

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 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, five are 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

The Superintendent recommends the approval of 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
May 2004**

Entity	Subject(s)	Grades	Cost per hour per Student	Total Program hours per Student	Total cost per Student
West Harvey-Dixmoor SD 147	Reading Math	1-8	\$10.00	89	\$890.00
The Teachers Academy for Mathematics and Science	Reading Math	3-5	\$11.50	160	\$1,840.00

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

Entity	Program Description
West Harvey-Dixmoor School District 147	The American's Choice supplemental educational service that West Harvey-Dixmoor School District 147 provides in reading and math are essential to academic achievement. Student progress toward the standards is constantly monitored and those that are falling behind are immediately given extra instruction, enabling them to catch up quickly. Students enrolled in American's Choice will be fluent readers by the end of the third grade; k-6 students will be competent readers and master essential arithmetical skills by the time they reach middle school.
The Teachers Academy for Mathematics and Science <u>Plans to provide SES to:</u> Chicago School District 299, School District 46 (Elgin), and Aurora East Unit School District 131	The program engages students in learning mathematics and developing reading comprehension skills using science as a theme for instruction, and methods that make the students an active participant in the learning experience. The program uses a standards-based curriculum to teach students in grades 3-6 to think critically, gather data, make conclusions, communicate with words and numbers and solve problems. It also reviews the basic knowledge required for their grade level. The students are offered small group instruction eight hours a week in 20 week cycles. As a result of their participation with at least a 90% attendance rate, the student will improve their score in the Illinois Assessment Tests.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Adoption of Updated Academic Early Warning and Academic Watch Lists Status Determinations

Materials: List of Schools (available at Board Meeting)

Staff Contact(s): Connie Wise
Andy Metcalf

Purpose of Agenda Item

- To finalize the list of schools in Academic Early Warning and Academic Watch status for 2003-04 in accordance with requirements in the School Code (105 ILCS 5/2-3.25d).
- To remove schools from Academic Early Warning status that have met targets for two consecutive years.

Expected Outcome(s) of Agenda Item

- Board approval of the schools in Academic Early Warning status.
- Board approval of the schools in Academic Warning status.
- Board approval to remove designated schools from Academic Early Warning status.

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 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.

The information presented represents an update of the status of schools that was presented in March, 2004. Schools that had miscoding errors were offered the opportunity to verify their data which resulted in a status change for some schools.

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 Academic 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 updated lists of schools in Academic Early Warning and Academic Watch status for the purpose of complying with state law and offering schools assistance. The Superintendent further recommends that the Board approve the group of schools scheduled for removal from Academic Early Warning status.

Next Steps

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

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

Agenda Topic: Action Item: Acceptance of System of Support Progress Report and Approval of Two-Year Plan

Materials Regional Service Providers List
System of Support FY04 Progress Report

Staff Contact(s): Christopher Walczak

Purpose of Agenda Item

To provide the Board with a progress report on the first year implementation of ISBE's System of Support for high-priority schools and to receive Board approval to continue implementation for FY05.

Expected Outcome(s) of Agenda Item

The Board will understand the accomplishments and challenges of the first year system implementation.

The Board will approve continuation of the program for FY05.

Background Information

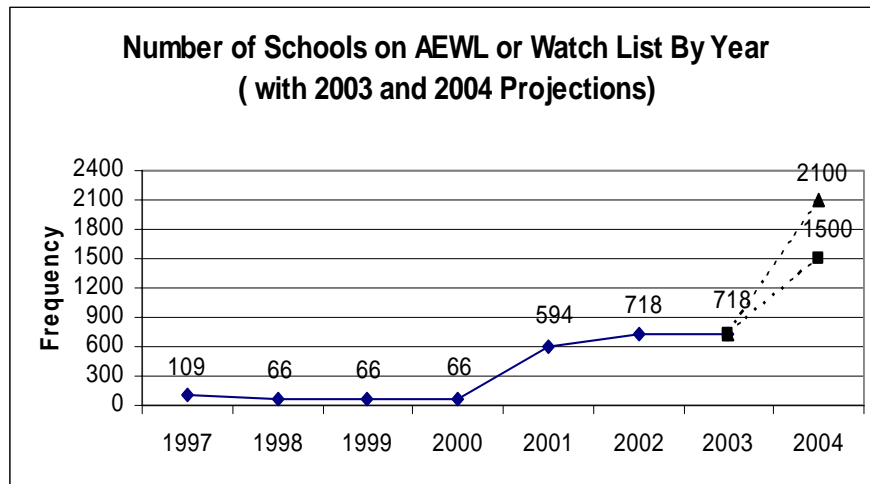
At its March 2003 meeting, the State Board discussed the overall conceptual redesign of the System of Support. In May of 2003, the Board authorized the State Superintendent and staff to implement the plan for FY04.

The 1994 reauthorization of the federal Elementary and Secondary Education Act (ESEA) required that states provide Title I schools with a system of assistance designed to bolster school improvement. Illinois provided a variety of services that constituted a "mosaic" of assistance, but did not institute a systemic approach.

With the advent of the Academic Early Warning List in 1997, the need for targeted assistance to academically challenged schools increased. ISBE began to conduct school and district analyses designed to provide useful information for revising school improvement plans and implementing them in these schools. ISBE staff was assigned to schools and districts in various regions of the state, giving on-site technical assistance, approving and monitoring school improvement plans. Since 1997, the number of schools in Academic Early Warning and Academic Watch status has climbed

from 66 to 718, due largely to the switchover to the Illinois Standards Achievement Tests (ISAT) in 1999 and the Prairie State Achievement Examination (PSAE) in 2001. These tests are based on the Illinois Learning Standards, and are more rigorous and demanding than the previous IGAP tests.

Once again, the numbers of schools and districts classified as needing improvement are expected to climb, based on the accountability requirements of the *No Child Left Behind Act* of 2001 (NCLB). In February 2003, the Board adopted criteria for Adequate Yearly Progress (AYP) calculations, setting state targets for achievement that climb every year. The table below shows ISBE's current projections for schools based on the AYP calculation criteria for the 2004 testing cycle just completed.



With these new developments, it became clear that ISBE did have the staff capacity to conduct the types of on-site, “hands-on” assistance it offered in the past. Yet schools and districts will continue to need this type of support. With the Regional Offices of Education and other parties, staff developed a plan for a regionalized delivery system. A Request for Proposals was issued in July of 2003, and regional providers were selected on the basis of the strength of their proposals and their capacity to serve their entire regions. A list of Regional Service Providers (RESPROS) is found in Attachment A.

The regional service plan is based upon two core beliefs:

- *School performance can improve with a systemic and sustainable approach.*
- *All improvement is local.*

The System of Support has four core elements, judged to be basic for improvement efforts in every school. This judgment arose from careful study of school improvement

research and current effective practice in Illinois and in other states.

Basic System of Support Elements

Data Analysis & School Improvement Plan Development	Standards-aligned curriculum, instruction & classroom assessment
Teacher & Administrator Enhancement	Student, Family & Community Support Services

Data Analysis & School Improvement Plan Development

Data analysis enables districts and schools to accurately identify their needs and research best practices, thus driving effective improvement planning. Training in data analysis methods and a comprehensive review of school data was an integral part of Year 1 System of Support activities in each region.

ISBE has developed a comprehensive school improvement plan “rubric” to guide schools through the plan revision process and to ensure that plans meet all state and federal requirements. All regional providers continue to employ this rubric as part of school improvement planning.

Standards-aligned curriculum, instruction and classroom assessment

Successful schools specifically teach to the Illinois Learning Standards each and every day. Teachers in standards-led classrooms understand that their jobs are not complete until their students meet or exceed the standards. For those districts and schools whose curriculum, teaching materials and practices, and classroom assessment practices are not fully aligned to the Standards, the service providers made available Standards-Aligned Classroom training based on the work of Dr. Richard Stiggins, specially tailored for schools in academic difficulty. This training already has a highly positive track record in Illinois, and in fact has served as a model for other states.

Teacher and Administrator Enhancement

New teachers, but especially those in academically challenged schools, need mentoring and induction support. Research shows that teachers who receive such support continue to improve their practice and are more likely to remain in the teaching profession. System of Support schools are becoming part of a growing number of schools participating in mentoring support. System of Support school improvement plans include ways to bolster the numbers of highly qualified teachers in each school.

In addition, specifically designed Administrator Academies for System of Support principals are being delivered in all regions. The Illinois Principals Association worked with ISBE and the regional providers to regionally deliver this training. Much of the content to date focuses on the special needs and circumstances surrounding children of poverty.

Student, Family & Community Support Services

In schools that experience difficulty with student attendance, tardiness, discipline and other behavioral challenges, service providers assist in establishing Positive Behavioral Interventions and Supports (PBIS), sponsored by the U.S. Department of Education and based on Sugai research and the Assessment Institute, Oregon.

Where appropriate, providers also assist in establishing community support and wrap-around services for districts, schools, students, families and communities. This “Full-Service Community Schools” initiative is based on research from the national Coalition for Community Schools (www.communityschools.org).

Many providers are also focusing on family involvement, including focused and sustained communication with parents and caregivers, and offering activities that inform and involve families in the academic program of their schools.

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

Policy Implications

Shifting the System of Support from a centralized (ISBE) to regionalized configuration requires the Board to adopt policies over time that allow and support this shift, and to maintain the momentum attained in Year 1. With an increasing number of schools projected to be identified for improvement interventions in 2004, it will be an ongoing policy discussion to solidify direction and support.

Budget Implications

Funding for System of Support activities currently comes from both state and federal sources. An estimate of future costs for the system is roughly \$10 million to \$12 million annually from both state and federal funds. With the establishment of viable, targeted improvement plans in these schools, local funds are also leveraged to support the plans. Most direct funding in future years will come from federal sources.

Legislative Action

In the spring of 2003, the General Assembly passed Senate Bill 878. Now signed by the Governor as Public Act 93-0470, this bill mandates that the state provide assistance to academically challenged schools, using the same four basic elements in the ISBE System of Support plan.

Communication

The shift to a regionalized System of Support requires close communication with the affected school districts and the public. The RESPROS provided regular communication channels with the schools in their service areas.

Superintendent's Recommendation

The Superintendent recommends that the State Board:

- Approve the continuation of the System of Support Plan for the 2004-05 school year.
- Authorize the State Superintendent to make adjustments in the plan as needed in order to best serve eligible districts and schools.

Next Steps

Continue the implementation process and expand to include newly identified schools in the fall of 2004.

Issue a Request for Proposals for an external evaluation of the System of Support.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director

Agenda Topic: Action Item: Approval of New Program Proposal
Recommendation—Millikin University—Early Childhood
Education

Materials: State Teacher Certification Board New Program
Recommendation

Staff Contact(s): Lee Patton
Phyliss Jones

Purpose of Agenda Item

- To review the recommendation issued by the State Teacher Certification Board for the approval of a new preparation program at one recognized and accredited institution.

Expected Outcome(s) of Agenda Item

- To issue final a decision allowing the new program to operate, and
- To authorize the State Superintendent to inform the institution of the State Board decision.

Background Information

On May 7, 2004, the State Teacher Certification Board reviewed a program proposal from one institution that had requested approval to initiate a new program. The proposed program was:

- Millikin University – Early Childhood, including Early Childhood Special Education

Millikin University, located in Decatur, is an established Illinois approved teacher preparation institution that offers undergraduate programs in elementary education, several secondary education areas, physical education, art and music. The proposed Early Childhood program, with a letter of approval for the Early Childhood Special Education program, has been developed to meet the high need for highly qualified Early Childhood and Early Childhood Special Education teachers.

Candidates seeking the initial Early Childhood certificate will be prepared in the education unit at the undergraduate level and will lead to a Type 04 certificate. The initial level teacher preparation program will ensure that program completers meet the standards defined in Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120), Early Childhood Standards (IAC Section 26.110-26.270), and for those who seek the Letter of Approval for Early Childhood Special Education, Standards for the Early Childhood Special Education Teacher (IAC Section 28.240).

Certification Board Analysis and Recommendations

The State Teacher Certification Board (STCB) determined that the program presented at the May 7 meeting satisfies the statutory requirements and applicable administrative rules. Based on this finding, the Certification Board voted to recommend that the Millikin Early Childhood program, including a letter of approval for Early Childhood Special Education, be approved with the stipulation that in one year the institution will provide the State Board and the State Teacher Certification Board the following:

- evidence of a better-defined assessment system;
- evidence that it has renamed courses containing the special education content of Language Development and Family and Community Relationships in the course title, as stated in *Ill. Adm. Code 25.47 f) 1)-4*); and
- evidence that the proposed staffing plan has been achieved through employment of additional faculty.

The Illinois Administrative Code Section 25.145 states that the State Board's decision to "approve" a new program authorizes the educational unit to conduct the program and to recommend candidates for certification by entitlement. This is consistent with the policies and procedures for unit accreditation established in alignment with those of the National Council for Accreditation of Teacher Education (NCATE).

Policy, Budget, and Legislative Implications

The State Board's decisions regarding the program approval status of this request does not have state-level policy, budget, or legislative implications. However, the program responds to personnel needs in Illinois schools and its creation is consistent with the State Board goal of providing sufficient and high-quality preparation opportunities in areas of shortage.

Communication

The institution may advertise the new program and actively recruit candidates to enroll in the new program. The Department of Certification and Professional Development will post the new program on its website and in the Directory of Approved Programs.

Pros and Cons of Various Actions

Acceptance of the Certification Board's recommendation for the new program described in this report will allow the institution to offer coursework, enroll candidates, and engage in other pertinent activities necessary for the operation of the new program. The

preparation of new teachers will positively impact the pool of certified personnel available to serve the children in Illinois public schools.

If the Board rejects the Certification Board recommendation, the final decisions will be shared with the institution. The institution would not be authorized to initiate its proposed program.

Superintendent's Recommendation

The Superintendent recommends that the State Board:

- Approve the Millikin University Early Childhood Education preparation program, including Early Childhood Special Education approval program, with the stipulation that within one year, the institution must provide a status report and the specific information requested by the State Teacher Certification Board.
- Authorize the Superintendent to inform the institution of the State Board's decision.

Next Steps

Staff members will contact representatives of Millikin to explain the State Board's decision and to provide technical assistance requested by the institution. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board's formal action.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: **Action Item: Approval of Appointment to the Board of Education Department of Corrections District #428**

Materials: Statute

Purpose of Agenda Item

The purpose of this agenda item is to recommend to the Board an appointment to the Board of Education for the Department of Corrections School District #428.

The State Board of Education is required in 105 ILCS 5/13-41 to appoint four of the nine members, with at least one of them having knowledge or expertise in vocational education and at least one of them having knowledge or expertise in higher education/continuing education.

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is the appointment of an additional member to the Board of Education for the Department of Corrections School District #428.

Background Information

Of the nine members of the Board, by law, three are Department of Corrections (DOC) employees (including the Director of the agency), two are DOC designees and four are ISBE designees. The terms are three years in length.

Robert Eifert, Associate Superintendent of the State Department of Corrections' School District #428 informed ISBE that he received notice from John Newsom of his resignation from the district's board of education. As Mr. Newsom was an ISBE designee to the Board, the State Board must recommend an individual to replace Mr. Newsom. Thus, Mr. Eifert offered two appointment recommendations for ISBE to consider. The current board members designated by ISBE are listed below as well as information on the recommended nominees to replace Mr. Newsom.

Name and Residence	Terms Served	Knowledge, Expertise, or Experience; Comments
Peggy Ashline, Carbondale	2 terms; October 1999 -- Present	Director of Jobs for Illinois Graduates since 1996. Former Associate Superintendent for district #428. Former ISBE employee.
Jorge Montes, Chicago	4 terms; December 1991 - Present	Attorney, Principal in Montes and Associates. Member of the Prisoners Review Board through January 2003.
Katie Wright,	3 terms;	Former teacher, administrator, college faculty,

East St. Louis	February 1994 -- Present	director of special education. Retired.
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New Nominations

Name and Residence	Terms Served	Knowledge, Expertise, or Experience; Comments
Ron Sanderson, Humboldt	New	Worked at several community colleges (Lake Land, Rend Lake, Lincoln Train, and Wabash Valley). Retired and doing special projects at Wabash Valley. Has done tech prep work. Had been under contract to DOC.
Marva Campbell-Pruitt, Chicago	New	Teaches at Governor's State University; has worked at DHS and Chicago #299 in specialized services.

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

Policy Implications

The Board is required to meet at least six times a year. It must make reports to ISBE as required. It has multiple duties--inspection of schools; employ a superintendent; employ supervisory personnel; expel and suspend students; determine courses of study; develop and annually revise an educational plan for achieving goals and objectives, and so on. These individuals should be highly qualified in order to carry out their duties, as local board members would be qualified, and have a willingness to serve this special population.

Superintendent's Recommendation

After a thorough evaluation of each recommended appointee, a final recommendation will be made for Board consideration toward approving an appointment to the Board of Education for the Department of Corrections for District #428.

Next Steps

Dr. Schiller will inform the Director of the Department of Corrections and the Superintendent of School District #428 of the individual approved by the State Board for appointment to the District #428 Board.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Karl Vogl, Chief Internal Auditor

Agenda Topic: Action Item: Acceptance of FY 03 ISBE Financial and Compliance Audit

Materials: Auditor General's Report (previously sent)

Staff Contact(s): Karl Vogl

Purpose of Agenda Item

To provide the Board with information regarding the report's contents.

Expected Outcome(s) of Agenda Item

The Board will be informed of any issues identified by the Auditor General.

Background Information

The audit includes the financial statement information and the results of the compliance tests performed by the Auditor General's contract audit firm. The report covers the period from July 1, 2002 through June 30, 2003.

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

This audit has 13 findings, none of which are critical to the Agency's operations and Board priorities. The Superintendent and the Internal Auditor have worked with the directors and their staff to implement the appropriate safeguards and controls to address the issues raised in the report.

Budget Implications

The agency's budget may not allow for staffing the Internal Audit unit at a level that would be adequate to provide sufficient review of the agency's functions and the resolution of audit findings such as the ones outlined in the Auditor General's report.

Legislative Action

Pursue appropriate funding for the agency's functions as discussed above.

Superintendent's Recommendation

The Superintendent recommends that the Board accept the Auditor General's report, and continue to advocate adequate funding of the agency's critical functions.

Next Steps

Internal Audit will continue to coordinate resolutions of the findings and report to the Superintendent. The Superintendent will provide oversight to ensure that the agreed upon actions are implemented.

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 19, 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 Contacts: 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 July, 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 to February 2004 and identifies activities to occur for the period March 2004 to 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 04/30/2004
(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$3,866,650.2</u>	<u>\$3,866,600.9</u>	<u>\$49.3</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$2,741,200.6	\$2,741,200.6	\$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	\$40,867.6	\$40,867.6	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$2,819.5	\$2,770.2	\$49.3
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$932.6	\$932.6	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$53,706.1	\$53,706.1	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$174.4	\$174.4	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Category	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$989,956.4</u>	<u>\$989,956.4</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$16,576.5	\$16,576.5	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$10,391.6	\$10,391.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$146,178.7	\$146,178.7	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$63,446.3	\$63,446.3	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$274,494.9	\$274,494.9	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$51,687.8	\$51,687.8	\$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	\$236,630.1	\$236,630.1	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$184,180.4	\$184,180.4	\$0.0
Standards - Assessment & Accountability	<u>\$26,395.2</u>	<u>\$5,301.2</u>	<u>\$21,094.0</u>	<u>\$13,177.9</u>	<u>\$1,918.0</u>	<u>\$11,259.9</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$1,338.9</u>	<u>\$1,209.1</u>	<u>\$129.8</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$994.4	\$864.6	\$129.8
Teach America	\$450.0	\$450.0	\$0.0	\$344.5	\$344.5	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$77,349.5</u>	<u>\$77,260.5</u>	<u>\$89.0</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$177,011.9</u>	<u>\$176,866.1</u>	<u>\$145.8</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$119,988.1</u>	<u>\$293.0</u>	<u>\$96,429.9</u>	<u>\$96,224.0</u>	<u>\$205.9</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,007.9	\$130.7	\$15,041.7	\$14,934.0	\$107.7

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$62,552.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$24,836.8
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$15,753.7
Learning Technologies (Tech for Success)	\$11,500.0	\$9,603.6	\$1,896.4	\$11,500.0
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$11,500.0
Career Preparation	\$40,339.8	\$39,971.5	\$368.3	\$40,339.8
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,881.2
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$129.9
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$38,328.7
Regional Services	\$11,700.0	\$11,700.0	\$0.0	\$11,700.0
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$8,150.0
ROE - School Service	\$3,550.0	\$3,550.0	\$0.0	\$3,550.0
Administration	\$16,520.0	\$0.0	\$16,520.0	\$16,520.0
Targeted Initiatives	\$20,135.9	\$19,634.2	\$501.7	\$20,135.9
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$472.7
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$1,121.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$217.1
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$578.8
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$2,855.5
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$14,499.4
Textbook Loan Reappropriation	\$27,785.3	\$27,785.3	\$0.0	\$27,785.3
SubTotal - GENERAL FUNDS	\$5,509,166.8	\$5,467,577.0	\$41,589.7	\$5,509,166.8
OTHER GRF FUNDS	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Downstate	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,555,667.8	\$6,514,078.0	\$41,589.7	\$6,555,667.8
NON STATE	\$0.0	\$0.0	\$0.0	\$0.0
School Infrastructure Fund	\$50,200.0	\$50,000.0	\$200.0	\$50,200.0
TOTAL	\$12,105,867.8	\$12,064,578.0	\$41,789.7	\$12,105,867.8

Initiatives	Appropriation		YTD Expenditures	
	Total	Grants	Admin	Total
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$166.2
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$10,183.0
Illinois Future Fund	\$7.0	\$7.0	\$0.0	\$0.0
Driver Education	\$15,900.0	\$15,750.0	\$150.0	\$10,992.1
State Pension Fund	\$47,360.0	\$47,360.0	\$0.0	\$47,360.0
Other Funds	\$10,110.0	\$8,598.0	\$1,512.0	\$325.0
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$385.4
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$279.2
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0
FEDERAL	\$2,073,806.1	\$1,999,785.1	\$74,021.0	\$1,217,320.1
Federal Funds	\$2,073,806.1	\$1,999,785.1	\$74,021.0	\$26,212.1
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$238.5
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$1,421.7
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$3,487.7
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$43.9
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$4,117.2
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$160.2
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$7,065.9
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$15.6
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$60.7
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$706.7
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$38.4
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$88.4

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	\$714.7
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$1,271.5
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$187.0
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$293.1
Title I - Basic Programs	\$524,637.3	\$519,074.9	\$5,562.4	\$373,954.8
Title I - Comprehensive School Reform	\$21,559.5	\$21,017.4	\$542.1	\$10,202.9
Title I - Education of Migratory Children	\$3,767.7	\$3,708.7	\$59.0	\$783.5
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$8,029.1
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$1,979.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$18,026.5
Title I - School Improvement	\$12,137.0	\$12,000.0	\$137.0	\$4,034.3
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$24,090.4
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$91,558.8
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$12,313.1
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$13,181.2
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$879.0
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$10,718.1
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$14,447.8
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$796.5
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$3,414.9
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$1,856.7
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$324.9
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$89.6
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$1,667.7
TOTAL - ALL FUNDS:	\$8,753,050.8	\$8,635,578.1	\$117,472.7	\$6,704,568.6
				\$6,650,421.8
				\$54,146.8

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 4/30/2004**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>April Expenditures</u>	<u>Description</u>
Personal Services and Related	40,716.1	31,683.9	77.8%	3,123.1	Salaries & Benefits
Contractual Services	70,188.9	21,002.4	29.9%	4,187.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,468.3	869.5	35.2%	100.1	Staff Travel
Commodities	665.6	103.8	15.6%	12.4	Supplies; Books
Printing	780.4	38.1	4.9%	2.9	Agency Printing
Equipment	818.6	34.6	4.2%	1.7	Computers; Printers; Furniture
Telecommunications	1,278.7	397.0	31.0%	1.4	Telecommunications Expenses
Auto Operations	17.4	16.1	92.5%	1.2	Operation of Agency Autos
Grants	7,541,010.1	5,556,560.8	73.7%	745,113.0	See Detail Below

<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>April Expenditures</u>	<u>Description</u>
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Agency Contracts Breakdown:

General Counsel/Legal

45 - Impartial Hearing Officers GRF	43.5	21.1	48.5%	6.5	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%	0.0	Court reporter services for Teacher Dismissal Hearings

Data Systems

Viva USA, Inc. GRF	185.4	86.4	46.6%	39.5	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	223.9	89.5%	0.0	
E-Technology Inc. Federal	125.0	94.9	75.9%	12.1	Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
Data-Core Systems Inc. Other State	109.1	70.3	64.4%	9.2	Development, maintenance and support of ISBE applications
The Innovation Group GRF	133.6	95.5	71.5%	0.0	Enhancements and support of the CERTS System
Federal	457.0	300.4	65.7%	23.4	E-Grants System
	456.5	391.2	85.7%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>April 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	46.6	52.2%	11.0	Enhancements and support for the child nutrition system application
<u>Data Analysis & Progress Reporting</u> Deloitte Consulting Federal	115.9	92.3	79.6%	0.0	Revamp the School Report Card into a web-based interactive system
<u>Governmental Relations</u> Barbour Griffith & Rogers, Inc. GRF	240.0	149.5	62.3%	18.5	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<u>Internal Audit</u> Berry, Dunn, McNeil & Parker, Inc. GRF Federal	29.1 20.0	17.3 0.0	59.5% 0.0%	2.0 0.0	EDP auditing assistance for the review of system developments
<u>Standards Aligned Learning</u> Southern Illinois University Federal	50.0	48.1	96.2%	0.0	Coordinate the statewide rollout of the elementary school model program
<u>Career Development & Preparation</u> Metri Tech, Inc. Federal	100.0	75.0	75.0%	0.0	Development of the Illinois Workplace Skills Assessment
<u>e-Learning</u> 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	123.0	68.4%	47.4	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	56.5	88.7%	21.6	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	70.8	41.3%	3.3	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
<u>Curriculum & Instruction</u> 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	145.0	90.9	62.7%	0.0	HIV Prevention Education
University of Illinois Federal	502.8	95.1	18.9%	62.8	Evaluation of IL Reading First
<u>Early Childhood</u> University of Illinois Federal	217.8	126.6	58.1%	22.9	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%	0.0	0.0	Membership to WIDA Consortium which includes English Language Proficiency Standards development
19 Mediation Agreements Federal	464.7	259.9	55.9%	22.8	22.8	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
Court Reporters Federal	110.0	32.6	29.6%	6.6	6.6	IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000 Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	425.1	255.1	60.0%	0.0	0.0	Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
HOEN Consultants Federal	149.9	99.7	66.5%	7.6	7.6	Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
Public Priority Systems Federal	76.2	49.5	65.0%	0.0	0.0	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	64.4	35.8%	23.7	23.7	A "live data" website for an Illinois Interactive Report Card

New Learning Opportunities

Sangamon County ROE GRF	400.0	400.0	100.0%	248.9	248.9	Fiscal Agent for Cook County GED Testing Program
Other State	400.0	385.4	96.4%	34.9	34.9	

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	2,325.0	100.0%	387.5	387.5	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
Federal	3,487.5	1,550.0	44.4%	904.2	904.2	Statistical design and analysis for ISAT - required by legislation
Metri Tech, Inc. GRF	110.4	110.4	100.0%	44.7	44.7	
Federal	152.5	86.8	56.9%	21.0	21.0	Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
Measurement Incorporated GRF	3,914.0	1,565.6	40.0%	782.8	782.8	Printing, testing and scoring of PSAE tests for all students in Grade 11
NCS Pearson, Inc. GRF	503.9	209.7	41.6%	0.0	0.0	
Federal	1,383.2	838.7	60.6%	209.7	209.7	Statistical design and analysis for PSAE - required by legislation
Metri Tech, Inc. GRF	90.6	67.6	74.6%	33.8	33.8	
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>April Expenditures</u>		<u>Description</u>
				<u>Date</u>	<u>Date</u>	
Measurement Incorporated GRF	2,331.4	932.6	40.0%	466.3		Scoring of open-ended responses for PS&AE 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 Metri Tech, Inc.	300.0	275.6	91.9%	275.6		Technical and statistical services such as equating, item analysis and technical reports
Federal Measurement Incorporated	92.4	69.3	75.0%	23.1		Scoring of bilingual students' writing essays
GRF Federal	123.5	85.4	69.1%	42.7		Development of the IMAGE test
Federal Metri Tech, Inc.	90.0	0.0	0.0%	0.0		Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
Federal Metri Tech, Inc.	118.0	88.5	75.0%	29.5		Develop IL K-2 Achievement Test System
GRF McGraw Hill, LLC	99.5	49.7	50.0%	24.9		Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
GRF Measured Progress, Inc.	86.5	0.0	0.0%	0.0		Develop, design & analyze ACT Test - Grade 11
Federal American College Testing, Inc.	1,955.0	1,303.3	66.7%	217.2		
GRF	4,500.0	2,000.0	44.4%	0.0		

Fiscal & Administrative Services

Alzina Lease-Spfd GRF	1191.8	1,191.8	100.0%	1.4		Rent - Springfield
Other State	12.0	12.0	100.0%	0.0		
Federal	1202.8	1,202.8	100.0%	0.0		Copier maintenance/repairs
Xerox Corporation GRF	115.8	82.4	71.2%	20.2		
Federal Warehouse Lease (Marilyn Mason)	46.8	46.8	100.0%	0.0		Warehouse Lease
GRF	69.0	69.0	100.0%	0.0		
Federal Midwest Office Supply	40.0	40.0	100.0%	0.0		Office Supplies
GRF	57.3	8.7	15.2%	2.8		
Other State	2.1	0.0	0.0%	0.0		
Federal Parcel Pick-up & Delivery	25.6	7.3	28.5%	0.4		Parcel pick-up and delivery per agency request at published rate - multiple vendors
GRF	40.0	39.8	0.0%	7.1		
Federal	55.0	27.5	0.0%	0.9		

Nutrition Program & Support Services

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%	0.0		School Meals Initiative - conduct nutritional analysis
Fidelis Corporation Federal	85.5	65.7	76.8%	13.7		Maintain and enhance the USDA Commodity Distribution System

Fiscal Services

Secretary of the State Other State	50.0	50.0	100.0%	0.0		Process blue slips for Drivers Education
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School Business & Support Services

Enterprise Computing Services

Federal

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

0.0

88.2%

89.3

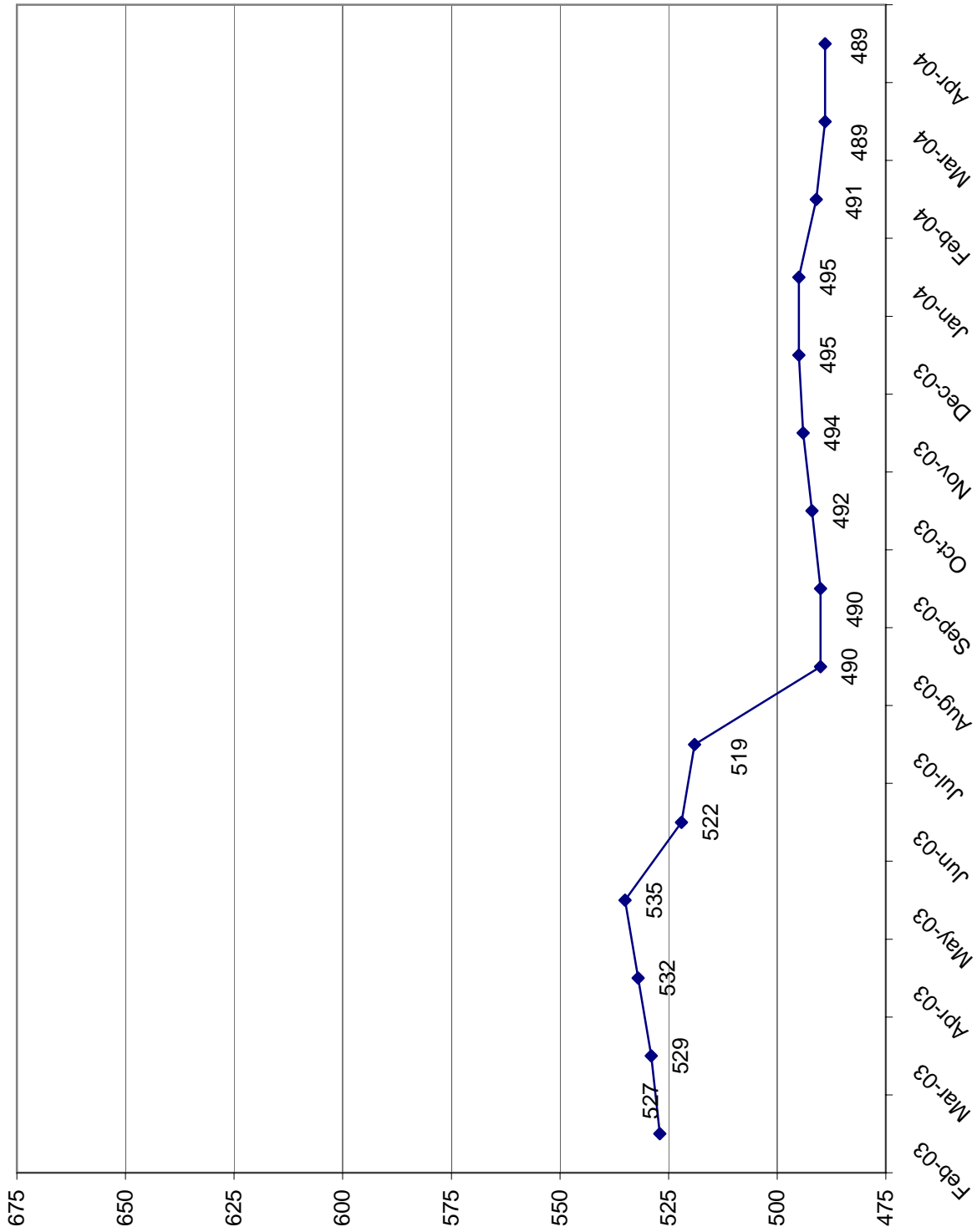
101.3

Grants Breakdown:

	Funded Amount	Expenditures	% Spent	Year to Date	Year to Date	Year to Date	Year to Date	Description
General State Aid	3,484,200.0	2,778,193.7	79.7%	2,778,193.7	2,778,193.7	2,778,193.7	2,778,193.7	Formula
Title I - Low Income	570,200.0	398,452.9	69.9%	398,452.9	398,452.9	398,452.9	398,452.9	Formula
IDEA	450,000.0	285,065.5	63.3%	285,065.5	285,065.5	285,065.5	285,065.5	Formula
Child Nutrition	425,000.0	282,605.9	66.5%	282,605.9	282,605.9	282,605.9	282,605.9	Formula--Reimbursement
Spec Ed Personnel	314,860.0	243,355.0	77.3%	243,355.0	243,355.0	243,355.0	243,355.0	Formula
Transportation Spec Ed	263,081.0	210,611.1	80.1%	210,611.1	210,611.1	210,611.1	210,611.1	Formula
Transportation Reg/Voc	242,424.0	184,180.4	76.0%	184,180.4	184,180.4	184,180.4	184,180.4	Formula
Spec Ed Extraordinary	229,502.0	146,178.7	63.7%	146,178.7	146,178.7	146,178.7	146,178.7	Mandated Categorical
Early Childhood Block	213,405.7	176,866.1	82.9%	176,866.1	176,866.1	176,866.1	176,866.1	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	90,602.7	60.4%	90,602.7	90,602.7	90,602.7	90,602.7	Formula
Spec Ed Orphanage	97,370.0	63,446.3	65.2%	63,446.3	63,446.3	63,446.3	63,446.3	Formula
Reading Imp. Block Grant	79,221.1	77,260.5	97.5%	77,260.5	77,260.5	77,260.5	77,260.5	Formula
Title I Reading First	66,000.0	17,262.7	26.2%	17,262.7	17,262.7	17,262.7	17,262.7	Competitive and formula grants
Early Intervention	64,447.3	53,706.1	83.3%	53,706.1	53,706.1	53,706.1	53,706.1	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	51,687.8	87.0%	51,687.8	51,687.8	51,687.8	51,687.8	Formula
Technology Literacy	53,000.0	23,675.9	44.7%	23,675.9	23,675.9	23,675.9	23,675.9	Competitive and non-competitive grants to school districts
Voc Ed - Federal	50,000.0	39,916.1	79.8%	39,916.1	39,916.1	39,916.1	39,916.1	Formula and Competitive - to improve student academic and career skills
School Tech. Rev. Loan	50,000.0	10,183.0	20.4%	10,183.0	10,183.0	10,183.0	10,183.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	13,791.5	30.6%	13,791.5	13,791.5	13,791.5	13,791.5	Competitive
ADA Sch. Safety & Ed. Bl.	42,841.0	40,867.6	95.4%	40,867.6	40,867.6	40,867.6	40,867.6	Formula
Title III - English Language Acq	39,980.0	11,693.7	29.2%	11,693.7	11,693.7	11,693.7	11,693.7	Grant
Vocational Education - State	37,960.4	32,615.1	85.9%	32,615.1	32,615.1	32,615.1	32,615.1	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100.0%	34,896.6	34,896.6	34,896.6	34,896.6	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	31,140.0	31,140.0	31,140.0	31,140.0	Formula
Textbook Loan - Reappropri.	27,785.3	27,605.3	99.4%	27,605.3	27,605.3	27,605.3	27,605.3	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	26,019.0	10,617.7	38.4%	10,617.7	10,617.7	10,617.7	10,617.7	Mandated Categorical
Transportation Spec Ed-Downstate	26,019.0	26,019.0	100.0%	26,019.0	26,019.0	26,019.0	26,019.0	Formula
Title IV - Safe and Drug Free	25,000.0	10,287.2	41.1%	10,287.2	10,287.2	10,287.2	10,287.2	Formula
Preschool - Spec Ed	25,000.0	13,901.1	55.6%	13,901.1	13,901.1	13,901.1	13,901.1	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,874.2	88.4%	21,874.2	21,874.2	21,874.2	21,874.2	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	13,754.5	65.5%	13,754.5	13,754.5	13,754.5	13,754.5	Formula
State Free Lunch & Breakfast	19,565.0	16,576.5	84.7%	16,576.5	16,576.5	16,576.5	16,576.5	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	14,934.0	87.7%	14,934.0	14,934.0	14,934.0	14,934.0	Formula
Driver Education	15,750.0	10,992.0	69.8%	10,992.0	10,992.0	10,992.0	10,992.0	Reimbursement
Truant/Dropout/Optional Education	15,671.6	13,901.6	88.7%	13,901.6	13,901.6	13,901.6	13,901.6	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	1,182.0	7.9%	1,182.0	1,182.0	1,182.0	1,182.0	Competitive grants to school districts
Orphanage Tuition	14,651.0	10,391.6	70.9%	10,391.6	10,391.6	10,391.6	10,391.6	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	14,442.6	99.8%	14,442.6	14,442.6	14,442.6	14,442.6	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	3,551.2	3,551.2	3,551.2	3,551.2	Competitive grants to school districts
Technology for Success	9,603.6	7,090.1	73.8%	7,090.1	7,090.1	7,090.1	7,090.1	Northwestern Univ. (Collaboratory Project); IL Math and Science Academy (IVHS)
ROE Salaries	8,150.0	6,595.8	80.9%	6,595.8	6,595.8	6,595.8	6,595.8	Salaries for ROE's
School to Work - Federal	8,000.0	293.1	3.7%	293.1	293.1	293.1	293.1	Formula

	Funded Amount	Expended		% Spent		April		Description
		Year to Date	Date	Year to Date	Date	Expenditures	Expenditures	
Spec Ed Summer School	6,370.0	6,370.0	100.0%	0.0		0.0		Formula - Special ed students enrolled in summer sessions
Emergency Financial Assistance	5,333.0	312.5	5.9%	0.0		0.0		Formula & loans to school districts
Standards Assessment & Acct	5,301.2	1,918.0	36.2%	253.4		253.4		Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Transition Assistance	5,200.0	0.0	0.0%	0.0		0.0		Formula
Voc Ed - Federal Tech Prep	5,000.0	3,487.7	69.8%	764.3		764.3		Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	864.6	20.5%	11.3		11.3		Reimbursement for National Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	2,770.2	75.0%	0.0		0.0		Grants - Start-up funds
ROE School Services	3,250.0	2,895.4	89.1%	0.0		0.0		Formula - ROE Operations
McKinney Homeless Education	3,000.0	1,775.8	59.2%	411.1		411.1		Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0		0.0		Formula
Phillip Rock Center	2,855.5	2,222.0	77.8%	156.2		156.2		Targeted Initiative
Refugee Children	2,500.0	621.1	24.8%	54.2		54.2		Grants
Charter Schools-Federal	2,500.0	719.6	28.8%	287.1		287.1		Competitive
IDEA Part D	2,500.0	1,179.5	47.2%	153.5		153.5		Reimbursement
Learn & Serve America	2,000.0	564.7	28.2%	50.6		50.6		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	1,778.8	94.6%	80.0		80.0		Grants to school districts
Reorganization Incentive	1,669.4	932.6	55.9%	0.0		0.0		Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Ed.	1,300.0	748.8	57.6%	92.9		92.9		Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0		0.0		Formula grants for school emergency relocation
Materials for the Visually Impaired	1,121.0	1,027.6	91.7%	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	238.5	26.5%	0.0		0.0		Fee reimbursement for Adv Placement Exam & Int'l Baccalaureate exam.
Illinois Breakfast Incentive	723.5	174.4	24.1%	72.1		72.1		Reimbursement and grant to public and private schools and child-care institutions
Deaf/Blind	600.0	215.2	35.9%	33.5		33.5		Grant to Phillip J. Rock Center
Minority Transition	578.8	424.3	73.3%	0.0		0.0		Grants - serves disadvantaged students from selected Chicago HS and elem. schools
Transition to Teaching	500.0	265.5	53.1%	7.2		7.2		Grant to Illinois Resource Center
Teach America	450.0	344.5	76.6%	32.3		32.3		Grant for Teach for America
IDEA Model Outreach	400.0	131.9	33.0%	16.8		16.8		Competitive
South Cook ISC-Supplemental	300.0	300.0	100.0%	0.0		0.0		Grant to South Cook ISC
Tax Equivalent Grants	222.6	222.6	100.0%	0.0		0.0		Grant to Chaney-Monge School District
Metro East Consortium	217.1	180.9	83.3%	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	92.8	71.4%	18.6		18.6		Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Certification 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 APRIL 2004**



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

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	3	0	3
Internal Audit	<u>1</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>0</u>	<u>6</u>
Sub-Total	3	6	4	13	0	13
GENERAL COUNSEL						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>3</u>	<u>14</u>	<u>4</u>	<u>18</u>
Sub-Total	1	14	3	14	4	18
PUBLIC INFORMATION						
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
HUMAN RESOURCES						
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
CERTIFICATION & PROFESSIONAL DEV.						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>16</u>	<u>9</u>	<u>23</u>	<u>3</u>	<u>26</u>
Sub-Total	2	16	10	25	3	28
SPECIAL EDUCATION						
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
INFORMATION TECHNOLOGY						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	29	2	27	8	35
Technology Support	2	16	3	18	3	21
E-Learning	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>4</u>
Sub-Total	8	47	7	48	14	62

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
PLANNING & PERFORMANCE						
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
Early Childhood Education	1	8	2	1	10	11
English Language Learning	1	10	2	0	13	13
Accountability	1	13	5	17	2	19
Student Assessment	1	9	2	12	0	12
System of Support	<u>1</u>	<u>17</u>	<u>4</u>	<u>0</u>	<u>22</u>	<u>22</u>
Sub-Total	9	87	27	50	73	123
OPERATIONS						
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	35	7	42
Funding and Disbursements	2	16	13	14	17	31
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	1	26	6	1	32	33
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>25</u>	<u>3</u>	<u>7</u>	<u>24</u>	<u>31</u>
Sub-Total	16	100	51	83	84	167
GRAND TOTAL, ALL CENTERS	49	318	122	260	229	489
	10%	65%	25%	53%	47%	100%

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
Begin Year	787	739	650	522
Hire Externally	27	5	29	17
Recall	0	0	11	16
Retire	-35	-37	-128	-22
Resign	-35	-21	-13	-13
Discharge	-2	-9	-2	-2
Layoff	0	-25	-22	-29
Death	-3	-2	-3	0
End Year	739	650	522	489

* Through April

Changes to Key Personnel:

Status of Personal Services:

Supplemental Appropriation of \$1.2 M for Teacher Certification passed the GA and signed by the Governor will allow staff to be increased in this area.

Management & Organizational Issues:

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
 4th Floor Board Room
 Springfield, Illinois 62777

Friday, April 16, 2004

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The Chair, Dr. Janet Steiner, called the April 16, 2004 Special Meeting of the Illinois State Board of Education to order at 9:08 a.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Beverly Turkal Richard Sandsmark Dean Clark Ronald Gidwitz Joyce Karon Janet Steiner</p> <p>MEMBERS ABSENT: Gregory Kazarian</p>
<p><u>Meeting Overview</u></p>	<p>Superintendent Schiller proceeded to give an overview of the purpose of the meeting. He stated that the purpose of the meeting was for the bidders of the 2006 Illinois Regular Enhanced Assessment contract to have an opportunity to present and discuss their proposals as well as allow the Board and invited members of the education community to ask questions about their proposed assessment models. Dr. Schiller then requested that Chief Legal Counsel, Respicio Vazquez, explain the presentation procedures.</p> <p>Mr. Vazquez stated that each bidder would have an opportunity to give an hour presentation on their overall assessment system and its features. He then asserted that at the end of the hour, a monitored question and answer session would take place. Mr. Vazquez proclaimed that the bidders were informed ahead of time that there would be no discussion on the specifics of costs, numbers, or budget implications as the agency is still in the process of evaluating RFP's. Therefore, he stated that certain information must be kept confidential.</p>
<p><u>Presentations</u></p>	<p>The following is a list of the presenters, in the order in which they made their presentations.</p> <ul style="list-style-type: none"> • CTB/McGraw-Hill • Harcourt Assessment Inc.

	<ul style="list-style-type: none"> • Pearson Educational Management <p>All bidders presented their information within their allotted time. Mr. Vazquez monitored the question and answer session as described. The Board was granted the opportunity to ask questions first and then the invited guests.</p> <p>Once the three presentations were completed, Dr. Steiner extended her appreciation to each of the bidders and stated that the business of the Special Board meeting had been concluded. Dr. Schiller stated that it was rewarding to hear from three very competitive bidders who displayed the product, capacity, and special features of their assessment systems.</p>
<u>Adjournment</u>	<p>Dr. Steiner requested a motion to adjourn the meeting. Richard Sandsmark moved that the meeting be adjourned. The motion was seconded by Dean Clark. The meeting adjourned at 1:14 p.m. as all members present voted affirmatively to adjourn the meeting.</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;">_____</p> <p style="text-align: right;">Richard Sandsmark Secretary</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">Dr. Janet Steiner Chair</p>

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
4th Floor Board Room
Springfield, Illinois 62777

Thursday, April 22, 2004

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The Chair, Dr. Janet Steiner, called the April 22, 2004 Illinois State Board of Education meeting to order at 9:02 a.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Beverly Turkal Richard Sandsmark Dean Clark Ronald Gidwitz Joyce Karon Janet Steiner</p> <p>Note: Richard Sandsmark joined the meeting at 12:15 p.m.</p> <p>MEMBERS ABSENT: Gregory Kazarian</p> <p>Dr. Steiner 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><u>Recognition of Student Advisory Council Members</u></p>	<p>Dr. Steiner then announced that she would begin the meeting by recognizing the 2003-2004 Student Advisory Council members who were in town for the Annual Safe Schools Symposium. The following members were recognized:</p> <ul style="list-style-type: none">• Stacie Barton, a senior student at Streator High School and current Chair of the council and• Scott Hillpot, a senior student at Keith County Day School. <p>Dr. Steiner also recognized Marilyn Holt, one of the council advisors and Superintendent for East Richland Community Unit School District #1. She then stated that there are a total of eight members on the current Student Advisory Council. According to Dr. Steiner, the other council students could not be present due to school and work schedules. Dr. Steiner asserted that the Student Advisory Council would return to the Board in June to give a presentation on their activities and future student policy recommendations. Dr. Steiner then thanked the students</p>

<p><u>OTIS and CERTS Presentation</u></p>	<p>and Ms. Holt for their attendance at the meeting.</p> <p>Dr. Steiner then stated that ISBE staff members would give a presentation on the Online Teacher Information System (OTIS) and the Certificate Renewal Tracking System (CERTS).</p> <p>Dr. Schiller stated that he was pleased to introduce Candy Taylor and Dean Hupp who would present a very exciting electronic system called OTIS that has been developed to expedite teacher certification issues. Superintendent Schiller further asserted that this technology significantly assists teachers retrieving certification information and checking the status of their certification application.</p> <p>Candy Taylor commenced the presentation by thanking the Board members for allowing staff to demonstrate the Online Teacher Information System. She then proceeded to give an overview of OTIS. Ms. Taylor stated that OTIS is an online electronic database for Illinois educators and certificate candidates to view certification data and electronically submit certificate applications with credit card payment. This system is available from any computer linked to the internet and is located at http://www.isbe.net/otis/.</p> <p>Ms. Taylor discussed the data currently available for online viewing, applications currently available online, and future applications to be available mid-May and mid-June 2004 (Please see attachment). While discussing the OTIS features, Ms. Taylor conducted a visual on-line demonstration for the Board and public displaying the system as teachers or administrators would experience it when they log on to the OTIS website.</p> <p>Mr. Gidwitz inquired as to how confidentiality is maintained within the system. Ms. Taylor stated that each teacher receives an encrypted password that they are encouraged not to share. The teacher must log on to the system with the password.</p> <p>Dr. Schiller then requested that Ms. Taylor provide information on the kind of access that has been recorded. Ms. Taylor proclaimed the following with regard to access:</p> <ul style="list-style-type: none"> • 8500 teachers have set up a private account and have submitted applications. • There have been 83,000 hits on the database for administrator viewing and verification of credentials for staff. • 200,000 pages have been viewed on public site.
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- Teachers and administrators have logged on to the system 30,000 times.

Ms. Taylor stated that ISBE's goal is to have the system completely implemented by July 1. She stated that they will be excited to have every teacher have an OTIS account set up.

Mr. Gidwitz then asked when the system was implemented. Ms. Taylor responded by stating that the administrator view portal was activated in August 2003. She said that the substitute application was instituted in early January, and certification by evaluation was made available a couple of weeks ago. Since that time, Ms. Taylor asserted that ISBE has received 120 electronic applications for Early Childhood and Elementary Education certification.

Mr. Gidwitz further inquired as to how the system was advertised. Ms. Taylor stated that there is a link on the mainpage of the website to the Teacher Certification page which contains this information. She said when the system was first released, News Channel 20 in Springfield did a story on the system. Additionally, the information has been shared with the unions. According to Ms. Taylor, the Certification Department handles the publicity of the system.

Dr. Steiner then asked how the ROEs were involved with this process. Ms. Taylor stated that there is a subcommittee in the Certification Department that works with the ROEs regarding the credit card payment process because when a teacher normally registers their certificate, it is at the local level and the ROEs receive the registration funds for teacher education. Ms. Taylor stated that a subcommittee has also been formed to work with the Treasure's Office. According to Ms. Taylor, the complete payment process should be implemented in June with the Illinois Funds checking account and the Illinois Pay System.

Joyce Karon then stated that she knows that teachers just coming out of the institutions are aware of the system. However, she asserted that it will be important to spread this information to veteran teachers who are already in the schools. Ms. Karon stated that this system will be a good one in that it will possibly relieve some of the burden on districts' Human Resource departments. For this reason, Ms. Karon stated that it is so important to spread the word about this system. Ms. Taylor asserted that there are

currently 46 institutions that are in the process of training teachers to register their certificates online once they graduate. Ms. Karon reiterated that this aspect is great, it is the veteran teachers she is concerned about that are so used to the paper process. Ms. Taylor responded by stating that ISBE encourages ALL teachers to go through this process, including those veteran teachers who must renew their certificates.

Beverly Turkal then asked for clarification on what administrators can view. Ms. Taylor stated that only certificates and endorsements that have been issued can be viewed as this information is considered public information. Private information such as the status of an application or the denial of an application can only be viewed by the teachers when they log on to the system with their encrypted passwords. Ms. Turkal replied by stating that she just wondered how an administrator would know the status of a pending application and if there is any plan to allow administrators to view some of this exclusive information. Ms. Taylor responded by stating that the system is able to display this information. However, the determination to display such private information would be at the discretion of the Legal and Certification departments.

At the conclusion of the discussion on OTIS, Dr. Schiller stated knowledge about online certification options would be further expanded with a presentation on the Certificate Renewal Tracking System. He then introduced Tom Hannon and Lynn Rhoades who made the CERTS presentation.

Tom Hannon commenced the presentation with an overview of the Certificate Renewal Tracking System. According to Mr. Hannon, CERTS is an online electronic database for Illinois teachers and administrators to record their professional development requirements for the purpose of obtaining or renewing their teacher and/or administrator certificates. This system is also available from any computer that is linked to the internet and it is located at <https://isbes2.isbe.net/Certs/Default.asp>.

Mr. Hannon then went on to give some of the benefits of the system stating that CERTS was designed to provide certificate holders a centralized location to record their professional development. The system allows for electronic processing and filing of paperwork with the Local Professional Development Committee, Regional Office of Education, State Teacher Certification Board,

and Illinois State Board of Education. In addition, the system has the capability of broadcasting messages to all users of the system.

According to Mr. Hannon, teachers may use this system on a voluntary basis while administrators are required to use this system to record their professional development activities. The teacher section of the system became operational on August 31, 2001. The administrator section became operational on June 15, 2003. As of April 15, 2004, there were 48,020 users registered on the system.

After giving an overview of the system, Mr. Hannon logged on to the CERTS website and demonstrated how a teacher and administrator would go through the process of accessing the system and inputting information toward approval by the LPDC, Regional Office of Education, and the State Teacher Certification Board. In addition, Mr. Hannon stated that the agency is encouraging all teachers to eliminate the paper process and move to CERTS. The agency is now at the end of the first cycle for teachers. Teachers that have used this system have realized that there is a lot less paperwork. According to Mr. Hannon, this cycle there will be about 3,000 initial certificate holders that will be applying for a standard certificate. He stated that this cycle is a smaller group because the law governing Initial to Standard Certification did not take effect until February 15, 2000. Therefore, the timeframe of initial certification for those affected teachers was from February 15, 2000 to June 30, 2004.

Mr. Gidwitz inquired as to how the system is advertised. Mr. Hannon stated that the system is advertised on the internet, at trainings with teachers around the state, and with the LPDCs.

Joyce Karon inquired as to how the system will interface with LPDCs and school districts who have already instituted electronic database programs. Lynn Rhoades responded by stating that ISBE programmers work with the districts to interface the systems to make the transition as smooth as possible. New access points are also being created to encourage teachers and districts to use CERTS, even if they have some form of electronic system set up. Mr. Hannon stated that once informed about CERTS, many school districts learn that the ISBE system is free while they must pay to use and maintain other electronic systems.

	<p>Mr. Gidwitz then asked if staff had any idea of the maintenance costs to districts that have chosen to institute electronic systems. Before Mr. Hannon responded, Ms. Karon stated that costs would vary depending on the individual systems and the capacity of the systems. Mr. Hannon agreed and asserted that some school districts pay approximately \$10,000-\$15,000 to get the system instituted. The costs are in the thousands to maintain the system on a yearly basis.</p> <p>Dr. Schiller proclaimed that he believed the system would continue to improve as more and more teachers utilize the OTIS and CERTS systems. Dr. Steiner and Dr. Schiller then thanked staff for presenting on OTIS and CERTS.</p>
<p><u>Public Participation</u></p> <p><u>Brent Johnston, Driver's Education Instructor, Hinsdale Central High School</u></p>	<p>Dr. Steiner stated that the Public Participation portion of the meeting would convene. She informed the public participants that they would have two minutes each to speak due to the long list of public participants. Dr. Steiner then requested that the first participant, Brent Johnston come forward to speak on his issue concerning the driver's education fee waivers.</p> <p>Brent Johnston stated that he wanted to request that the Board keep driver's education in public education in the State of Illinois. He asserted that he also wanted to discuss the proposed fee increases for driver's education which are discriminatory to students with familial economic issues. According to Mr. Johnston, there is a dangerous trend that has developed in waiver requests over the past several months regarding how driver's education in the State of Illinois is purposely being eliminated as an affordable course at the public high school level. Some trends and issues that he identified include:</p> <ul style="list-style-type: none"> • Extraordinary increases in student fees, • Administrators attempting drop driver's education from the curriculum, • Administrators purposely not meeting the demands of those students wanting to take the course in a "timely fashion", • Payment of salaries and benefits of the instructors teaching the course, and • Charging students and their parents' abnormal course fees for driver's education and then using the money collected through the waiver process elsewhere to "improve student performance". <p>Mr. Johnston then concluded by stating that he would</p>

Don Badgley,
Steeleville
Community Unit
District #138

hope that the Board would consider his testimony and discuss some of the issues and trends as they will continue to affect the students in his school district. Dr. Steiner stated that the Board would indeed review the presented materials, especially the questions posed to ISBE for consideration. (See attachment)

Dr. Steiner then called for the next public participant: Don Badgley of Steeleville Community Unit School District #138. Mr. Badgley asserted that Steeleville Community Unit School District #138 was requesting permission to assign teachers who have a Type 09 certificate with endorsements in mathematics and science to teach the specialized areas at the 5th grade level. He stated that the Steeleville Board of Education and staff feel that the students can be better served by a teacher who has had more extensive training in the areas of mathematics and science than a teacher who has only taken a methods course in the teaching of mathematics and science for a self-contained setting. According to Mr. Badgley, Steeleville's 5th grade is departmentalized where specialized teachers actually go into the student's assigned classroom for instruction. He further asserted that with the requirements of NCLB and the requirement of highly qualified teachers assigned to teach children, it appears that it would make good sound educational sense to have teachers teach who are more highly qualified.

Mr. Badgley then went on to state that the Steeleville Board of Education and staff realize the waivers are not to be considered for teacher certification, but they feel an exception should be made so that their students would have the chance to receive better instruction. He asserted that the district is appreciative of the State Board staff for sending their request over to the General Assembly without comment verses a recommendation to deny the request. Mr. Badgley said he would like the State Board to support the districts' efforts to put more highly qualified teachers in the classroom as they believe test scores would improve and the district could better utilize staff.

In conclusion, Mr. Badgley thanked the Board for the opportunity to discuss such an important issue. He also asserted that their local legislators, Representative Dan Reitz and Senator Dave Luechtefled and the local education association have been provided information on the issue. According to Mr. Badgley, the local education association supports their efforts to improve instruction in this manner. He then stated that he would be glad to

<p><u>Rockford School District 205 Administrators and Parents, Rockford P.E. Waiver</u></p> <p><u>Administrators—</u></p> <p><u>Ellen Bueschel and Linda Hernandez</u></p>	<p>answer any questions the Board might have concerning the request.</p> <p>Beverly Turkal inquired as to how many students were in the district. Mr. Badgley said that there were 385 students in the district and the 5th grade was departmentalized with the junior high. Mr. Badgley then pointed out that the teachers would be transferred not the students.</p> <p>Mr. Gidwitz then inquired as to who is teaching the classes at this point. Mr. Badgley stated that a fifth grade teacher is currently teaching the classes as she is certified to teach at that grade level. Mr. Gidwitz then further inquired of the Superintendent as to how the Board could recommend the acceptance of such a request and not open up the potential for abuse of the process. Dr. Schiller responded by stating that the problem is that the State Board cannot recommend the request be approved as the certification law prohibits the random assignment of teachers and the State Board cannot approve the waiver itself. Dr. Schiller then inquired as to whether or not the district has pursued with the junior high teachers the possibility of earning an elementary endorsement. Mr. Badgley stated that sometimes the teachers will do this and sometimes they will not. Additionally, he asserted that the district has begun to require that when teachers renew their certificates, they must get a reading endorsement, whether they teach reading or not. Mr. Badgley said that it is important to look at alternative options for teaching the students in these important content areas. He said their district believes that what they have is an innovative idea to help progress the teaching and learning of mathematics and science in their area, especially when taking into account their small size.</p> <p>Dr. Steiner then stated that the Board would take testimony on the Rock P.E. Waiver issue. At that point, Jude Makulec, Vice President of the Rockford Parent Council stated that she would like to request that the order of speakers be changed from that on the sign up sheet. She stated that she would like the administrators of the district to speak first and then allow the parents and teachers to speak.</p> <p>Ms. Bueschel stated that Rockford has had a P.E. waiver for seven years, since 1997 and in no time did the district not offer P.E. to its students. Ms. Bueschel stated that what Rockford is requesting is a waiver of the requirement to hold daily P.E. in order to conduct appropriate scheduling of classes and allow students to have more</p>
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options.

Ms. Hernandez then asserted that she had a statement about their six period day. She stated that in previous years the six period day was a part of the waiver requests. However, this would be the first year that Rockford would be moving to a six period day as the district was still on a seven period day.

Mr. Gidwitz then asked the Superintendent to frame the situation from the way the law reads and the requirements contained therein. Dr. Schiller then commenced by stating that Rockford was requesting a renewal of a waiver that was given in 1999 for their 6-12 grade students which allowed them to choose P.E. as an elective course. This renewal request would grant the same options to the students in the district, if approved by the Legislature. The Board passed a policy in 2001 that stated that P.E. waivers must accompany data which showed the students would not be adversely affected by their decision not to take P.E. Dr. Schiller then said that according to staff's review of Rockford's test scores, it was not made evident that improved student achievement of the Illinois Learning Standards for Physical Development and Health in relation to the baseline data had been achieved.

Superintendent Schiller further asserted that what the Board must balance is a state requirement to offer P.E., a State Board policy regarding P.E. waivers, and local determinations concerning P.E. as a result of programmatic and fiscal constraints. Dr. Schiller then concluded by stating that the State Board cannot approve or disapprove a waiver. The Board can simply submit the waiver request to the General Assembly with or without comment. He stated that staff has suggested to submit the waiver request with a recommendation to disapprove based upon the requirements of state law.

Ms. Bueschel then requested the permission to discuss the ISAT scores that were analyzed in accordance with the waiver request. She stated that only the 7th grade 2001-2002 ISAT scores were reviewed by ISBE staff to gain achievement data to analyze their district's improvement. Ms. Bueschel said that the one 7th grade ISAT test doesn't adequately reflect the entire 6-12 grade achievement capacity. She further asserted that the Presidential Fitness assessments should also be submitted as evidence of the students' achievement toward meeting the standards. In concluding, she said

<p><u>Parents—</u></p> <p><u>Donna McParker</u></p> <p><u>Jeanne Westholder</u></p> <p><u>Pam Wilson</u></p> <p><u>Tom Kerr</u></p> <p><u>Arlene Williams</u></p> <p><u>Rick DeRango (and</u></p>	<p>Rockford would be asking the Board to submit no comment on their waiver to the General Assembly as the 7th grade ISAT assessments reflect what was learned and accomplished at the elementary level. She stated that the district is expecting a total difference at the elementary level as their achievement is steadily improving.</p> <p>Dr. Schiller then inquired of Ms. Bueschel how many students chose to opt out of P.E. Ms. Bueschel responded by stating that students opting out for academic alternative reasons totals 1, 204 students of the 8,000. The total for students opting out for participation in extracurricular activities is about 100 students. Dr. Schiller inquired as to what some of the academic alternative for the student were. Ms. Bueschel said that some of the activities include: Orchestra, foreign languages, and AP courses. Dr. Schiller then inquired as to whether the reason the district was going to a six period day was because of fiscal distress. Ms. Bueschel answered affirmatively by stating that the district must continue to make sure that students are able to take required courses for graduation and meet requirements for admission into colleges and universities.</p> <p>Mr. Gidwitz stated that the discussion needed to focus on the fiscal condition of Rockford and not on P.E. waivers as the true issue is the financial disparity in not only Rockford but in many of Illinois' school districts that the Legislature is not addressing. In conclusion, Ms. Bueschel stated that Rockford was indeed discussing these issues with legislators as well.</p> <p>Ms. Steiner then stated that the parents would have the opportunity to address the Board during a maximum time of two minutes each. She requested that as the parents shared their comments, they would refrain from repeating information that had already been stated.</p> <p>Each of the Rockford parents spoke about the importance of sending the waiver request over to the General Assembly without comment. The parents asserted that their main reason for this request was it would be in the best interest of their children. According to these parents, denying a P.E. waiver request would mean that their students' options would be severely limited as the district will only be offering a six period day due to budget constraints. Students thus would not be able to take certain classes such as band, orchestra, art, drama, and music. According to some parents, some colleges have as part of their admission requirements that students must</p>
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Teacher)

Kathy Torrence

Janice Rose

Teachers—

**Brett Seckler and
Diane Johnson**

have had the fine arts that these courses offer in some capacity. Therefore, the parents expressed their fear of their children not being prepared to compete with other students in the higher education arena.

Brett Seckler stated that he and Diane Johnson were before the Board to make sure that Physical Education remains a part of their educational program in Rockford. He said that they recommend that the waiver not be renewed for an additional five years. Mr. Seckler states that he was present to make this statement on behalf of the Rockford P.E. teachers. He stated that Rockford is in serious noncompliance with meeting P.E. standards in their district as the waiver was not implemented correctly. In addition, Mr. Seckler stated that the students in Rockford need P.E. as only 8% of them have been able to pass the Presidential Fitness test in recent years. Accordingly, he stated that an ISAT test does not compare to how those students perform in a physical education class. In conclusion, Mr. Seckler stated that waivers should not be approved if they are sought as a way to save money or if the district cannot prove, upon renewal time that increased achievement has been indeed achieved.

Diane Johnson then thanked the Board for allowing her to speak again at the Board meeting. Ms. Johnson stated that her recommendation for the denial of the waiver request is not against the arts. She stated that she is very supportive of the arts. However, students need to be involved in P.E. on a daily basis due to the health trends that are being reported around our nation concerning poor health reports among children due to lack of physical activity. She said that she is not certain that the bottom line is money. Ms. Johnson said that in her opinion, the bottom line is the children's welfare.

Dr. Steiner then inquired as to how long the P.E. period would be when the district goes to a six period day. Mr. Seckler stated that the period would be between 42 and 51 minutes, depending on the school as some schools have more flexibility.

Dr. Steiner then requested that the final public participant, Cynthia Woods come forward to speak. Cynthia Woods commenced by stating she was present as a representative of the Lincoln Baldrige Foundation to discuss the National Quality Educators Conference that

**Cynthia Woods,
Representative of
the Lincoln
Baldrige**

<u>Foundation</u>	would take place October 17-19, 2004 in Rosemount, Illinois at the Regency Hyatt Hotel. She extended the invitation to the State Board as well as the ISBE staff. She said the focus of the conference would be on quality education and continuous improvement. According to Ms. Woods as a part of the conference, there will be a school visit to the Palatine school that won the Baldrige award. The Quality Kids Initiative and Higher Education track programs will be observed.
<u>Recess</u>	At 11:00 a.m. Dr. Steiner stated that the Board would recess to go over to the Legislature for the Senate Appropriation Hearing on the ISBE budget and reconvene at 11:30 p.m.
<u>Approval of Minutes</u>	Dr. Steiner reconvened the meeting at 12:07 p.m. She then said that she would like a motion to approve the minutes. Joyce Karon then moved that the Illinois State Board of Education approve the minutes of the March 25, 2004 meeting as published. The motion was seconded by Ronald Gidwitz. All members present voted affirmatively. Therefore, the motion passed unanimously.
<u>Discussion and Action Items</u>	Dr. Steiner stated that the first item for Board discussion and action would be the Authorization of the Spring 2004 Waiver Report to the General Assembly.
<u>Spring 2004 Waiver Report</u>	<p>She asserted that the purpose of the Spring 2004 Waiver Report agenda item was to do the following:</p> <ul style="list-style-type: none"> • inform the Board about requests for waivers and modifications that have been received since the last report in October 2003, • have the Board consider whether certain requests should be denied, and • secure approval of the Spring 2004 Waiver Report for submission to the General Assembly by May 1, as required by law. <p>Dr. Steiner stated that she would like a motion before any discussion on the item. Dean Clark moved that the Illinois State Board of Education hereby authorize submission of the Spring 2004 waiver report to the General Assembly by the May 1 deadline, to include a recommendation to the General Assembly that it deny the requests from Rockford School District 205 and Ridgeview Community Unit School District 19 for the reasons presented to the Board. The remaining 96 requests summarized in the report and one appeal of a State Board ruling of ineligibility should be forwarded without comment. Ronald Gidwitz seconded the motion with the request that Rockford be separated from the motion. Mr. Clark stated that he concurred with the amendment to the motion. Dr. Steiner then allowed</p>

for questions and comments.

Ms. Karon asserted that she was torn on the issue of Rockford as she has a husband who was a P.E. teacher and a son who is a band director. She stated that issues like Rockford's only point to the fact that districts many districts are at the point where they must begin to make some hard decisions about what they can afford to continue to do and what they cannot afford to continue to do. Ms. Karon proclaimed that until the state addresses the financial and fiscal concerns, Illinois will not do its children any justice. She further asserted that the educational system must be varied to help all children learn and reach the interest level of all students. She expressed her fear that Illinois is turning into a "bare bones" State. Ms. Karon then said that this information must be communicated to the legislators as finding ways to finance education is the most critical point.

Dr. Steiner said that she believes that school districts have gone overboard on the waivers as they were originally set up for emergency purposes. She then requested that the roll be called to vote on the motion. The motion passed as all members present voted yes. (Richard Sandsmark joined the meeting during the vote on this motion.)

Mr. Gidwitz then stated that he would like to propose a motion concerning Rockford 205 (as well as all other districts in financial distress) that a letter be sent to the General Assembly with the Waiver Report detailing the Board's position of having to make a choice between state law and local community funding interests and concerns. He further stated that it would be his recommendation to Legislature to deny the waiver request as to approve it would be against the current law requirements. The motion was seconded by Dean Clark. The motion passed as all members present voted affirmatively. The final motion was as follows:

I hereby move that the State Board of Education authorize submission of the waiver request from Rockford School District 205 to the General Assembly with a recommendation that the General Assembly deny the request for the reasons presented to the Board. However, the State Board is deeply concerned with the choice presented by this waiver; on the one hand, complying with established school law that requires daily physical education for all students; on the other hand, recognizing the clear community and administrative desire to offer students the kind of coursework necessary to function in a highly competitive world that requires the specialized skills that are only available through a well-rounded program. We further direct that the State Superintendent forward a

	<p>letter to the members of the General Assembly to address this issue in more detail.</p> <p>(Please refer to the attachments for the Physical Education Waiver Addendum which provides a summary of standards achievement and equal learning opportunities.)</p>
<p><u>Glenbard School District #87 Request for Modification of Rules</u></p>	<p>The next item for Board discussion and action was the Determination of Glenbard School District #87's Request for a Modification of the Rules. Dr. Steiner then requested a motion concerning the determination. Dean Clark moved that the Illinois State Board of Education hereby approve a request from Glenbard Township High School District 87 to modify the rules governing teacher supervision for cooperative education courses for school year 2004-2005. The motion was seconded by Ronald Gidwitz.</p> <p>Dr. Schiller stated that Glenbard is facing a fiscal concern. Without the waiver, Glenbard has stated that the number of students that will be able to enroll in the program would be limited. He stated that Glenbard also believes that despite fiscal constraints, the quality of the program would not be jeopardized if the waiver were to be granted. According to Dr. Schiller, the original modification request was for five years. He stated that during the Education Policy and Planning Committee meeting, Board members and staff agreed on a one year modification proposal. However, that morning, Glenbard requested a three year modification through the 2007 school year.</p> <p>Dean Clark stated that he would be more prone to suggest a three year modification in order to give the district a chance to show real results. Respicio Vazquez, Legal Counsel then interjected to add that whether it be a one or three year modification, at the end of that modification time frame, the district would have to reapply for another modification.</p> <p>Beverly Turkal stated that her concern was that in the policy meeting on the previous day, only a one day modification was discussed. Mr. Clark stated that for the record, his motion was for one year only.</p> <p>Joyce Karon stated that she did not like the five year, would be okay with the three year, but would like to see the one year as a 15 minute time frame is a very short amount of time to assist and evaluate students at their place of employment toward successful performance.</p>

	<p>Ms. Karon then called the question. Dr. Steiner requested a roll call vote on the motion. The motion passed as all members present voted yes.</p>
<p><u>Academic Improvement Awards</u></p>	<p>Dr. Steiner proclaimed that the approval of the Academic Improvement Awards Criteria and Program would be the next item for Board discussion and action. Dr. Schiller asserted that the School Code was revised in 2003 to bring the Illinois School Accountability in line with NCLB. At that time, an award system was instituted for schools and districts that consistently meet AYP. Last fall, the first phase was the recognition of the Spotlight Schools, which were schools that had low financial statuses but achieved at a high academic levels. Dr. Schiller asserted that the second round of awards would be the Academic Improvement Awards. The following criteria must be met by the schools:</p> <ul style="list-style-type: none"> • The school made Adequate Yearly Progress (AYP) in 2003, and • The school’s state test results show an upward trend, and • The school showed at least 7.5% improvement in scores between 2002 and 2003 <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • The school showed at least 15% improvement is scores between 2001 and 2003. <p>Dr. Steiner then requested a motion on the proposed criteria and program for the awards. Ms. Karon then moved that the Illinois State Board of Education hereby approve the following criteria for Academic Improvement Awards for the 2003-04 school year:</p> <ul style="list-style-type: none"> •The school made Adequate Yearly Progress (AYP) in 2003, and •The school’s state test results show an upward trend, and •The school showed at least 7.5% improvement in scores between 2002 and 2003OR •The school showed at least 15% improvement is scores between 2001 and 2003. <p>The criteria will be applied as stated, based on updated calculations, for subsequent years.</p> <p>In addition, she moved that the State Board approve conferring Academic Improvement Awards to any schools meeting the requirements to be removed from Academic Early Warning or Academic Watch Status in a given year.</p>

	<p>Ms. Turkal then inquired as to whether or not the funding was in existence to pay for the program. Dr. Schiller responded by saying that funding is available for the program as there are funds left over from the Spotlight School Award recognition events and the Annual Superintendent Conference last fall. He did state that there was no money available to provide financial awards to the schools.</p> <p>Ms. Karon then inquired as to whether or not the schools that are scheduled to receive the awards are spread out geographically across the state. Dr. Schiller stated that the schools were spread out across the state. The Superintendent added that the geographic spread most broadly represents rural and suburban areas around the State of Illinois. Dr. Steiner stated that it was nice to have something positive and then requested the roll to be called for the vote. All members present voted yes to approve the criteria and program for the Academic Improvement Awards. (Richard Sandsmark was not present during this vote.)</p>
<p><u>School Status Appeals</u></p>	<p>Dr. Steiner announced that the next item on the agenda was the Determination of the School Status Appeals. Dr. Schiller stated that there were two school districts which challenged their designations on the Academic Early Warning Lists. Dr. Schiller stated that the Appeals Advisory Committee heard the appeals from these schools and made a recommendation that he concurred with as it was in line with the intent of the law and the original determination by ISBE.</p> <p>Therefore, Dr. Schiller stated that regarding Argo Community High School District #217, he would recommend retaining the school in its current school improvement status and requiring the district to continue to offer choice for students in the high school for the remainder of the 2003-2004 school year. Regarding Granite City Community Unit School District #9, Dr. Schiller asserted that his recommendation would be to give the district the opportunity to resubmit its data regarding the seven students who may have been misclassified and maintain the schools' status pending the recalculation, making no changes to the schools' junior student participation rate.</p> <p>Dr. Steiner requested a motion on the first appeal. Regarding Argo School District #17, Dean Clark moved that the Illinois State Board of Education—</p> <ul style="list-style-type: none"> • Retain the high school in its current school

	<p>improvement status (first year) and require the district to continue to offer choice for students in the high school for the remainder of the 2003-04 school year; and</p> <ul style="list-style-type: none"> • Permit no “delay” or “waiver” in enforcing the requirements of NCLB for failure to make AYP for two consecutive years in 2003-04 or 2004-05. <p>The motion was seconded by Beverly Turkal. Dr. Steiner requested the roll call vote. The motion passed as all members present voted yes.</p> <p>(At 12:43 Ronald Gidwitz announced that he would have to leave for a meeting. However, he said would return at 1:15 p.m.)</p> <p>Dr. Steiner then requested a motion concerning the second appeal. Regarding Granite City School District #9, Dean Clark moved that the Illinois State Board of Education give the district the opportunity to resubmit its data regarding the seven students who may have been misclassified as to whether they were enrolled or not. Pending the recalculation, the current status should be maintained [and if the recalculation changes the AYP status, that new status should be upheld]. Based on those corrections, if any, ISBE will analyze the data and make any necessary changes on the 2003 Report Cards and AYP calculations. However, no changes should be made on to the school’s participation rate with regard to the second-year juniors’ issue as the law states that “each student...shall be required to take the examination in grade 11.”</p> <p>The motion was seconded by Joyce Karon. As there was no discussion, Dr. Steiner requested the roll to be called in order to vote on the motion. The motion passed as all members present voted yes.</p>
<p><u>Additional SES Providers</u></p>	<p>The next item for Board discussion and action was the Approval of the Additional Supplemental Education Service Providers. Dr. Schiller stated that monthly staff brings to the Board suggested SES providers for approval to be added to the ISBE Approved Provider List. He asserted that for the month of April there were five providers that he would be recommending for approval that met all of the application qualifications.</p> <p>Dr. Steiner requested a motion to approve the providers. Beverly Turkal 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 the providers identified on Attachment #2, namely, Cambridge Educational Services, Madison CUSD 12, Reading Advantage, Richland Community College, and Socratic Learning Inc., be approved for addition to the Illinois list of approved supplemental educational service providers.</p> <p>The motion was seconded by Dean Clark. Joyce Karon then inquired as to what kind of monitoring system is in place in relation to the SES providers and their effective ability to provide the services. Dr. Steiner then questioned if there was a rating sheet that the districts and/or parents of the children fill out that are receiving the services at the end of the year.</p> <p>Don Full stated that the NCLB statute requires that ISBE develop standards for judging the quality of the providers' services and their effectiveness. The standards are of such a nature that staff is able to judge. According to Dr. Full, if the provider does not meet these standards for two consecutive years, the provider will no longer be able to provide services. The school district does rate the providers according to the established standards. In addition, an agreement must also be set up between the provider and the school district which states there has to be a provision for the termination of the services when the provider does not meet the achievement goals that have been set up for the students. Therefore, when the school district terminates the provider, ISBE then terminates the provider.</p> <p>Dr. Steiner then requested the roll be called to vote on the approval of the additional proposed providers. The motion passed as all members present voted affirmatively to approve all providers.</p>
<p><u>Continuing Accreditation Status Recommendations</u></p>	<p>The next item for Board discussion and action was the Continuing Accreditation Status Recommendations for Judson College and University of Illinois at Springfield. Dr. Schiller asserted that the State Teacher Certification Board conducted a thorough review of each institution and recommended specific accreditation statuses for each institution. Dr. Schiller also stated that he concurred with the Certification Board's recommendations. The first recommendation was to grant Judson College Continuing Accreditation Status. The second recommendation was to grant the University of Illinois at Springfield Continuing Accreditation Status with Conditions.</p>

	<p>Dr. Steiner then requested that a motion concerning Judson college. Joyce Karon moved that the Illinois State Board of Education hereby assign “Continuing Accreditation” status to Judson College. She stated that this action would be taken in taken in accordance with Section 25.125(j)(1) of the State Board’s administrative rules on certification and authorizes the institutions to conduct programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review. The motion was seconded by Dean Clark. Dr. Steiner requested the roll call. During the roll call vote, all members voted yes. The motion passed to grant Continuing Accreditation Status to Judson College.</p> <p>Dr. Steiner asked for a motion on the University of Illinois at Springfield. Dean Clark moved that the Illinois State Board of Education hereby continue the accreditation status of University of Illinois at Springfield as "Continuing Accreditation with Conditions."</p> <p>He further moved that a focused visit which addresses the unmet standard (Standard 2) be required of the University of Illinois at Springfield within one year (April 2005). {Section 25.125 (j) (2) (C)}. Mr. Clark stated that this action would be taken in accordance with Section 25.125(j)(1) of the State Board’s administrative rules on certification and authorizes the institutions to conduct programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review.</p>
<p><u>New Program Proposal Recommendations</u></p>	<p>Dr. Steiner then stated that the next item for Board discussion and action would be the New Program Proposal Recommendations. Dr. Schiller stated that the State Teacher Certification Board made the recommendations that each new program proposed be approved. He stated that he concurred with their recommendations and asked that the State Board consider approving the program proposals. Dr. Steiner requested a motion to approve the recommended proposals. Beverly Turkal then moved that the Illinois State Board of Education hereby approve the following new educator preparation programs:</p> <ul style="list-style-type: none"> • Concordia University—Special Education—LBS 1 • Dominican University—Alternative Certification • McKendree College—Alternative Route to Teacher Certification • National-Louis University—Technology Specialist

	<ul style="list-style-type: none"> • University of Saint Francis—Reading Specialist <p>He further moved that the proposed new Music Education program at the University of St. Francis be approved with the stipulation that, within one year, the institution will provide evidence of a substantial increase in the amount of instrumental instruction in the program. She stated that these actions are taken in accordance with Section 25.145 of the State Board’s administrative rules on certification and they authorize the respective institutions to conduct programs and recommend candidates for certification by entitlement.</p> <p>The motion was seconded by Dean Clark. The roll call was called at the request of the Chair, and the motion passed as all members present voted yes.</p>
<p><u>Adoption of Rules: Part 25 and Part 1</u></p>	<p>Dr. Steiner stated that the next item would be the Adoption of Rules: Part 25 and Part 1. Dr. Schiller asserted that the Education Policy and Planning Committee discussed the proposed amendments to Parts 25 and 1 at length. He stated that the committee also discussed additional changes to some of the language in those rules. (Please see attached)</p> <p>Lee Patton stated that the proposed changes to the Science and Social Science language and timelines were also sent to the State Teacher Certification Board, the Deans of the Colleges of Education and their Certification Departments, and the ROEs. According to Ms. Patton, at the time of the meeting, 30 responses had been received. She stated that all of the individuals expressed appreciation for the recognition of their suggestions and the recommendations of the proposed changes.</p> <p>Dr. Steiner then requested a motion to adopt the proposed rulemaking for Part 25: Certification and Part 1: Public Schools Evaluation, Recognition, and Supervision. Joyce Karon then made the following motion:</p> <p>The State Board of Education hereby adopts the proposed rulemaking for: Certification (23 Illinois Administrative Code 25); and Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including the changes presented during discussion on April 21, 2004.</p> <p>Further, the State 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.</p>

	<p>The motion was seconded by Beverly Turkal. As there was no further discussion on the proposed rulemaking, Dr. Steiner requested a vote be taken. The motion passed as all members present voted yes.</p> <p>In conclusion, Dr. Schiller stated that a lot of hard work was put into drafting the proposed rulemaking for both rules. He especially expressed his appreciation to Lee Patton, Sally Vogl, and the Teacher Certification Board for working together to bring closure to many of the Certification issues.</p>
<p><u>Rules for Public Comment: Part 575</u></p>	<p>The next item for Board discussion and action was the Rules for Public Comment: Part 575 (School Technology Program). Dr. Schiller stated that the proposed amendments to Part 575 were being presented to authorize initial review and comment. According to Dr. Schiller, the proposed rules were a result of changes to the School Code.</p> <p>Dr. Steiner requested a motion to authorize the rules for public comment. Dean Clark moved that the Illinois State Board of Education hereby authorize the solicitation of public comment on the proposed rulemaking for: School Technology Program (23 Illinois Administrative Code 575), including publication of the proposed rules in the <u>Illinois Register</u>. Joyce Karon seconded the motion. After the Dr. Steiner requested the roll call, a vote was taken which passed the motion unanimously.</p>
<p><u>Illinois Enhanced Regular Assessment</u></p>	<p>Dr. Steiner said that the Illinois Enhanced Regular Assessment would be the next item for consideration. Dr. Schiller stated that he appreciated the Board's commitment in listening to the fine bidders present their proposals for the Illinois Enhanced Regular Assessment. At the request of Chair Steiner, Beverly Turkal made the following motion:</p> <p>Whereas at the Special Board Meeting on April 16, 2004 the Illinois State Board of Education listened to presentations from three proposed bidders relating to a Request For Sealed Proposals for the Illinois Enhanced Regular Assessment released by the Illinois State Board of Education, I hereby move that the Illinois State Board of Education authorize the State Superintendent to seek clarification from the bidders and proceed to negotiations pursuant to such Request For Sealed Proposals.</p> <p>The motion was seconded by Dean Clark. As there was no discussion on the motion, Dr. Steiner requested a roll call vote. The motion passed as all members present</p>

	voted yes.
<u>FY 03 ISBE Financial and Compliance Audit</u>	Due to lack of continued availability of Richard Sandsmark, the Finance and Audit Committee Chair, Dr. Steiner stated that the FY 03 Financial and Compliance Audit agenda item would be moved to the May Board meeting agenda. Mr. Sandsmark stated that he would like to have a Finance Committee Meeting to discuss the audit.
<u>ISBE Monthly Reports</u>	The final item for Board action was the ISBE Monthly Reports. Dr. Steiner requested a motion to accept the reports. Dean Clark moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the April 2004 meeting. Richard Sandsmark seconded the motion. The motion then passed as all members present voted yes.
<u>Announcement and Reports</u> <u>Board Chair</u>	<p>Dr. Steiner read the following ISBE resolution which honored Judith Gold, who resigned from the State Board.</p> <p>WHEREAS, Judith Anne Gold was appointed to the Illinois State Board of Education by Governor George Ryan in January 2002; and</p> <p>WHEREAS, Judith served on the Illinois State Board of Education from January 2002 until April 2004; and</p> <p>WHEREAS, Judith was active in numerous national and civic organizations during her time of service on the Board as she served on the Chicago Foundation for Women Board, the Women's Business Development Center Advisory Council, the Chicago Cares, Inc. Board as founding board member and secretary, the Chicagoland Chamber of Commerce, and the Civic Federation of Chicago as an Executive Committee Member; and</p> <p>WHEREAS, Judith brought to the Board and Governmental Relations Committee a wealth of knowledge and experience in governmental affairs from her service as Chief of Policy in Mayor Richard Daley's cabinet, as Policy Advisor in the White House Office of Women's Initiatives and Outreach, and as Chair of the Illinois Commission on the Status of Women; and</p> <p>WHEREAS, Judith's contributions to the Board were enhanced by her intelligence and lighthearted nature,</p> <p>NOW, THEREFORE, BE IT RESOLVED, that the Illinois State Board of Education expresses its sincere appreciation to Judith Anne Gold for her tenure as a State Board member, and further be it resolved that the Board wishes Judith success in her future personal and professional endeavors.</p> <p style="text-align: center;">Adopted on this 22nd day of April 2004</p> <p>Dr. Steiner stated that there was no need for an executive session. In closing, she asserted that there may be a</p>

	need for the Board to come together before the May meeting to discuss the budget.
<u>Adjournment</u>	Dr. Steiner then requested a motion to adjourn the meeting. Beverly Turkal then moved that the Illinois State Board of Education adjourn the April 22, 2004 Board meeting. The motion was seconded by Dean Clark, and the vote was unanimous.
	<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>

Online Teacher Information System (OTIS)

The Online Teacher Information System (OTIS) is an online electronic database for Illinois educators and certificate candidates to view certification data and electronically submit certificate applications with credit card payment. The system is available from any computer linked to the internet and it is located at: <http://www.isbe.net/otis/>.

Applications currently available online include:

1. Application for Entitlement Certificate
 - a. All Certificate Types
2. Application for Certificate by Transcript Evaluation
 - a. Elementary Education
 - b. Early Childhood Education
 - c. Substitute Certificate
3. Application for Duplicate Certificate
4. Register Substitute Certificate for City of Chicago
5. Name and Address Change

Future applications to be available mid-May and mid-June 2004:

1. Application for Certificate by Transcript Evaluation
 - a. Secondary Education
 - b. Special Education
 - c. Administrative
 - d. School Service Personnel
 - e. Transitional Bilingual Education
2. Application for Endorsement of a Certificate
3. Certificate Registration and Renewal of all Certificates

Data currently available online for viewing:

1. Current Credentials
 - a. Certificates
 - b. Endorsements
 - c. Approvals
2. Certificate Registration
3. Pending Credential Status
4. Prior Credentials
5. Deficiency Letters
6. Teacher Service Record
7. Documents Received History
8. Degrees
9. Testing
10. Continuing Professional Development Status

CERTIFICATE RENEWAL TRACKING SYSTEM (CeRTS)

APRIL 2004

The Certificate Renewal Tracking System (CeRTS) is an online electronic database for Illinois teachers and administrators to record their professional development requirements for the purpose of obtaining or renewing their teacher and/or administrative certificates. The system is available from any computer linked to the internet and it is located at <https://isbes2.isbe.net/Certs/Default.asp>.

The system was designed to provide certificate-holders a centralized location to record their professional development. It allows for electronic processing and filing of paperwork with the Local Professional Development Committee, Regional Professional Development Review Committee, Regional Office of Education, State Teacher Certification Board, and Illinois State Board of Education. In addition, the system has the capability of broadcasting a message to all users which could result in saving approximately \$25,000 (versus a first class mailing) each time this feature is utilized.

As of April 15, 2004, there were 48,020 users registered on the system. The teacher section of the system became operational on August 31, 2001. The administrator section became operational on June 15, 2003.

CeRTS for Teachers

- Teacher profiles.....37,406
- Number of plans.....22,951
- Number of claims of credit (Standard).....24,533
- Number of requests for LPDC recommendation.(Std.).....50
- Notifications from Initial certificate holders.....8,109
- Number of claims of credit (Initial)..... 1,068
- Number of requests for LPDC recommendation (Init.)....143

CeRTS for Administrators

- Administrator profiles.....10,614
- Number of plans.....8,169
- Number of claims of credit.....7,555

Illinois High School / College Driver Education Association Illinois State Board of Education Waiver Hearing

Thursday, April 22, 2004

Agenda Testimony

Presenter: Brent Johnston
IHSCDEA Legislative Committee Member
Driver Education Instructor, Hinsdale Central High School (29 yrs.)
Illinois SADD State Coordinator (Students Against Destructive Decisions)

- Introduction
- Affiliation with ISBE and other agencies
- Hand out research booklet and explain the sections
- Discuss the dangerous trend that has recently developed in waiver requests over the past several months regarding how Driver Education in the State of Illinois is purposely being eliminated as an affordable course at the public high school level
 - (A) Extraordinary increase in student fees
 - (B) Administrators attempting to drop driver education from the curriculum
 - (C) School administrators attempting to “contract out” driver education with profit seeking commercial driving schools with non-ISBE certified instructors
 - (D) Administrators purposely not meeting the demand of those students wanting to take the course in a “timely fashion” by not providing the necessary supply of instructors to teach the course
 - (E) School administrators who purposely “fractionalize” the presentation of driver education by forcing students to only take the course during the summer and/or before or after school or on the weekends
- Purpose of the waiver process
 - (A) To stimulate “innovation” in the educational process
 - (B) To provide school districts the flexibility in the presentation of a course
 - (C) To improve student performance
 - (D) To provide school districts the opportunity to provide a course in a more effective, efficient, or economical manner
- The original intended legislative purpose of the waiver process **was not to:**
 - (A) Pay for salaries and benefits of the instructors teaching the course
 - (B) Charge students and their parents abnormal course fees for driver education and then

Agenda Testimony...continued...

- use that money collected through the waiver process elsewhere “to improve student performance”
- (C) To be used as a “cash cow” for school districts who are seeking money from a variety of resources due to the continuous “under-funding of education” by the state
 - (D) To provide school districts the “means” by which students and their parents must pay an extraordinary “high tuition” as the primary means of paying for a state mandated safety program

• Driver Education belongs in the school

- (A) Professionally ISBE certified instructors use a universally sound curriculum
- (B) The control of the course and how students are instructed stays with those who educationally administer the class (contract out, lose control)
- (C) Logistically, administering driver education to students outside of the normal school day will affect extracurricular activities and especially sports
- (D) Course fees are really “hidden taxes” and are very discriminatory

• Questions ISBE needs to address

- (A) At what point do course fees become too much and not affordable to students and their parents? When does ISBE draw a line in the sand and say, “enough is enough?”
- (B) Why are abnormal course fees allowed to be charged for a mandated safety course before students are charged in such areas as extracurricular activities and sports?
- (C) Why is the discipline of driver education expected to “pay for itself” when other courses students elect to take are not?
- (D) Why doesn't the ISBE “track” the money that is allowed through the waiver process and require school districts to show the justification of where and how that money is being used to improve student performance in the same discipline that the waiver money was sought?
- (E) At what dollar amount for a waiver request does the ISBE deny the waiver?
- (F) Should the amount of a waiver request affect the state reimbursement from the driver education fund for that school district?
- (G) Why is there such a disparity between school districts in the dollar amounts that the waiver requests are seeking regarding driver education and student fees?
- (H) Does ISBE want to keep the instruction of driver education in public high schools as a viable and affordable discipline?

Physical Education Waiver Addendum (Report 18)

Summary of Standards Achievement and Equal Learning Opportunities

Please Note: Requests are presented in the order in which they appear in the waiver report. This chart summarizes the addendum responses only. For a full description of each request, please see the report, beginning on page 10.

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used		Results	Equal Opportunities
			Local Assessment	Presidential Fitness Test		
Virден CUSD 4 WM100-3107 (renewal) Expires 2008-09 (5 years) Grade 6	None, for one quarter	None	Local Assessment: Written and skills tests on safety, following directions, team rules, fitness applications, and leadership responsibilities. Presidential Fitness Test: Goal 20	Local: 85% met or exceeded state standards for Goals 19 and 21. Presidential Fitness Test: 61% met or exceeded state standards for Goal 20.	All students will have 130 days of physical education each year for 45 minutes each session. Additionally, smaller classes will allow the district to offer higher quality physical education classes.	
Woodland CCSD 50 WM100-3151-1 (renewal) Expires 2004-05 (1 year) Kindergarten	Twice a week	20 minutes	ISAT: Grade 4	ISAT: 79% of students met or exceeded the state standards.	Providing physical education twice a week will result in fewer students in the gym at one time and safer classes for the more than 700 students in kindergarten.	
Woodland CCSD 50 WM100-3151-2 (renewal) Expires 2004-05 (1 year) Grades 1-3	Three times a week	30 minutes	ISAT: Grade 4	ISAT: 79% of students met or exceeded the state standards.	Providing physical education three times a week will result in fewer students in the gymnasium at one time and safer classes for the more than 2,400 students who must share four gymnasiums.	

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used	Results	Equal Opportunities
Rockford PSD 205 WM100-3164 (renewal) Expires 2008-09 (5 years) Grades 6-12	None, if enrolled in fine arts (band, chorus, orchestra, art), technology courses, or foreign language	None	ISAT: Grade 7 and for 2003-04, grade 10 Presidential Fitness Test: Goal 20	ISAT: 47% met or exceeded state standards for Goals 19 and 21. Presidential Fitness Test: Results are being monitored.	Many students who enrolled in other courses rather than physical education also participate in extracurricular activities, club sports, and individual fitness activities, including cheerleading, pom-poms, gymnastics, tennis, golf, football, basketball, soccer, baseball, softball, wrestling and weight-lifting.
Streator THSD 40 WM100-3166 Expires 2009-10 (5 years) Grades 9-11	None, if students in grades 9 and 10 are below grade level in reading, or if students in grade 11 need math or science courses to meet new graduation requirements	None	Local Assessment: Team and individual activities, movement skills, safety and knowledge of rules are assessed individually on final exams using a rubric of exceeds, meets, below and academic warning.	Local Assessments: 75% met or exceeded state standards for Goals 19 and 20.	The waiver would affect only 30 to 40 students in grade 9, and only those students in grade 10 who continue to score below grade level. Extracurricular activities are offered, including team sports and health and fitness classes tied to the state standards.
Hinsdale THSD 86 WM100-3176-2 Expires 2008-09 (5 years) Grades 11 and 12	None, for ongoing participation in cheerleading and pom-poms	None	ISAT: Grades 9 and 10 Presidential Fitness Test: Goal 20	ISAT: 79% in grade 9 and 84% in grade 10 met or exceeded state standards. Presidential Fitness: 90% of cheerleaders and 85% of the pom-pon squad achieved "average or better."	The waiver affects less than 100 students out of an enrollment of 4,300. Students covered by the waiver participate in daily physical education in grades 9 and 10 and return to physical education classes at the conclusion of the sport season.

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used	Results	Equal Opportunities
<p>Pleasant Plains CUSD 8</p> <p>WM100-3177 (renewal)</p> <p>Expires 2008-09 (5 years)</p> <p>Grades 9-12</p>	<p>None, for two years if students choose to enroll in other academic courses needed for college or remediation, fine arts or technology courses, or to participate in other activities, such as marching band, pom-poms/cheerleading and interscholastic athletic programs (grades 9 and 10)</p>	<p>None</p>	<p>STS Assessment Battery</p>	<p>Goal 19: For the 2001-02 school year, 78% in grade 9 and 82% in grade 10 met or exceeded state standards.</p> <p>Goal 20: For the 2001-02 school year, 85% in grade 9 and 75% in grade 10 met or exceeded state standards.</p> <p>Goal 21: For the 2001-02 school year, 79% in grades 9 and 10 met or exceeded state standards.</p>	<p>Students can opt to participate in interscholastic athletic programs (all of which have a "no-cut" policy) or use the school's weight/fitness center, which is open after school three days a week for supervised training.</p>
<p>Arlington Heights THSD 214</p> <p>WM100-3180-2 (renewal)</p> <p>Expires 2008-09 (5 years)</p> <p>Grades 9-12</p>	<p>Varies based on needs of students to meet the Illinois Learning Standards for Physical Development and Health (Goals 19-21)</p>	<p>Varies</p>	<p>District Assessment Program</p> <p>District 214 Alternative School Program Pre- and Post-test</p> <p>Team-Building Evaluation Form (in pilot-test phase)</p>	<p>District Assessments: 68.8% in grade 9 met or exceeded state standards.</p> <p>Pre- and Post-Test: For Goal 19, performance increased from 66.3% to 75.6% meeting or exceeding state standards; Goal 20, performance increased from 56.7% to 78.8% meeting or exceeding standards; Goal 21, performance increased from 61.3% to 71.1% meeting or exceeding standards.</p>	<p>The curriculum for physical education is aligned to the Illinois Learning Standards for Physical Development and Health (Goals 19-21).</p>

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used	Results	Equal Opportunities
Marquardt SD 15 WM100-3194 (renewal) Expires 2008-09 (5 years) Kindergarten through grade 5	5 times in a two-week period (i.e., every other day)	30 minutes	ISAT: Grades 4 and 7 Fitnessgram: Grades 1 through 5	ISAT: 66% in grade 4 and 60% in grade 7 met or exceeded state standards. Fitnessgram: Pilot-testing this program; results to be available at the end of the 2004-05 school year.	All students receive wellness instruction as part of the science curriculum and 15 to 20 minutes a day of structured physical activities with a certified teacher.
North Clay CUSD 25 WM100-3195 Expires 2008-09 (5 years) Grades 9-12	None, if qualify for remedial education	None	Local Assessment: Conducted in May of each year. Presidential Fitness Test: Goal 20	Local: 81% met or exceeded state standards for Goal 19 and 43% met or exceeded state standards for Goal 20. Presidential Fitness Test: 71.7% met or exceeded state standards for Goal 21.	Forty percent of the students participate in either marching band or interscholastic athletic programs. Intramural activities are also available. Once students achieve their academic goals, they will return to physical education.
Fremont SD 79 WM100-3203 (renewal) Expires 2008-09 (5 years) Grades 6-8	Every other day	44 minutes	ISAT: Grades 4 and 7	ISAT: 87% in grade 4 and 80% in grade 7 met or exceeded state standards.	Students have 75 to 100 minutes a week of daily, supervised recess. Students also have the opportunity to participate in after-school sports and intramural programs. Health classes will focus on development of personal fitness plans.

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used	Results	Equal Opportunities
New Lenox SD 122 WM100-3207 (renewal) Expires 2006-07 (3 years) Kindergarten through grade 6	2 times a week for kindergarten through grade 3 3 times a week for grades 4 through 6	30 minutes	Local Assessment: Team and individual sports activities are individually assessed using excellent, satisfactory and unsatisfactory. Movement, safety and the application of rules are also assessed. Presidential Fitness Test: Goal 20	Local: More than 95% of students in kindergarten through grade 5 met or exceeded state standards for Goals 19 and 21. Presidential Fitness: 75% of students in kindergarten and grade 1 met or exceeded state standards; 70% of students in grades 2-3 met or exceeded state standards; 65% of students in grades 4-6 met or exceeded state standards.	Students participate in physical activity blocks each day for either 30 minutes (kindergarten through grade 3) or 15 minutes (grades 4-6).
Huntley CSD 158 WM100-3222-1 Expires 2005-06 (2 years) Kindergarten through grade 5	4 times a week	30-35 minutes	Local Assessment: Focuses on team work, ability to work in groups, and individual skill levels. Presidential Fitness Test: Goal 20	79% of students in grade 4 and 71% of students in grade 7 met or exceeded state standards.	The district is in the middle of a building program that will relieve overcrowding in existing facilities. Students will continue to receive physical education courses that are aligned to the Illinois Learning Standards for Physical Development and Health.

District, Expiration and Grade Levels	Days Per Week	Minutes per Session	Assessments Used	Results	Equal Opportunities
Warren THSD 121 WM100-3225-1 (renewal) Expires 2008-09 (5 years) Grades 9-12	None, if enrolled in summer school None, grades 11-12, for ongoing participation in cheerleading and pom-poms	180 minutes each session for three weeks in the summer	Local: Teacher-constructed final examinations ISAT: Grades 9 and 10, 2002 and beginning in April 2004 Fitnessgram: Goal 20	Local Assessments: 94% in grades 9 and 10, 98% in grade 11 and 78% in grade 12 met or exceeded the standards. ISAT: 52% met or exceeded the state standards in 2002. Fitnessgram: Results from FY01 to FY04 show improvement in four skill areas.	The time in summer school and one semester during the school year is comparable to what students receive during the school year. By having some students participate in summer school, class sizes are reasonable to meet safety concerns. Members of the cheerleading and pom-poms squads practice daily for three hours.
St. Joseph-Odgen CUSD 306 WM100-3241 (renewal) Expires 2008-09 (5 years) Grade 12	None, if students choose to enroll in 7 academic courses	None	Local Assessments: Team and individual sports activities are individually assessed using a scoring rubric based on point values. Movement, safety and the application of rules are also assessed. Presidential Fitness Test: Goal 20 Written Fitness Plan: Goal 20 Heart Monitors: Goal 20	Local Assessment: 86% of students met or exceeded state standards for Goal 19 and 93% met or exceeded state standards for Goal 21. Presidential Fitness Test: 67% met or exceeded state standards for Goal 20. Written Fitness Plan: 70% met or exceeded state standards for Goal 20. Heart Monitors: 86% met or exceeded state standards for Goal 20.	Students will be required to participate in daily physical education for three out of four years of high school.

District, Expiration and Grade Levels	Days Per Week	Minutes per Session		Assessments Used	Results	Equal Opportunities
		Days Per Week	Session			
Morton CUSD 709 WM100-3242 (renewal) Expires 2008-09 (5 years) Kindergarten through grade 6	2 times a week	2 times a week	30 minutes	<p>Local Assessment: Grade levels are each assessed in different ways through performance of combinations and sequences in individual games and understanding the principles of movement; a rubric of exceeding, satisfactory, and unsatisfactory is used.</p> <p>ISAT: Grade 4</p>	<p>Local Assessment: 95% of students leaving grade 6 met or exceeded the state standards.</p> <p>ISAT: 85% of students in grade 4 met or exceeded the state standards.</p>	All students participate in a 20-minute recess period each day. Additional recess periods are scheduled, as time permits.

Recommended Changes in Selected Provisions
Presented For Discussion April 21-22, 2004

(Please see portions in bold type.)

Section 25.100 Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates will be changed. Appendix E to this Part provides a list of the endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry.
- b) Endorsement(s) at Time of Issuance

Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.

- 1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.
- 2) Except as provided in subsections (g), (h), (i), (j), and (k) of this Section, for each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the

related content-area test or test of subject matter knowledge passed by the candidate, as well as for:

- A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript, ~~and has passed the applicable content-area test (or test of subject matter knowledge);~~ and
 - B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and
 - C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section; and
 - D) any additional area in which the applicant has met the requirements of Section 25.425(b) of this Part.
- 3) An individual who passes a test of subject matter knowledge prior to July 1, 2004, and applies for the related certificate no later than five years after the date on which the test was taken shall receive an endorsement valid only for the specific subjects covered under the prior system, unless the institution that offered the program completed by the candidate certifies to the State Board of Education that the candidate completed a program that met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields). An endorsement under the new structure will be issued to an individual who either passes the applicable new content-area test or completes a program based upon the applicable standards for the content area.
- 4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution's certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.

- c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool-age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.
- d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.
- e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.
- 1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation.
 - 2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:
 - A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or
 - B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or
 - C) present evidence of at least one year's teaching experience on a valid certificate in the area covered by the endorsement or designation sought.
 - 3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).

f) Addition of Endorsements to Previously Issued Certificates

Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.

2) Applications received through ~~June 30, 2005~~ ~~December 31, 2004~~, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, and deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue, except in the case of reading as provided in subsection (i)(1)(C) of this Section. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same endorsements shall be accompanied by another fee and shall be subject to any new requirements.

3) Except as provided in subsections (g), (h), (i), (j), and (k) of this Section, for applications received on or after ~~July~~ ~~January 1, 2005~~, an endorsement will be issued to each applicant who:

A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript, ~~and has passed the applicable content-area test (or test of subject matter knowledge);~~ or

B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or

C) has met the applicable requirements of subsection (e) of this Section.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool-age 21 certificate, or an individual who holds an elementary certificate

endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Since fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement, an individual with a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

- h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences.
- 1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to **pass the content-area test for the designation sought and either: complete an approved program incorporating a major in the content area and to pass the applicable content-area test. (For this purpose only, an individual who holds a science or social science endorsement issued under the system in effect prior to July 1, 2004, shall be treated as holding the new endorsement with one of its available designations.)**
- A) **be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or**
- B) **present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:**
- i) **at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and**
- ii) **some portion of the coursework completed must have addressed at least two additional designations within the field.**

- 2) The requirement stated in subsection (h)(1) of this Section shall apply ~~not only when a certificate is originally issued but also when~~ whenever an individual seeks to add his or her first endorsement in one of these fields.
- 3) An individual may receive a subsequent designation in the same field if he or she has:
 - A) passed the applicable content-area test; or
 - B) completed a major in the content area of the designation.
- 4) An individual who completes his or her preparation program on or before June 30, 2005, shall have the option of receiving an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, by meeting the coursework requirements for that endorsement as they were then in effect, provided that he or she applies for the endorsement on or before June 30, 2005. An endorsement received under this subsection (h)(4) shall be valid only for the specific subjects covered under the earlier system.
- 5) **An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.**
- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.
 - 1) Reading Teacher

An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

 - A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a

practicum, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading,

ii) content-area reading,

iii) assessment and diagnosis of reading problems,

iv) developmental and remedial reading instruction and support,

v) developmental and remedial materials and resources, and

vi) literature appropriate to students across all grade ranges; or

C) having completed, on or before June 30, 2005, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

2) Reading Specialist

The reading specialist's endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:

A) having completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master's or higher degree; and

B) having been recommended for the endorsement by the institution offering the program; and

- C) having passed the content-area test for reading specialist.
- 3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.
- i) Special provisions shall apply to the addition of endorsements and designations in foreign languages.
- 1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript, **and has passed the applicable content-area test (or test of subject matter knowledge).**
- 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved). **Each additional designation for additional a foreign language shall be subject to the requirements of this subsection (i).**
- 3) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.
- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, including reading assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

- 1) Each individual who is first assigned to teach a particular subject on or after July 1, 2004. based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

An applicant who holds or is eligible to hold another state's or another country's teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate upon the following conditions: if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age, good character, citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

- a) ~~All statutory requirements and professional education and area of specialization requirements as defined for each certificate in this Part in effect in Illinois at the time application is made are met and verified through a transcript evaluation of credits, if the individual comes from a state with which reciprocity has not been established pursuant to Section 25.495 of this Part.~~
 - b) ~~All non-educational requirements (e.g., age, citizenship or declaration of intent, good character, experience for administrative certification) are met.~~
 - e) ~~The institution in which the program and degree the applicant completed was recognized by the state agency in the state in which the institution is located and qualified the person for eligibility for certification in that state, in accordance with Section 25.495 of this Part.~~
- a) d) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible is comparable to the Illinois certificate for which application is made. A comparable Illinois certificate shall be determined on the basis of: is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate.) See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.
- b) Each out-of-state applicant for an Illinois teaching certificate must have met certification requirements that are similar to Illinois requirements.
- 1) For those who have completed traditional preparation programs, these requirements include completed college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.
 - 2) For those who have completed alternative certification programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree, an intensive course of study approved by the state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program. See Section 25.245 of this Part for

requirements applicable to out-of-state applicants for certification in school nursing:

- 1) ~~the degree to which the grade level of certification in Illinois is most nearly like that of the other state (e.g., a K-6 certificate in another state most nearly approximates the Illinois K-9 certificate and therefore would be comparable); and/or~~
- 2) ~~the subject area for which a certificate is endorsed or an area of school service or administration in Illinois is most nearly like that of the other state (e.g., a principal's certificate in another state most nearly approximates the Illinois General Administrative endorsement on the Administrative Certificate and therefore would be comparable.)~~

c) **The An individual may receive additional endorsements by meeting the applicable requirements of Section 25.100 of this Part comparable to those affixed to the out-of-state certificate, as determined by the State Board of Education and irrespective of nomenclature, by passing the applicable Illinois content area tests and presenting evidence of:**

- 1) ~~having completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; or~~
- 2) ~~having completed at least 24 semester hours of college coursework demonstrably related to the subject area of the endorsement sought from one or more regionally accredited institutions of higher education.~~

d) e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to ~~one of the a evaluation services listed in subsection (f) service whose evaluations are accepted by the State Board pursuant to subsection (e) of this Section.~~

- 1) After reviewing the documents submitted, the service shall provide to the ~~secretary of the State Teacher Certification Board~~ State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as a teacher. The ~~services~~ service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
- 2) The transcript provided by the service pursuant to subsection ~~(e)(1)~~ (d)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all endorsements indicated by the coursework completed.

- 3) If the review of the individual's transcript indicates that he or she does not qualify for a certificate, he or she shall receive a notification of the deficiencies for the certificate.

e) ~~f)~~ ~~The evaluation~~ Evaluation services that are shall be approved to review foreign credentials for purposes of Illinois certification are: if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

1) ~~Consultancy on International Education (CIE)
P.O. Box 2792
Champaign, Illinois 61825-2792
Telephone 217/359-9602~~

2) ~~Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, Wisconsin 53202
Telephone 414/289-3400~~

3) ~~World Education Services, Inc.
P.O. Box 11623
Chicago, Illinois 60611-0623
Telephone 312/222-0882~~

4) ~~International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, California 90066
Telephone 310/390-6276~~

g) ~~Subject areas of endorsement shall be determined in accordance with the applicable provisions of Sections 25.43, 25.45, 25.99, 25.210, 25.220, 25.230, 25.240, 25.322, 25.333, 25.344, and 25.355 of this Part.~~

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

Section 25.225 Certification of School Counselors (2004)

We suggest substituting the following description of the requirement for a master's degree for the language that was included in the Board packet:

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's degree awarded by a regionally accredited institution of higher education **in school counseling, another counseling or related field (e.g., social work or psychology), or an educational field.** (See subsection (h) of this Section.)

The Board packet language was:

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's degree **in school counseling or in another counseling or therapeutic field such as counseling psychology, marriage and family therapy, or social work** awarded by a regionally accredited institution of higher education. (See subsection (h) of this Section.)

**Monthly Status Report on Rulemaking
May 2004**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Rulemaking is complete; filed with Secretary of State April 28	None	Technical corrections
<u>Standards for Administrative Certification</u> (Part 29)	JCAR's review is complete; filing will occur simultaneously with filing of amendments to Part 25	None	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan</u> (Part 350)	Rulemaking is complete; filed with Secretary of State April 28	None	Inclusion of science kits; responds to P.A. 93-212
<u>Certification</u> (Part 25)	Pending review by JCAR May 18	None.	Revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332
<u>Certification</u> (Part 25)	Pending review by JCAR May 18	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)	Pending review by JCAR May 18	None	Updating and clarification of certification-related provisions
<u>School Technology Program</u> (Part 575)	Public comment period is under way	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Public Schools Evaluation, Recognition and Supervision (Part 1)</u>	Expect additional amendments for review; emergency rulemaking may be needed	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>Gifted Education (Part 227)</u>	Expect initial review in summer	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education (Part 230)</u>	Expect initial review in spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services (Part 525)</u>	Expect initial review in summer	None	Elimination of references to gifted students
<u>Driver Education (Part 252)</u>	Expect initial review in summer	None	Certification of claims for reimbursement; responds to P.A. 93-55
<u>Nonpublic Special Education Facilities (Part 401)</u>	Expect initial review in summer	None	Technical updating to conform to rules for special education (Part 226)
<u>Electronic Transmission of Data (new Part 501)</u>	Expect initial review in summer	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Vocational Education (Part 254)</u>	Expect initial review in summer	None	Comprehensive updating
<u>Charter Schools (Part 650)</u>	Expect initial review in summer	None	Provisions regarding the closure of charter schools
<u>Program Accounting Manual (Part 110)</u>	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits