakfast Incentive	723.5	57.5	7.9%	0.0	0.0	Reimbursement & grant to public and private schools and child-care institutes
Deaf/Blind	600.0	152.9	25.5%	0.0	0.0	Grant to Philip J. Rock Center
Minority Transition	578.8	424.3	73.3%	0.0	0.0	Grants - serves disadvantaged students from selected Chicago HS & elem. schools
Transition to Teaching	500.0	258.2	51.6%	0.0	0.0	Grant to Illinois Resource Center
Teach America	450.0	279.9	62.2%	129.9	129.9	Grant for Teach for America
IDEA Model Outreach	400.0	98.3	24.6%	8.7	8.7	Competitive
Standards Assmt & Acct	303.0	1,328.0	438.3%	278.4	278.4	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	144.7	66.7%	18.1	18.1	Grant to provide staff development to increase student achievement in MECCA
Training Sch Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	0.0	Contract
Recording - Blind & Dyslexic	168.8	168.8	100.0%	0.0	0.0	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	55.7	42.9%	18.6	18.6	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Cert Fund	125.0	0.0	0.0%	0.0	0.0	Other
IL Future Teachers Corps	10.0	0.0	0.0%	0.0	0.0	Grant to Golden Apple Foundation

**ILLINOIS STATE BOARD OF EDUCATION  
HEADCOUNT AS OF FEBRUARY 2004**



**ILLINOIS STATE BOARD OF EDUCATION  
AGENCY STAFF DETAIL AS OF FEBRUARY 2004**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
<b>SUPERINTENDENT'S OFFICE</b>						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	3	0	3
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	7	4	14	0	14
<b>GENERAL COUNSEL</b>						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>4</u>	<u>15</u>	<u>4</u>	<u>19</u>
Sub-Total	1	14	4	15	4	19
<b>PUBLIC INFORMATION</b>						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	1	2	3	6	0	6
Multi-Media	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>6</u>
Sub-Total	3	6	5	13	1	14
<b>HUMAN RESOURCES</b>						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>6</u>	<u>11</u>	<u>0</u>	<u>11</u>
Sub-Total	2	5	7	14	0	14
<b>STANDARDS ALIGNED LEARNING</b>						
Early Childhood Education	<u>1</u>	<u>8</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>11</u>
Sub-Total	1	8	2	3	8	11
<b>CERTIFICATION &amp; PROFESSIONAL DEV.</b>						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>15</u>	<u>9</u>	<u>22</u>	<u>3</u>	<u>25</u>
Sub-Total	2	15	10	24	3	27
<b>SPECIAL EDUCATION</b>						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	5	0	31	31
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>2</u>	<u>0</u>	<u>17</u>	<u>17</u>
Sub-Total	5	37	8	0	50	50
<b>PLANNING &amp; PERFORMANCE</b>						
Planning & Performance Admin.	1	0	1	2	0	2
Data Analysis & Progress Reporting	1	10	4	11	4	15
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	13	4	4	14	18
English Language Learning	1	10	2	0	13	13

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
Accountability	1	10	5	15	1	16
Student Assessment	1	9	2	11	1	12
System of Support	<u>1</u>	<u>16</u>	<u>4</u>	<u>0</u>	<u>21</u>	<u>21</u>
Sub-Total	8	75	25	46	62	108
<b>INFORMATION TECHNOLOGY</b>						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	28	2	27	7	34
Technology Support	2	16	3	18	3	21
E-Learning	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>
Sub-Total	8	46	7	49	12	61
<b>OPERATIONS</b>						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	6	3	9
Fiscal and & Administrative Services	3	15	24	33	9	42
Funding and Disbursements	3	16	14	13	20	33
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	25	6	1	32	33
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>29</u>	<u>3</u>	<u>7</u>	<u>28</u>	<u>35</u>
Sub-Total	18	103	52	80	93	173
<b>GRAND TOTAL, ALL CENTERS</b>	51	316	124	258	233	491
	10%	64%	25%	53%	47%	100%

# Personnel Transactions

## Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
<b>Begin Year</b>	787	739	650	522
<b>Hire Externally</b>	27	5	29	13
<b>Recall</b>	0	0	11	13
<b>Retire</b>	-35	-37	-128	-17
<b>Resign</b>	-35	-21	-13	-9
<b>Discharge</b>	-2	-9	-2	-2
<b>Layoff</b>	0	-25	-22	-29
<b>Death</b>	-3	-2	-3	0
<b>End Year</b>	739	650	522	491

\* Through February

## Changes to Key Personnel:

Gail Lieberman retired in February.

## Status of Personal Services:

All personal services lines are balanced or near balanced but very tight and with little flexibility to add additional staff.

## Management & Organizational Issues:

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street  
4<sup>th</sup> Floor Board Room  
Springfield, Illinois 62777

**Wednesday, February 18, 2004**

<p><b><u>Call Meeting to Order/ Roll Call</u></b></p>	<p>Vice-Chair Beverly Turkal called the meeting to order at 9:15 a.m. and stated that she would be chairing the meeting in the absence of Chair Janet Steiner. She then proceeded to request that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Dean Clark            Gregory Kazarian     Judith Gold Joyce Karon           Beverly Turkal         Ronald Gidwitz</p> <p>Janet Steiner joined the meeting at 9:25 a.m. Gregory Kazarian joined the meeting by phone at 9:40 a.m.</p> <p>MEMBERS ABSENT: Richard Sandsmark</p> <p>Ms. Turkal stated that the meeting would be a one day meeting in which the Board would discuss and take action on the presented agenda items.</p>
<p><b><u>Public Participation</u></b></p> <p><b><u>Rich Buckler, Director of Research and Information</u></b></p>	<p>Ms. Turkal then announced that there would be one public participant to address the Board: Rick Buckler of the Decatur Public Schools.</p> <p>Mr. Buckler commenced by thanking the Board for the opportunity to speak to them on a very important issue that affects schools and the adequately yearly progress that they make from year to year. Mr. Buckler stated that in 2003 only 60% of the schools in Illinois met AYP according to the NCLB schedule. According to Mr. Buckler, the percentage of students who meet AYP in Illinois will decrease as the nation progresses toward 2014. He then referenced a handout displaying a graph showing this decline (please see attachment).</p> <p>Mr. Buckler then began to discuss the thirty-seven hurdles that schools must “jump” as part of the conditions for making AYP. According to Mr. Buckler, if ISBE were to</p>

	<p>add the multi-race component as a subgroup, there would be four more hurdles for schools to have to “jump” in order to make AYP. He then urged the State Board to rethink their decision to include the multi-race category in the AYP calculations. As an example, Mr. Buckler stated that schools report test score data on nineteen groups; and of these nineteen groups only nine of them are actually included in the AYP calculations. According to Mr. Buckler, the system worked last year without the need to include them. Thus, Mr. Buckler asserted that this proves that the multi-race category does not need to be included in AYP calculations to show that schools have met adequate yearly progress. He furthermore asserted that this category need not be included because it is not a requirement of the NCLB law or a part of Illinois’ approved accountability plan.</p> <p>Mr. Buckler concluded by stating that ISBE needs to seriously rethink the reversal of their stance on multi-race as a AYP hurdle as this would put even more pressure on schools to meet AYP at a time when they feel that no one is in their corner.</p> <p>Ron Gidwitz then thanked Mr. Buckler for pointing out this issue and expressed to the Superintendent that he believed that this may be something that the State Board needs to look at. Superintendent Schiller stated that staff has looked at this. He stated that the issue is students who are not of one race. Instead of having the “other” category, the category is being called “multi-race.” Dr. Schiller went on to say that the reason behind including the multi-race category in AYP calculations is that there may be enough students (40) to be considered as a subgroup. In addition, Dr. Schiller asserted that ISBE cannot establish this group and then discount these students entirely for purposes of calculating AYP.</p> <p>In response, Mr. Buckler stated that this is not an issue of leaving students out of the data reporting. This is an issue of whether ISBE should require schools to count these students in their AYP calculations. Dr. Schiller and Mr. Gidwitz then thanked Mr. Buckler for his comments.</p>
<p><b><u>Approval of Minutes</u></b></p>	<p>Ms. Turkal then requested a motion to approve the minutes from the State Board’s January meeting. Mr. Gidwitz moved that the Illinois State Board of Education approve the minutes of the January 21-22, 2004 meeting as published. The motion was seconded by Dean Clark. The motion passed as all members present voted yes.</p>



<p><b><u>Discussion*/Action Items</u></b></p>	<p>Vice-Chair Turkal then stated that she would ask the Superintendent to summarize each item on the agenda. She asserted that after this summary was complete, she would ask for a motion and a second to then allow for Board discussion. Lastly, Ms. Turkal stated that once discussion was complete she would request the Board to take appropriate action.</p>
<p><b><u>Approval of Revised Policies and Guidelines for Nonpublic School Recognition</u></b></p>	<p>Ms. Turkal announced that the first item for Board discussion and action would be the Approval of Revised Policies and Guidelines for Nonpublic School Recognition. Dr. Schiller stated that ISBE has been working collaboratively with the Nonpublic School Recognition Advisory Committee in reviewing and revising the policies and guidelines for the registration and recognition of nonpublic schools in Illinois. Dr. Schiller then requested that Don Full, Accountability Division Administrator and the representatives from the Nonpublic School Recognition Advisory Committee come forward to present the revised policies and guidelines for Nonpublic School Recognition.</p> <p>Don Full commenced by introducing Zack Wickmann of the Catholic Conference of Illinois and Cynthia Kuck of the Illinois Coalition of Nonpublic Schools. Mr. Full stated that Gary Arnold, current Executive Director of the Illinois Coalition of Nonpublic Schools, could not be present but called to express his support of the revised policies and guidelines. Mr. Full stated that the policies and guidelines have been in existence since 1975. Furthermore, as changes have been made, the advisory committee has always been involved. According to Mr. Full, the committee represents various constituencies from nonpublic schools and organizations across the state.</p> <p>Mr. Full then asserted that he would like to discuss the proposed updates, changes, and language additions to the current policy. According to Mr. Full, the most radical change was the addition of an alternative process for recognizing nonpublic schools. Mr. Full stated that due to financial constraints placed on ISBE because of budget cuts, Dr. Schiller and staff suggested that an alternative recognition method be established. Mr. Full asserted that the new policy allows for accrediting agencies, outside of ISBE, to register and recognize nonpublic schools as long as these agencies' guidelines align with those of ISBE. If it is found that the proposed accrediting agency meets the guidelines and requirements, then that agency would be approved to grant recognition to nonpublic schools.</p>

According to Mr. Full, this would then eliminate duplication between ISBE and the other accrediting agencies. However, Mr. Full stated that not all of the nonpublic schools will choose this option as some of them still would like to have a “stamp of approval” from ISBE.

Ms. Turkal inquired as to whether there would be a cost to school districts if they choose to go through the recognition process with another agency. Mr. Full stated that yes there would be a cost the school district would have to pay. Ms. Turkal then asserted that some of the smaller districts would not be able to afford the service.

Mr. Gidwitz asked whether these new policies and guidelines would add to our current administrative rules. Mr. Full responded by saying no. He stated that these revisions do not go through the rules process at all as they are only policies and guidelines.

Dean Clark inquired as to how long the recognition process lasts. Mr. Full replied by stating that there is a regular review cycle that takes place. However, some of these details are still being refined.

Joyce Karon asked if many districts were seeking accreditation and recognition from the North Central Association. Dr. Kuck stated that a few have begun to go in this direction, with the exception of the parochial schools.

Mr. Turkal inquired as to when the policies and guidelines would take effect. Mr. Full stated that, if approved, the policies and guidelines would be in effect the next school year.

Dr. Steiner asked if the nonpublic school recognition program was in danger of being cut again this year. The Superintendent replied by saying that the agency is unsure of the decisions that will be made by the Governor and the legislators. Mr. Full also stated that ISBE does not have an appropriation for Nonpublic School Recognition as the program is in the Accountability line and receives funding from the state in this manner. Mr. Wickmann stated that legislation was signed recently by the Governor requiring nonpublic school recognition. Therefore, it is the hope of the committee that funding will continue to be available.

As there were no more questions or comments, Ms. Turkal requested a motion to approve the revised policies

	<p>and guidelines for Nonpublic School Recognition. Joyce Karon then made the following motion:</p> <p>Whereas Article 26-1 of the Illinois School Code provides an exemption from attendance at public schools for any child attending a private or parochial school where children are taught the branches of education taught to children of corresponding age and grade in the public schools and; Whereas the Illinois State Board of Education has historically conducted voluntary nonpublic school registration and recognition programs to ensure the comparability specified in Article 26-1 and; Whereas the Illinois State Board of Education has previously convened a Nonpublic School Recognition Committee to develop policy and guidelines for the implementation of its registration and recognition programs; I move that the revised Policy and Guidelines recommended by the present Nonpublic School Recognition Advisory Committee be approved and adopted by the Illinois State Board of Education.</p> <p>The motion was seconded by Janet Steiner. As all members present voted affirmatively, the motion passed. Ms. Turkal and Dr. Schiller then thanked Mr. Wickmann and Dr. Kuck for coming to present and discuss the revised policies and guidelines.</p>
<p><b><u>Approval of Revised SES Provider Criteria</u></b></p>	<p>Vice-Chair Turkal then called for agenda item: Approval of Revised SES Provider Criteria. She stated that the purpose of this agenda item would be to respond to Board members' request that the criteria for approving the Supplemental Educational Service Providers adopted by the State Board of Education on September 19, 2002 include information regarding the capacity of providers as it relates to number of students.</p> <p>At the Superintendent's request, Don Full proceeded to explain the proposed revisions to the SES Provider Criteria. Mr. Full stated that the proposed revisions would require that providers include in their application for approval information regarding the total number of students they can serve. He also asserted that if the revised provider criteria were approved, ISBE would also contact existing providers and request that they provide the agency with information regarding their minimum and maximum service capacity.</p> <p>Mr. Full stated that the agency never entertained a minimum number of students a provider had to be able to</p>

serve. According to Mr. Full, the purpose of revising the criteria is to receive more information on the number of students the providers are able to serve. It would then be left up to districts and providers to collaboratively work together to make sure the students who need the services are provided with assistance. Mr. Full stated that the districts and providers must enter into an agreement. The authority does not lie with the state to say that a provider must serve a certain number of students. The state is now trying to only provide more information to parents as to the capacity of the providers.

Ron Gidwitz stated that the intent was not to limit the providers by their capacity. However, board members requested information on the capacity of all providers so that our agency and school districts would have the ability to let parents know where their children can take advantage of the services that they need and qualify for in their area. In concluding, Mr. Gidwitz stated that he believed that it would be in our best interest to have a diversified pool of providers, as the intent of the law was drafted and to know what their capacity is.

Joyce Karon stated that one of the issues raised at the last Board meeting was that there were not enough SES providers. She stated that Gregory Kazarian then inquired as to if the agency was aware of the capacity of the providers. Dr. Schiller agreed and inquired of Mr. Full if our agency has checked with other states regarding their capacity to service students who need supplemental educational services. Mr. Full stated replied affirmatively by stating that staff surveyed Ohio, Iowa, Wisconsin, Kentucky, and Michigan. According to Mr. Full, none of those states have any criteria relative to capacity as far as numbers to serve. Several of the states have more providers than Illinois while Iowa has considerably less. With regard to the states that have a much larger number of providers, it was found that these states have summarily approved school districts as providers as well as intermediate service centers as a whole. However, Illinois has required that all providers apply on an individual basis.

Beverly Turkal asserted that it was her belief that there were some districts, as discussed at the last Board meeting, who do not have the capacity to service all of the children who qualify for the supplemental educational services. Dr. Schiller said that yes, there are some districts who are unable to provide services to all of the children due to a lack of capacity with current providers

	<p>and the need to have more providers in the area to service the children’s needs. He offered the example of Chicago who lacks capacity to service all of the children who need and qualify for supplemental educational services. Dean Clark then inquired if the Chicago School District itself can be a provider. Mr. Full replied that yes, Chicago is on the approved list of providers and can serve as a provider to the students who need services.</p> <p>Dr. Steiner inquired as to whether parents have the “last word’ in choosing a provider to service their children’s educational needs. Mr. Full responded affirmatively and stated that the schools and districts are encouraged to help in the selection process but the parents do indeed have the last say.</p> <p>Ms. Turkal then requested a motion to approve the revised Supplemental Educational Services (SES) provider criteria. Dean Clark made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires the state education agency to promote maximum participation by supplemental educational service providers to ensure that parents have as many choices as possible in selecting a provider for their children, and; Whereas the No Child Left Behind Act of 2001 requires the state education agency to develop and apply objective criteria in the approval of potential providers, I move that the Criteria for Approving Supplemental Educational Service Providers be revised to include information regarding the number of students a provider can serve as specified in the underlined portion of Attachment 1, Section G.</p> <p>The motion was seconded by Ronald Gidwitz. The motion passed as all members present voted yes.</p>
<p><b><u>Approval of Additional SES Providers</u></b></p>	<p>Ms. Turkal then stated that the next item for Board discussion and action would be the Approval of Additional SES Providers. Dr. Schiller stated that there were two more providers to add to the current list of approved SES providers. If approved, the providers that would be added to the list include: Failure Free Reading and Gateway Learning Center. Failure Free Reading is a program based out of Concord, North Carolina that would be available to all eligible schools and districts in the state. The Gateway Learning Center would provide reading and math instruction to eligible students in the Park Forest</p>

	<p>area. Both providers would serve students in grades 1-12.</p> <p>Ms. Turkal then requested a motion to approve the proposed providers. Ronald Gidwitz made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that Failure Free Reading and Gateway Learning Center, be approved for addition to the Illinois list of approved supplemental educational service providers.</p> <p>The motion was seconded by Dean Clark. As all members present voted affirmatively, the motion passed.</p>
<p><b><u>Approval of English Language Learner Proficiency Standards</u></b></p>	<p>The next agenda item was the Approval of English Language Learner Proficiency Standards. Ms. Turkal asserted that the purpose of this item would be for the Board to adopt the proposed English Language Proficiency Standards and understand the process for disseminating and using the adopted standards in 2004 and beyond.</p> <p>Dr. Schiller stated that in January the draft standards were brought before the Board with a detailed presentation which described and analyzed the content of the English Language Learner Proficiency Standards. He then requested that Karen Mulattieri, Division Administrator for English Language Learning (ELL) give a brief overview of the standards. Ms. Mulattieri commenced by stating that the No Child Left Behind Act sets goals for Limited English Proficiency students for both academic achievement and English language proficiency, and furthermore requires under Title I and Title III language proficiency testing. Title III requires ISBE to describe how the agency would establish standards and objectives for raising the level of English proficiency.</p> <p>Ms. Mulattieri then stated that back in July of 2003, the English Language Learner staff commenced a group of practitioners from across Illinois to review and propose changes to the English Language Proficiency (ELP) standards and performance indicators as many of the standards and performance indicators did not meet the requirements of the NCLB law. Ms. Mulattieri also</p>

	<p>asserted that staff enlisted the assistance of the Wisconsin (WIDA) Consortium who was also working on drafting ELP standards. Thus, Illinois requested to work in collaboration with the consortium to draft the revised standards and align them with the Illinois Learning Standards. Thus, in October 2003, Illinois met with the WIDA consortium. The consortium reviewed the enhancements made by Illinois and approved the document as the official ELP standards for the consortium. At that point, the ELL staff brought the standards to the State Board to consider adopting the standards.</p> <p>Ms. Mulattieri stated that upon approval of the standards for adoption, the standards will be submitted in the Annual USDE English Language Performance Report on April 30. Upon approval, the ELL staff would disseminate the standards and performance indicators to the districts in May or June, with in-service training following in the next school year. She stated that so far, these standards have been very well received by teachers in the field. In concluding, Ms. Mulattieri stated that the ELP Standards are driving the creation of test items for language proficiency testing in grades K-12 in 2005.</p> <p>Ms. Turkal then requested a motion to approve the standards. Joyce Karon stated that the standards were right on target and included all of the necessary elements. She then moved that the Illinois State Board of Education hereby adopt the WIDA English Language Proficiency Standards for instructional use in Illinois with the limited English proficient students in grades K-12 as discussed during the January 2004 meeting. These standards will be part of the instructional programs serving limited English proficient students as outlined in 105 ILSCS 5/14C-2. The motion was seconded by Ronald Gidwitz. All members present voted yes. Therefore, the motion passed.</p>
<p><b><u>Approval of New Program Proposal—Rockford College</u></b></p>	<p>The next item for Board discussion and action was the Approval of New Program Proposal—Rockford College. Ms. Turkal stated that the purpose of the agenda item would be for the Board to consider approval of the alternative certification program proposed by Rockford College. Dr. Schiller stated that this proposed alternative certification program, which has been developed by Rockford college, is designed for individuals who already have a bachelor's degree but desire to teach. The Superintendent further asserted that the program would</p>

be of benefit in areas of teacher shortage, especially in the areas of bilingual, foreign language, and secondary math instruction. This program was also reviewed and unanimously approved by the State Teacher Certification Board.

Dr. Schiller then requested that representatives from Rockford college, who were standing by on the phone, to introduce themselves to the Board. The following representatives were on the line: Dr. Debra Drew, Certification Officer, Mrs. Ann Caton, Education Department Chair, and Dr. Ellen Bueschel, Rockford Board of Education Interim Superintendent. Dr. Schiller thanked the representatives for being available and asked if they had anything further to add about the program. It was stated that the proposed alternative certification program is one of high standards as the candidates in the alternative certification programs must meet the established policies for admission to Rockford College's graduate program and the State's requirements for alternative certification programs.

Dr. Steiner then inquired as to how many faculty members serve in the graduate program. It was stated that the faculty members for the education program and graduate alternative certification program teach in both programs. Thus, the total faculty is made up of six members.

Ms. Turkal inquired as to whether Rockford would be planning to promote their program statewide. The representatives stated that this program was intended solely for use in the Rockford Public Schools.

As there were no more questions or comments, Vice-Chair Turkal requested a motion to approve the program proposal from Rockford College. Ronald Gidwitz then moved that the Illinois State Board of Education hereby find that the alternative certification program submitted by Rockford College is consistent with the requirements in 105 ILCS 5/21-5c of the School Code, as well as all applicable standards. He also moved that the State Board approve the alternative certification program as proposed and authorize the institution to conduct programs and recommend candidates for certification in the following areas:

- Type 03           Elementary Education
- Type 03           Elementary Education with a  
                          bilingual option



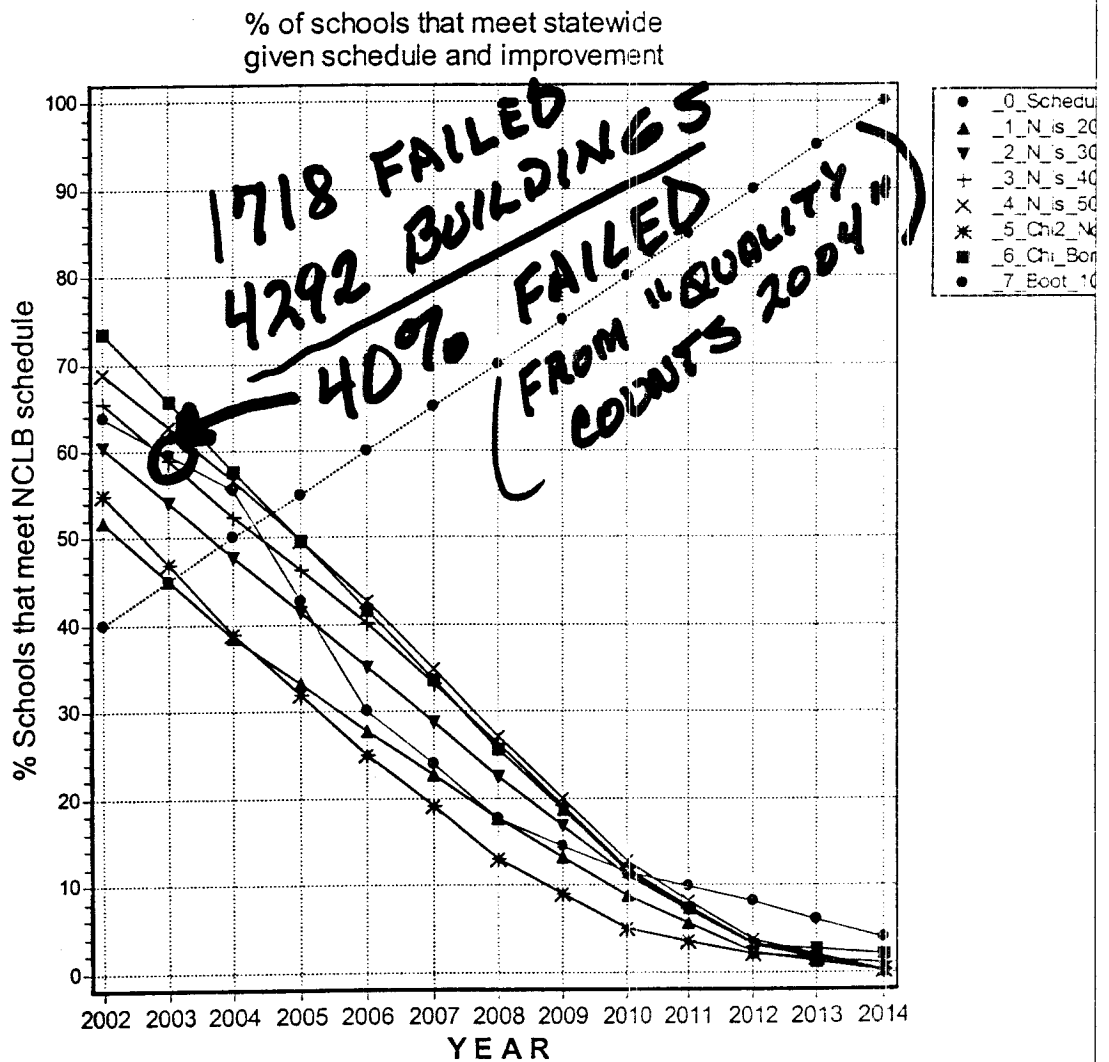
	<ul style="list-style-type: none"> <li>• Type 09      Secondary Education with a bilingual option</li> <li>• Type 09      Secondary Education: -Mathematics -Science (Biology, Chemistry)</li> <li>• Type 10      Special K-12 -Foreign Languages (French, German, Spanish).</li> </ul> <p>The motion was seconded by Joyce Karon. The motion passed as all members present voted yes.</p>
<p><b><u>Acceptance of ISBE Monthly Reports</u></b></p>	<p>Vice-Chair Turkal announced the next agenda item: Acceptance of ISBE Monthly Reports. She stated that the purposed of the agenda item would be for the Board to review the provided standard reports with key information on fiscal and administrative activities of the state agency. Dr. Schiller stated that the reports within the Board packet were the normal monthly reports that are provided to the Board. He asserted that the agency headcount as recorded on the February report was at 495. Dr. Schiller stated that the agency has funding for about 501. In addition, he stated that between the time of February 29 and June, there will be about 14 retirements. The agency is also still engaged in the process of hiring individuals for the Nonpublic School Recognition and Private Business Vocational School programs.</p> <p>As there were no questions on the reports, Ms. Turkal asked that a motion be made to accept the ISBE Monthly Reports. Thus, Joyce Karon moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the February 2004 meeting. The motion was seconded by Dean Clark. The motion passed as all members presented voted affirmatively.</p>
<p><b><u>2004 Legislative Agenda*</u></b></p>	<p>Ms. Turkal then stated that the Board would discuss the legislative agenda for the 2004 session. Dr. Schiller then requested that Peter Leonis, Director of Governmental Relations give an overview of the 2004 Legislative Agenda. Mr. Leonis stated that in terms of the process, things are moving along very slowly this year. There have been a record number of bills that have been introduced. However, not many of them have made it out of the Rules Committee. Mr. Leonis asserted that many bills are being deferred due to the Governor's Education Proposal and the bills that relate to his proposal.</p>

	<p>Mr. Leonis stated that all legislation that was discussed at the last State Board meeting has been introduced with regard to the State Board's agenda. According to Mr. Leonis, the most substantive bill to make it out the Rules Committee was SB 2774 which proposes to raise the high school graduation requirements beginning in the 2008-2009 school year. He said that he expects to hear more on this bill in the upcoming weeks. Lastly, Mr. Leonis proclaimed that more news related to education and the agency would most likely be forthcoming after the Governor's Budget Address. Ms. Turkal and Dr. Schiller then thanked Mr. Leonis for his report.</p>
<p><b><u>Announcements and Reports</u></b></p> <p><b><u>Superintendent</u></b></p> <p><b><u>Board Operations</u></b></p> <p><b><u>Education Policy/ Planning</u></b></p>	<p>Ms. Turkal then requested the Superintendent give his report.</p> <p>The Superintendent commenced by stating that he believed that it would be in the Board's best interest to have a Finance Committee Meeting following the Governor's Budget Address to discuss ISBE's response and review the FY 05 Budget Options. Dr. Schiller stated that the meeting could be set up within the week by teleconference.</p> <p>Ms. Turkal then called for other reports and announcements.</p> <p>Ms. Karon announced that some Board members would not be in attendance at the March Board meeting due to scheduling conflicts with the established date of the meeting (March 17-18). Dr. Schiller asserted that possibly other arrangements can be discussed.</p> <p>Mr. Kazarian stated that the Education Policy Planning Committee would decide after the Governor's Budget Address if there would be a need to meet as a committee before the next scheduled meeting.</p>
<p><b><u>Closed Session</u></b></p>	<p>Ms. Turkal inquired as to whether there was a need for a closed session meeting. Ronald Gidwitz moved that the Illinois State Board of Education go into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:</p> <ul style="list-style-type: none"> <li>• Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee.</li> <li>• Section 2 (c) (11) for the purpose of discussing litigation.</li> </ul>

	<p>The motion was seconded by Dean Clark. The motion passed as all members present voted yes.</p>
<p><b><u>Adjournment</u></b></p>	<p>After the closed session ended, the meeting officially adjourned at 10:35 a.m.</p>
	<p>Please contact the Illinois State Board of Education office in Springfield at 217/782-7497 for an audio tape of the meeting.</p> <p style="text-align: right;">Respectfully Submitted,</p> <p style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

plausible value (i.e., a test score) and this value was coded as "Meeting" or "Not-Meeting". All groups to which the students belong were then updated and when all students were processed it was determined how many groups made AYP. As before, to achieve adequate precision 10,000 bootstrap samples were used. The null hypothesis of "school makes AYP" was rejected whenever more than 2.5% of the runs yielded a number of AYP making groups that fell inside one of the critical regions discussed earlier. Naturally, as is illustrated by the various lines in Figure 3, the location of the interval varies with the NCLB requirement under consideration.

**Figure 3.**



**Findings.** The results of the bootstrapping procedure are shown in Figure 3 which plots the projected percent of schools making AYP for NCLB requirement ranging from 40 to 100%. The graph includes lines for fixed group sizes ranging from 20 to 50, as well as

**ADEQUATE YEARLY PROGRESS (AYP) INFORMATION**

Is this School making Adequate Yearly Progress (AYP)? Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? Yes

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	51.7		Yes	53.3		Yes	92.7	Yes		
White														
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	49.1		Yes	52.7		Yes				

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements\*\*\*
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

37 HURDLES

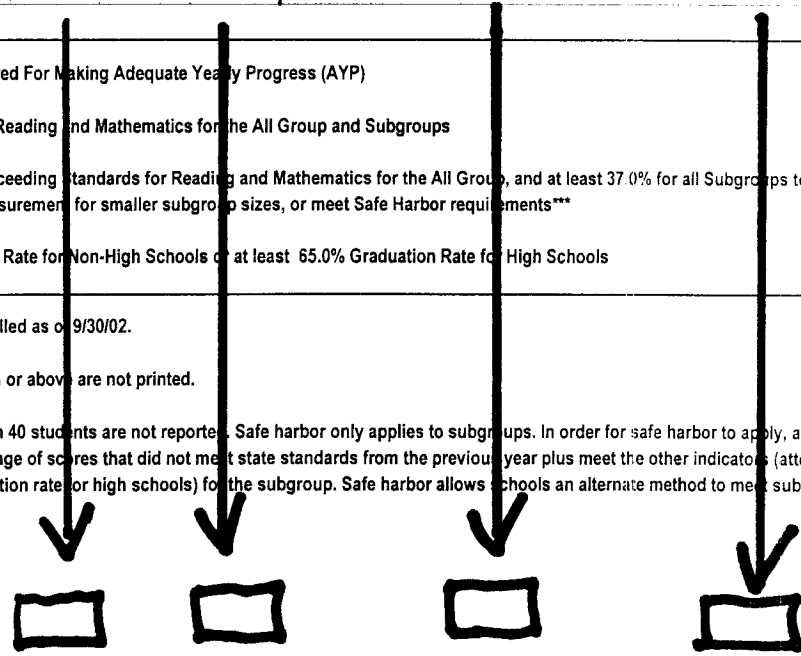
\* Includes only students enrolled as of 9/30/02.

\*\* Safe Harbor Targets of 37% or above are not printed.

\*\*\* Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

+ 4 MORE

MULTI-RACE



2

Dear Mr. Buckler:

We spoke earlier today regarding racial and ethnic categories under **No Child Left Behind (NCLB)**. I wanted to follow up with some specific information related to this topic.

The state education agencies define the major ethnic/racial groups under **NCLB**. The statute does not list specific racial and ethnic groups to be included in the disaggregated data. I have included an excerpt from the law (Section 1111 (b)(2)(B-C) detailing the required data, the law can be found online at <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec:1111>.

"B) ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State local educational agencies, and schools.

(C) DEFINITION- Adequate yearly progress shall be defined by the State in a manner that--

(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

(ii) is statistically valid and reliable;

(iii) results in continuous and substantial academic improvement for all students;

(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

(I) The achievement of all public elementary school and secondary school students.

(II) The achievement of--

(aa) economically disadvantaged students;

**(bb) students from major racial and ethnic groups;**

(cc) students with disabilities; and

(dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student."

**NCLB  
DIRECTIONS  
TO STATES  
CONCERNING  
THE NUMBER  
OF RACIAL  
GROUPS TO  
REPORT.**

I have also included an excerpt from Title I Improving the Academic Achievement of the Disadvantaged, Final Regulations that addresses the definition of ethnic groups. You can find the entire document online at: <http://www.ed.gov/legislation/FedRegister/firrule/2002-4/120202a.html>.

"Comment: One commenter requested clarification regarding the impact

of recent changes in the definitions of ethnic groups issued by the Office of Management and Budget (OMB) on the requirement to ensure by major racial and ethnic groups. Another commenter also suggested that any changes in such definitions could hinder State efforts to collect student level achievement data.

*Discussion: The Department is developing guidance on the implementation of OMB standards for data on multi-racial/ethnic groups of individuals. Those standards will take effect for educational agencies no sooner than the fall of 2004. Once the Department guidance is issued, the Department plans to provide adequate lead-time for educational agencies to make appropriate adjustments to their data systems. Until that happens, educational agencies are under no obligation to maintain, use, or report data under the OMB standards. Although implementation of the new multi-racial data requirements must await publication of guidance by the Department, the Secretary encourages States to consider taking appropriate steps to implement other provisions of the OMB standards, such as separating Asians from Native Hawaiians and Other Pacific Islanders."*

The OMB Guidance referred to may be found at [http://www.whitehouse.gov/omb/fedreg/directive\\_15.html](http://www.whitehouse.gov/omb/fedreg/directive_15.html). Currently, states are responsible for determining the appropriate racial and ethnic groups, based upon the population of their communities. States are not required to include multi-racial categories, but neither are they prohibited from doing so. The State of Illinois is within its rights to decide to eliminate those categories, but **NCLB** does not mandate they do so, or the use of any specific categories. I hope this information is of use to you. In the meantime I have noted your concerns in our comments database. Thank you for contacting the U.S. Department of Education. If we can be of further assistance, please do not hesitate to write us again, or call (800) USA-LEARN (800-872-5327), between the hours of 9-5 Eastern Time.

Sincerely,  
Matthew Schneer  
Information Resource Specialist  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, DC 20202-0498



**Monthly Status Report on Rulemaking  
March 2004**

<b>Title and Part Number of Rules</b>	<b>Current Status</b>	<b>Action Needed This Month</b>	<b>Description/Comments</b>
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Rulemaking is complete; effective February 24, 2004	None	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement (Part 120)</u>	Rulemaking is complete; effective February 24, 2004	None	Exception to pro-ration of transportation expenditures across categories (related to waiver request)
<u>Standards for Certification in Specific Teaching Fields (Part 27)</u>	Presented for adoption in this Board packet	Adoption	Technical corrections
<u>Standards for Administrative Certification (Part 29)</u>	Presented for adoption in this Board packet	Adoption	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan (Part 350)</u>	Presented for adoption in this Board packet	Adoption	Inclusion of science kits; responds to P.A. 93-212
<u>Certification (Part 25)</u>	Public comment period ended March 2, 2004; expect adoption in April	None	Revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332



Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Certification</u> (Part 25)	Emergency amendment took effect January 23, 2004; public comment period on ordinary amendment will end March 22, 2004	None	Elimination of requirement for return receipt with notice from LPDCs to teachers of recommendations for renewal of standard certificates
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Public comment period will end March 22, 2004	None	Updating and clarification of certification-related provisions
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect additional amendments for review; emergency rulemaking may be needed	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>School Technology Program</u> (Part 575)	Expect initial review in spring	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Gifted Education</u> (Part 227)	Expect initial review in spring	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Expect initial review in spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Expect initial review in spring	None	Elimination of references to gifted students
<u>Driver Education</u> (Part 252)	Expect initial review in May or June	None	Certification of claims for reimbursement; responds to P.A. 93-55

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Nonpublic Special Education Facilities</u> (Part 401)	Expect initial review in May or June	None	Technical updating to conform to rules for special education (Part 226)
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in summer	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Vocational Education</u> (Part 254)	Expect initial review in summer	None	Comprehensive updating
<u>Charter Schools</u> (Part 650)	Expect initial review in summer	None	Provisions regarding the closure of charter schools
<u>Program Accounting Manual</u> (Part 110)	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits