ILLINOIS STATE BOARD OF EDUCATION

Via Video Conference

Chicago: ISBE Video Conference Room, 14th Floor, 100 W. Randolph Street, Chicago, IL **Springfield:** ISBE Video Conference Room, 3rd Floor, 100 N. First Street, Springfield, IL **Marion:** HFS Video Conference Room, 3419 Professional Park Drive, Marion, IL

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

June 16, 2016 (Thursday) 9:00a.m.

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Resolutions and Recognition

A. Dr. John Tignor, Washington pp. 3

IV. Presentations & Updates

- A. Grow Our Own Minority Participation Program
- B. Delivering on the Promise of Digital Learning: Partnership with Education SuperHighway and the National Governor's Association

V. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes
 - 1. Plenary Minutes: May 11, 2016 pp. 4-6
- B. *Rules for Adoption
 - 1. Part 1 (Public Schools Evaluation, Recognition and Supervision) pp. 6-27
 - 2. Part 1 (Public Schools Evaluation, Recognition and Supervision) pp. 28-75
 - 3. Part 20 (Standards for Endorsement in Elementary Grades) pp. 76-84
 - 4. Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) pp. 76-84
 - 5. Part 25 (Educator Licensure) pp. 85-160
 - 6. Part 27 (Standards for Teaching in Specific Fields) pp. 161-189
- C. *Contracts & Grants Over \$1 Million
 - School Improvement Grant 1003(g) Amendment of Awards for Final Dispersal of Funds pp. 190-198
 - 2. Advanced Placement Test Fee Program pp. 199-201
 - 3. Learning Technology Center Grants pp. 202-205
 - 4. Renewal of Illinois Interactive Report Card Intergovernmental Agreement with Northern Illinois University pp. 206-211
 - Renewal of Contract for Co-Project Manager of Illinois Longitudinal Data System Project
 pp. 212-214
 - 6. 21st Century Community Learning Center Evaluation RFSP pp. 215-218
- D. *Update to the Strategic Plan pp. 219-270

End of Consent Agenda

- E. 2017 Board Meeting Dates pp. 271-272
- F. Passing Scores for Elementary Education (197-200) Tests pp. 273-286
- G. Passing Scores for SAT pp. 287-288
- H. Certification of Streator Elementary School District 44 in Financial Difficulty pp. 289-301
- I. Recommendation to Remove Harrisburg Community Unit School District 3 from 1A-8 Financial Difficulty Certification pp. 302-312

VI. Discussion Items

- A. District Oversight Update
- B. Legislative Update pp. 313-317
- C. Budget Update
- D. Other Items for Discussion

VII. Announcements & Reports

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

VIII. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm
- B. Status of Agency Rulemaking: FY 2016 pp. 318-326
- C. Rulemakings Anticipated for FY 2017 pp. 327-331

IX. Closed Session

X. Adjourn

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

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

Illinois State Board of Education **RESOLUTION**



Honoring Dr. John Tignor June 2016

WHEREAS, **Dr. Tignor** has devoted his career to Education, and has served in many leadership roles throughout the years; and

WHEREAS, Dr. Tignor's illustrious career has seen him demonstrate his leadership skills in the roles of Assistant Principal, Principal, Assistant District Superintendent, and District Superintendent; and

WHEREAS, Dr. Tignor brought his skills and expertise to Tazewell County after an admirable career in education with Quincy Public Schools; and

WHEREAS, Dr. Tignor brought the concept of Professional Learning Communities to Washington Grade School District 52, and has continuously fostered a strong spirit of professionalism among his staff as they address the various needs of their students; and

WHEREAS, in November 2013, a tornado ripped through Washington, Illinois, leaving a path of devastation and destruction in its wake; and

WHEREAS, **Dr. Tignor** looked past his personal loss and immediately focused his energy and efforts on helping the staff, students, and families of his district rebuild their lives, and today Washington Grade School District 52 is thriving once again; and

WHEREAS, Dr. John Tignor will retire from District 52 in June 2016, leaving a culture of excellence and student success as his legacy.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Dr. John Tignor** for his commitment and dedication to the students of Illinois and the field of Education

James T. Meeks, Chairman	Steven Gilford, Vice Chairman	Melinda LaBarre, Secretary
Curtis Bradshaw, Member	Craig Lindvahl, Member	Lula Ford, Member
Eligio Pim	entel, Member John Sand	ders, Member

"Grow Our Own" Minority Participation Program







Illinois State Board of Education
June 16, 2016



Minority Participation Plan City of Springfield Sangamon County Hanson Professional Services Inc.

December 16, 2013











Minority Participation Plan
City of Springfield
Sangamon County
nson Professional Services Inc.
December 16, 2013

nc. in conjunction with the City of Springfield, Sangamon County Transportation, is committed to the continued involvement and sadvantaged businesses as part of the Springfield Rail Multimodal Facility. Our goal with this program is to create a mentoring minority youth towards full time employment in fields. This plan describes a multi-pronged approach to and ideas to further develop the minority participation for

Organizations Workshop

r Communications Inc., will coordinate with minority-based community to identify middle school through college-aged technology, engineering, and mathematics (STEM) that sering, science or related fields. The Springfield School and middle school principals will be solicited for minority illingness to participate in these programs. In addition to is will be requested to attend the workshop with ideas on see programs.

y for Black Engineers k Chamber of Commerce

tional – Junior Frontier's Program ties & Sororities Ipha Theta

unity College/UIS

2

Mayor's Press Conference December 16th, 2013



Grow Our Own Minority Participation Workshops



Grow Our Own Workshop

About 40 Attendees

Represent about 25 Minority Organizations & Schools

About 25 Student Referrals Received per Year

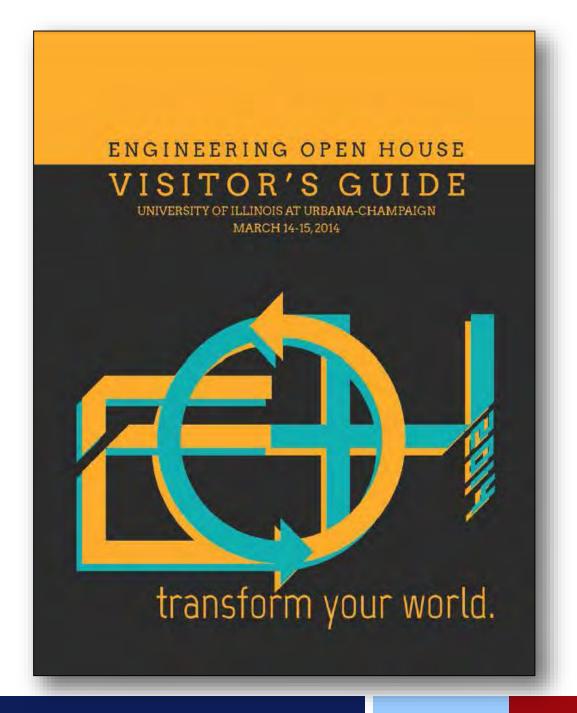
Student Referral Form

- College Students
- High School Students
- Middle School Students

Minority Student Referral Form Referring Agency: Date: Student Information: First Name Last Name Street Address Phone Parent(s) Information: First Name Last Name First Name Street Address (if different from above) City State Phone Email School Information: School Year: School Name Student's Interests (Please List): Why is this student being referred? Signature of Referring Person Phone Number

Engineering Open House

































ENTERTAINMENT OPINION OBITUARIES SPORTS LIFE

CLASSIFIEDS JOBS

HOMES

FEATURED »

ELECTION 2014

DATABASES

MOST WANTED

TODAY'S PAGE 1

YOUR PIX

SOCIAL MEDIA DIRECTORY

HOOPS RANKINGS

U.S. factory output rebounds from winter weather

Morgan Co. fair names 2014 concert headliners

Gubernatorial hop



Minority students attend engineering open house













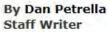












Posted Mar. 16, 2014 @ 10:00 pm

A group of about 35 local middle school and high school students attended the University of Illinois' annual engineering open house this weekend as part of a program designed to encourage minority students to pursue careers in engineering and related fields.

The group departed Saturday morning for Champaign-Urbana from Pleasant Grove Baptist Church, 908 Martin Luther King Drive. Students had the opportunity to tour the university's engineering facilities and view and interact with more than 250 exhibits, including ones on charging phones using a turbine and a 12-volt battery, cooking with biomass stoves in Haiti, and controlling electronics with a "magic" wand.





Hanson Professional Services coordinated the trip with Frontiers International Inc.'s Springfield club









Math and Science Careers Are for You



Expanding Your Horizons Lincoln Land Community College Saturday, March 29, 2014 8am-12:45pm

Join other 6th-8th grade girls to learn about math, science, and technology careers, while participating in workshops with doctors, veterinarians, and engineers. Have fun and plan for your future. Go to http://www.eyhspringfield.com for workshop choices and registration form or call 217-652-4676.

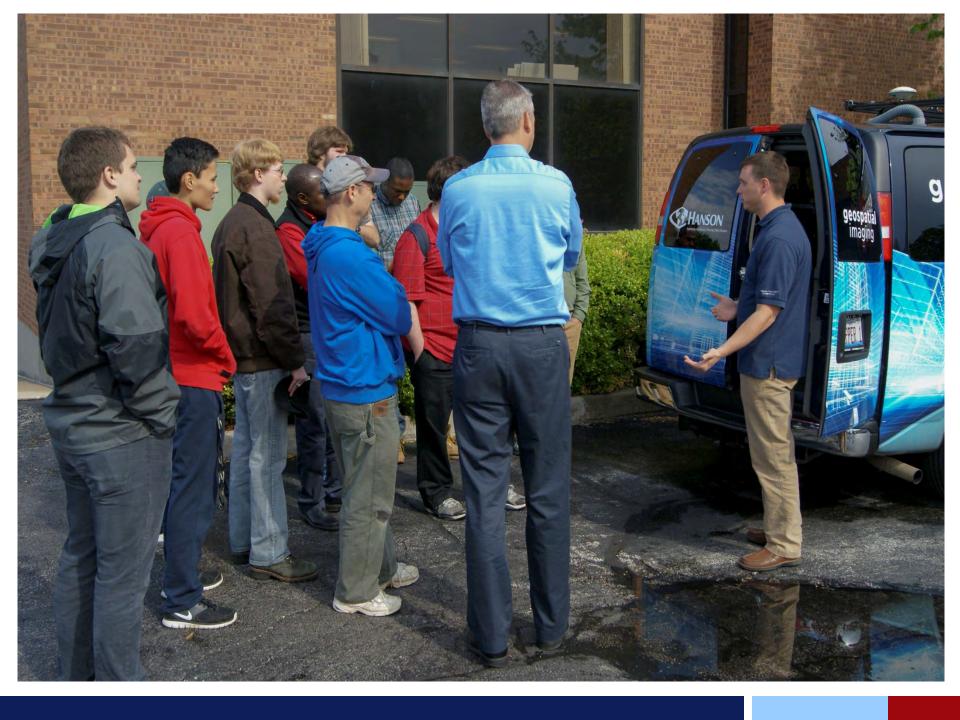
Sponsored by AAUW Springfield, Illinois Branch

Lincoln Land Community College



Geospatial Imaging Unit





6TH ANNUAL SUMMER YOUTH PROGRAM

RAIL & INTERMODAL TRANSPORTATION

JULY 26 TO





PLEASE JOIN US FOR A FANTASTIC WEEKLONG EXPLORATION!

Rail and Intermodal Transportation Explorations all week long! Hands on and classroom activities. Explore how ballast affects rail stability! Operate a computer locomotive simulatori investigate logistics management operations! Classroom and field trip experiences in Michigan, Wisconsin and Minnesotal

SPACE IS LIMITED, SO SIGN UP EARLY! APPLICATION DEADLINE IS MAY 2

FULL SCHOLARSHIPS PROVIDED!

Information and applications available at Michigan Tech Summer Youth Program site:

HTTP://WWW.SYPMTUEDU/COURSES-SCHOLARSHPPNP

PAST FIELD VISITS HAVE INCLUDED:

BNSF - Raily ands, freight dispatch centes, car and locomotive shop

LS&I Railroad - Locomotive shop, open pit mine activity ore dock and yard facilities

Halvor Lines - Freight dispatch center, truck maintenance shop, truck driving simulator, truck cab experience

CN - Ore dock, interface between rail and marine transportation systems ... 80 feet above the water level !

QUESTIONS? CONTACT US:

David Nelson, dannelso@mtu.edu, 906-487-1734;







GRADES 9 -II





PROGRAM SPONSORS:

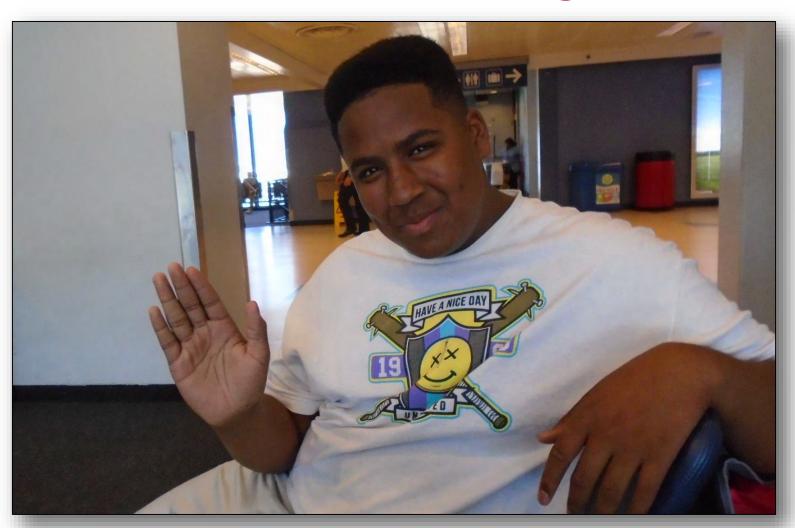


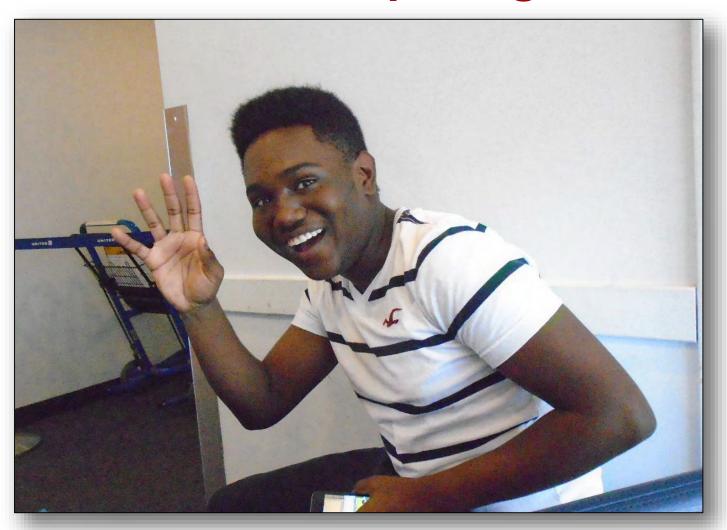




















Hanson's Summer Intern Program



Alex Diop

Intern, project delivery services department From Springfield

Attending Tuskegee University, graduation year: 2018

Degree: Bachelor of Science or Master of Science in computer science



Nick Moore

Engineering aide, infrastructure From Springfield

Attending Southern Illinois University Edwardsville, graduation year: 2015

Degree: Master's degree in civil engineering



Harrison Williams

Engineering aide, railway From Springfield

Attending Georgia Institute of Technology, graduation year: 2018

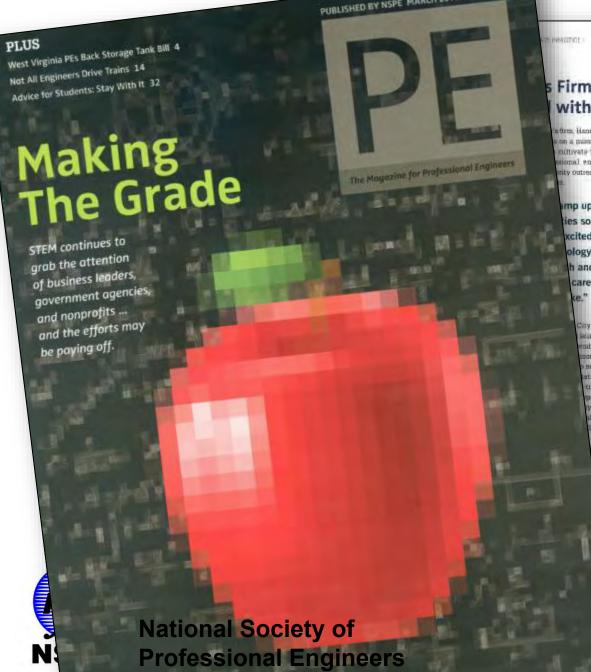
Degree: Bachelor of Science in civil engineering

Hanson's Summer Intern Program



Hanson's Summer Intern Program





Firm Seeks to Diversify with Outreach Initiative

s firm, Hanson cultivate the ssional engirity outreach

> ies so xcited ology h and career

Chamber of Commerce, Frontiers International, the Urban League, local high schools and community colleges, and historically black fraternities and scronities.

Harrson has pledged to hire three minority students for its paid summer internship program. Hanson's program, which typically has 15 students participating, helps students gain professional skills with the potential of future employment with the firm Kevin Seals, who is coordinating Hanson's public involvement services, believes students will greatly benefit from the resi-world hands-on experience they will receive by working on firm projects. Their participation helps us out, and we help them by furthering their education and job prospects when they get out of college," says Seals, a chief environmental scientist.

The outreach initiative also aims to empose students to careers in the railway transportation industry through the University of Illinois at Urbana-Chempaign's NuRail Center, a consortium of partner universities that focuses on railway transportation engineering research. (See more about engineering in the ratiroad industry on p. 14.)

Hanson, which is involved in the Springfield Rail Improvements Project, will partner with the center on various outreach efforts as part of a grant provided by the Federal

Bailroan Administration. The firm will help identify high school students who have an interest and sptitude in railroad engineering for a weeklong summer youth program at Michigan Tech University in Houghton. Participants will receive full scholarships to attend the program. The ceriter will also sponsor workshops and provide scholarships for undergraduate and graduate students as well as supporting faculty members

The minority participation program goes beyond just helping students.

Hanson will mentor local minority bussness owners to help them get pre-certified in had on construction contracts for the Springfield Bail Improvements Project, which can involve escavation, demolition, and landscaping work. The firm has previously assisted minority contractors to become eligible to contract with the Illimnis Department of Transportation.

Peppri hopes that the outreach instantive will grow to include other local and regional engineering companies. "We are going to engage other engineering companies in the community to participate with us and see now they can [hire] an intern or [help with] some other type of outreach," he says. "We want this to not just be a Hanson effort, but an engineering society effort."



ISPE MEMBER SURGIO PELDAL PE, IMPEIDENT AND CED DE HAASON IMPESSIONAL LEWIZES MC. IS WORK-NO ON A MINORITY OUTREACH PROGRAM WITH THE CITY OF SPRINGIFIELD, ILLINOIS, AND SANDAMON COUNTY.

PUTTING YOUNG MINORITY ACHIEVERS

ENGINEER By George Lorenzo

Hanson's "Grow Our Own" initiative is helping minority students in Springfield, Illinois, discover the thrill of an engineering career

ergio "Satch" Pecori began his career at Hanson Professional Services when he was a high school student employed as a gofer at the firm's headquarters in his hometown of Springfield, Illinois. At the time, "I had no idea what an engineer was," he says. Today, more than 40 years later, Pecori is president of Hanson, and he's making a point of helping other young people discover engineering. His firm, which employs about 400 people in offices nationwide, coordinates a program called "Grow Our Own" that introduces young minority students to education and career opportunities in the science, technology, engineering and mathematics (STEM) arena.









Minority participation program moves into second year with success

This is the first in a three-part series about the Grow Our Own Minority Participation Program.

A Springfield program that connects minority youth to educational opportunities has been a success and is in its second year.

The Grow Our Own Minority Participation Program provides students with mentoring, education and training opportunities in the fields of science, technology, engineering and mathematics, or STEM. The program's concept was born out of community desires for increased involvement of minority and disadvantaged businesses in the Springfield Rail Improvements Project, which will consolidate the city's rail lines by relocating rail traffic from the Third Street corridor to 10th Street.

Hanson Professional Services Inc. is providing design, environmental coordination, land acquisition, construction engineering and project management services for the rail project. Kevin Seals, Hanson's chief environmental scientist, leads public-



Photo by Hanson Professional Services Inc.

As part of the Grow Our Own Minority Participation Program, Hanson committed to hiring three minority interns each year through the duration of the program. For the summer of 2014, Hanson Professional Services Inc. hired one college-aged student and two high school seniors for its internship program.



Homegrown engineers



Homegrown engineers

Grow Our Own Minority Participation Program

Home

About The Program

Get Involved

Program Documents Y

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Contact Us



- · In The News
 - Illinois PE's Firm Seeks To Diversify
 - · Officials Announce Details Of Plan
 - Springfield Program To Promote Engineering
 - · Minority STEM Program Successful
 - Homegrown Engineers

"The employee owners of Hanson are excited to have the opportunity to lead this important effort. We are trying to ramp up as many opportunities as possible so that these kids can get excited about science, technology, engineering, and math and determine if this is the career path they want to take."

Satch Pecori, President & CEO of Hanson Professional Services Inc.



Springfield's "Grow Our Own" Program

Empowering the youth of today with the promise of tomorrow

A new program sponsored by the City of Springfield, Sangamon County and Hanson Professional Services Inc. has taken root in Springfield and is growing into a promising future. The Minority Participation Program is working to show kids their vast learning opportunities and a bright future right here in our community.



Get involved, visit **www.growourown.net** for more information today.







"Grow Our Own" Minority Participation Program

Questions?

Illinois State Board of Education
June 16, 2016

Delivering on the Promise

Taking action to ensure high speed Internet and enhanced digital learning for all students in Illinois

June 16, 2016

Jared Billings, National Governors Association Jeff Kang, EducationSuperHighway







Digital learning is happening in classrooms everywhere

Schools are committed to using technology to improve teaching and learning



More than **2,100 school districts** representing **16 million students** (33%) have signed the
Future Ready Pledge









Why now? Why the urgency? Why the scale?

- Majority of U.S. students are underperforming academically
- Skill demands are increasing in the U.S. labor market
- Individuals need more degrees or credentials to have a path to the middle class and beyond







Policy Academy Expectations

Your state will have taken specific steps towards implementing its strengthened vision & plan of action to:

- ACCESS: Expand high-speed digital connections
- AFFORDABILITY: Obtain better prices more consistently
- EFFICIENCY: Better use of local, state, & federal funds
- DIGITAL LEARNING: Improve the availability, use, & rigor of current & new content to transform learning for far more students







Potential value of Internet & digital learning

Technology, both access & the content it provides, can:

- Transform education, by magnifying the impact of excellent teachers & allowing students to learn at their own pace & pushing them to new heights
- Balance the playing field in terms of giving far more students access to better teaching & more/better content
- Help students gain more skills employers demand







Key partnerships to achieve the goal

- Connecting access, digital content, & delivery/teaching
- Connecting state, districts, schools & students
- Connecting NGA & ESH & the work of Illinois





Our mission

To upgrade the Internet access in every public school classroom in America so that all students can take advantage of the promise of digital learning.





High-speed broadband is a pre-requisite

- Fiber to every school
- Wi-Fi in every classroom
- Connectivity that districts can afford







Finishing the job

Broadband for a 21st century education requires four key actions



SET
CONNECTIVITY
GOALS



CLOSE THE **FIBER** GAP



PUT ROBUST
WI-FI IN
EVERY
CLASSROOM



MAKE BROADBAND **AFFORDABLE**





Illinois is in a position to close the gap

Connectivity Report highlights



69% of school districts in IL currently meet the FCC's 2014 goal of 100 kbps per student



Up to 18% of IL schools are not connected through fiber, limiting their access



Price transparency and procurement support can help districts afford the broadband they need

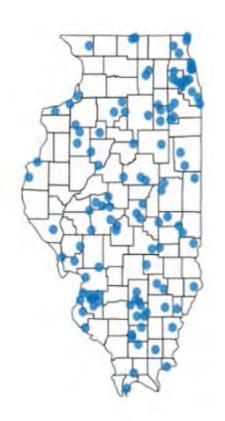


95% of districts can still use E-rate to upgrade Wi-





Districts without fiber face hurdles to upgrade





There is **NO** fiber in our area. I did not receive any bids for my fiber Form 470 request.

I got one bid, but they retracted when they realized we are in the middle of nowhere.

We looked into building fiber and it was \$180k and we don't have the funds.

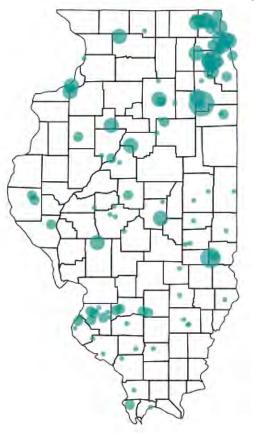
District in Southern Illinois





Districts pay a wide range for the same service

Monthly cost per circuit for lit fiber Internet circuits at 100 Mbps



- less than \$1000
- \$1000 less than \$2000
- \$2000 less than \$4000
- \$4000 less than \$8000
- more than \$8000







Supporting districts in Illinois

State working group sets a vision and action plan

- Form Working Group and partnership with NGA & ESH
- Policy Academy Session 1
- Develop Action Plan
- Engage stakeholders

- Communicate progress and success stories
- Guide implementation of Action Plan into E-rate 2017
- Policy Academy Session 2

...and districts receive direct support to upgrade (at no cost)







One-Page Executive Summary Prepared by the Division of

INFORMATION TECHNOLOGY

Brent EngelmanDivision Administrator / IT Director

New Educator Dashboard Suite on the Horizon

This fall ISBE will launch the educator dashboard system to pilot districts representative of our state's diversity. This dashboard system known as Ed360 is a key outcome of our federally funded statewide longitudinal data system (SLDS) entitled the Illinois Data FIRST project.

Ed360 is being developed incrementally to allow K-12 stakeholders to access an initial set of data while additional data sets, functions and reports continue to be added based on stakeholder feedback. We plan to integrate Ed360 with existing technology in school districts to enable a single-sign on (SSO) solution. In addition, Ed360 will use existing data collections to populate the dashboards.



The vision for Ed360 is still evolving as stakeholder engagement activities continue to yield feedback on the use of data alongside views of education and instructional support. K-12 stakeholder activities will culminate in developing a vision for Illinois education within the context of using data systems for instructional improvement that holds great promise in supporting school and student achievement.

Stakeholder Engagement

Recognizing how critical it is to sustain stakeholders' engagement, the IT Outreach Team was established in January 2016 to lead statewide efforts to ensure all stakeholder voices are heard and ample opportunities are available to participate.

The purpose of engaging stakeholders is three-fold:

- Take the IT design and development process to a new level of excellence by sustaining stakeholder engagement to ensure new systems and applications meet stakeholder needs
- Position stakeholder engagement as core business for the IT Department
- Facilitate effective collaboration and knowledge sharing

Additionally, the intended benefits of the Outreach activities include establishing a high quality decision-making process, enhancing capacity to innovate, and providing more open and transparent lines of communication.

Statewide outreach will be led by Marci Johnson along with John Shake and Hannah Rosenthal. A series of related activities will be conducted to develop the dashboard system representative of stakeholders' needs and perspectives. Activities include:

- · Creating the strategic Outreach plan
- Establishing the cross-divisional Internal and inter-agency External Stakeholder Groups
- Developing and distributing the Educator Data Survey to obtain statewide feedback
- Conducting focus groups statewide

Educator Data Survey Results

A key component of our Outreach strategic plan is establishing a feedback loop and sustaining stakeholder engagement to ensure our educator needs for instructional support are met. Preliminary findings from the Educator Data Survey released on May 3rd found that the most valued use of data for Illinois educators is the use of student performance data to guide instruction and improve student learning. The top ranked dashboard metric was student performance on formative assessments.

Additionally, findings from more than 1300 respondents indicate that our educators want to use data to know if students are progressing in content areas and on grade level standards; want to access a student-centric view of performance to know how a student compares to his/her peers; and want access to valid, reliable assessment data to identify which skills need improvement for each student, classroom, and grade level. Additionally, our educators believe it's important to involve students in examining their own data.

The survey yielded a wealth of feedback and positive perceptions of Ed360 as indicated by the following comments:

- "This is extremely timely. Our Board is very interested in using a data dashboard to provide another avenue of communication with our constituents."
- "This can be a powerful help to educators in Illinois. Please take time to talk with practicing educators, who are in classrooms, to ensure that the way it is created will make it easy for teachers to use. I am thrilled that Illinois is working towards this."

Illinois State Board of Education Meeting 100 North First Street Springfield, Illinois May 11, 2016

ROLL CALL

Chairman Meeks called the meeting to order at 10:35 a.m. Dr. Smith was in attendance and a quorum was present.

Members Present

Mr. James Meeks, Chairman

Mr. Steven Gilford

Mr. Curt Bradshaw

Mr. Eligio Pimentel

Mr. John Sanders

Ms. Lula Ford

Mr. Craig Lindvahl

Mr. Chairman welcomed Regional Superintendent Jane Quinlan, ROE #9.

There was no public participation.

RESOLUTIONS & RECOGNITION

Curt Bradshaw read the resolution honoring Mr. John Smith as the 2015 Thomas Lay Burroughs Award recipient. Curt moved that the Illinois State Board of Education adopt the resolution. Steve Gilford seconded the motion and it passed with a unanimous voice vote.

PRESENTATIONS

Senator Andy Manar presented his proposal for a more equitable funding system for Illinois schools, Senate Bill 231. He provided context for education funding in districts across the state under the current formula and explained how resources would be allocated under SB 231.

Dr. Mike Jacoby and Dr. Brent Clarke from the Illinois Vision 20/20 Initiative presented the Evidence-Based Funding Model They explained how funding would be allocated under this approach based on 27 elements that create a minimal baseline, which would develop tiers of funding. Drs. Jacoby and Clark explained that the Evidence-Based Funding Model could be used in conjunction with a funding model such as SB 231.

Ralph Martire from the Center for Tax and Budget Accountability presented research indicating that states that make a greater investment in the public school system to meet the educational needs of all children have stronger economic growth.

BREAK FOR LUNCH/ CLOSED SESSION

Lula Ford moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section 2 (c) (1) The Appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity.

Section 2 (c) (2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Section 2 (c) (11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

Section 2 (c) (29) Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

She further moved that members of the Board may invite anyone they wish to be included in this closed session.

Steve Gilford seconded this motion and it passed unanimously.

Chairman Meeks announced that the Board would break for lunch at 1:29 p.m., with closed session directly following. During lunch, the Board heard a presentation by the winning team of students from Chicago's Cooking up Change culinary competition.

The Board meeting reconvened at 3:24 p.m.

Jackie Rodgers, Director of Collaboration and Quality Implementation for ISBE; David Andel, Division Administrator for Special Education Services for ISBE; and Claudia Quezada, Director of Quality School Options for ISBE (available by phone), made a presentation about the collaborative work between ISBE and the Illinois Department of Juvenile Justice to ensure quality education for incarcerated youth.

CONSENT AGENDA

Eligio Pimentel moved that the State Board of Education herby approve the consent agenda as presented. Lula Ford seconded the motion and it passed with a unanimous roll call vote.

The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education hereby approves the minutes for the April 13, 2016, Board meeting.

Contracts and Grants Early Childhood Block Grant for Prevention Initiative and Preschool for All

The Division of Early Childhood requests the Board's authorization for the State Superintendent to release two FY 2017 Requests for Proposals (RFPs), one for Prevention Initiative 0-3 and one for Preschool for All 3-5, to current grantees and, subject to additional funding being appropriated by the Illinois General Assembly, to award grant agreements to the successful applicants. Both RFPs would allow grantees to increase/improve the quality supports in their program and to serve additional children and families.

The State Board of Education hereby authorizes the State Superintendent to release two RFPs, one for Prevention Initiative 0-3 and one for Preschool for All 3-5, to current grantees and, subject to the additional funding being appropriated by the Illinois General Assembly, to award grant agreements to the successful applicants for the term July 1, 2016, through June 30, 2017.

McKinney-Vento Homeless Children and Youth Grant Program

The Office of the General Counsel's Division of Regulatory Support requests that the Board authorize the State Superintendent to release an RFP and execute seven grant agreements. Two of the seven grant agreements—for IARSS Area I and Chicago Public Schools 299—are each expected to receive a competitive McKinney-Vento Homeless Children and Youth Grant that exceeds \$1 million

over a three-year grant cycle.

The State Board of Education hereby authorizes the State Superintendent to Release an RFP and execute seven grant agreements, whereby two of the seven grant agreements (IARSS Area I and Chicago Public Schools District 299) are each expected to receive a competitive McKinney-Vento Homeless Children and Youth Grant that exceeds \$1 million over a three-year grant cycle (FY 2017-19).

Presentation of FY 2015 Statewide Single audit Report

The Auditor General annually conducts a Statewide Single Audit of all major programs (FY 2015 threshold for Type A major programs was \$44,296,863 in expenditures), as required by the Federal Single Audit Act. The primary focus of this audit is to determine compliance with federal program and administrative requirements and the adequacy of internal controls to ensure such compliance and accuracy of reporting.

The State Board of Education hereby accepts the Office of the Auditor General's State of Illinois Single Audit Report for the Year Ended June 30, 2015, as it relates to ISBE.

End of Consent Agenda

DISTRICT OVERSIGHT

Robert Wolfe, Chief Financial Officer for ISBE, gave an overview on North Chicago and East St. Louis. He reported that North Chicago and LEARN Charter have come to an agreement for implementing a new charter school. Robert also informed the Board that East St. Louis will be closing its kindergarten center and moving to a kindergarten-through-fifth grade configuration. They will move the fifth grade to the middle school.

LEGISLATIVE UPDATE

Amanda Elliot and Sarah Hartwick, Co-Directors of Governmental Relations at ISBE, gave a brief update to the Board on the spring legislative session, including an update on SB 231 as well as other legislation.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)

MOTION FOR ADJOURNMENT

John Sanders moved that the meeting be adjourned. Steve Gilford seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 4 p.m.

Respectfully Submitted,	
Ma Malinda LaDarra	Mr. James T. Maska
Ms. Melinda LaBarre	Mr. James T. Meeks
Board Secretary	Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Stephanie B. Donovan, General Counsel

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and

Learning 1

Agenda Topic: Part 1 (Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contacts: Emily Fox, Division Administrator, Educator Licensure

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments address the Board's vision by engaging school administrators and teachers to formulate policies that enhance education, empower districts, and ensure equitable outcomes for all students, as explained under "Background" below.

Expected Outcome of Agenda Item

The Board will be asked to adopt the amendments to Part 1.

Background Information

Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules and policy. The rules also establish a process for identifying the recognition status awarded to a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications and academic standards. This rulemaking proposes modifications to the grade spans covered by the middle grades endorsement in Section 1.720 specific to assigning staff in departmentalized middle school classrooms (i.e., teaching assignments are content-specific).

At the middle grades (currently grades 5 through 8), teachers in departmentalized settings are required to hold a middle grades endorsement or meet the predecessor requirements stipulated in the rule (see Section 1.720). Teachers in self-contained classrooms may teach grades 5 through 8 with the elementary education endorsement of kindergarten through grade 9, or up to grade 6 with the new elementary education endorsement. While departmentalized middle

schools often are comprised of grades 6 through 8, some school districts provide modified departmentalized instruction in grade 5. For instance, one teacher will provide instruction in English and social science, while another teaches math and science. In these circumstances, school districts are having difficulty finding a sufficient number of teachers with the middle grade endorsement to assign to grade 5. To remedy the problem, staff proposes that a middle grades endorsement not be required in order for someone to teach either in departmentalized or self-contained grade 5 classrooms. The middle grades endorsement will be required for teaching assignments in departmentalized grade 6 classrooms if a teacher does not hold an elementary education endorsement or, beginning February 1, 2018, for anyone who teaches in grades 7 and 8, regardless of whether the classroom setting is self-contained or departmentalized.

Appendix A in Part 1 also is being modified to allow individuals holding an educator license with stipulations endorsed for career and technical educator to teach coursework in their skill area in grades 7 through 12 (currently, grades 11 and 12). The change will help address a shortage of qualified career and technical education staff for middle school and early high school.

The proposed amendments were published in the <u>Illinois Register</u> on April 1, 2016, to elicit public comment; 2 comments were received. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: Please see "Background" above.

Budget Implications: None. Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

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

Next Steps

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

Summary and Analysis of Public Comment 23 III. Adm. Code 1 Public Schools Evaluation, Recognition and Supervision

Comment

Middle grades should encompass grades 6 through 8 or 9 and not include grade 5.

Analysis

Educator preparation programs encompass grades 5 through 8 for middle grades. In addition, including grade 5 in the middle grades provides school districts the ability to hire licensed educators with middle grades endorsements to provide modified departmentalized instruction in grade 5 when their middle schools are comprised of grades 5 through 8.

Recommendation

No changes are proposed in response to these comments.

Comment

The time to receive the middle grades endorsement should be extended a year (to February 1, 2019) because the time to receive the elementary education endorsement is being extended.

Analysis

Candidates working towards receiving the elementary education endorsement will have until September 1, 2018 to complete the program and until September 1, 2019 to receive the endorsement. Additionally, educators will have until February 1, 2020 to obtain the endorsement under old requirements if they apply for ISBE transcript evaluation by the current deadline.

Recommendation

No changes are proposed in response to these comments.

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NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES SUBTITLE A: EDUCATION CHAPTER I: STATE BOARD OF EDUCATION SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1 PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section	
1.10	Public School Accountability Framework
1.20	Operational Requirements
1.30	State Assessment
1.40	Adequate Yearly Progress
1.50	Calculation of Participation Rate
1.60	Subgroups of Students; Inclusion of Relevant Scores
1.70	Additional Indicators for Adequate Yearly Progress
1.75	Student Information System
1.77	Educator Licensure Information System (ELIS)
1.80	Academic Early Warning and Watch Status
1.85	School and District Improvement Plans; Restructuring Plans
1.88	Additional Accountability Requirements for Districts Serving Students of Limited
	English Proficiency under Title III
1.90	System of Rewards and Recognition – The Illinois Honor Roll
1.95	Appeals Procedure
1.97	Survey of Learning Conditions
1.100	Waiver and Modification of State Board Rules and School Code Mandates
1.110	Appeal Process under Section 22-60 of the School Code
	SUBPART B: SCHOOL GOVERNANCE
Section	
1.210	Approval of Providers of Training for School Board Members under Section 10-
	16a of the School Code
1.220	Duties of Superintendent (Repealed)
1.230	Board of Education and the School Code (Repealed)
1.240	Equal Opportunities for all Students
1.242	Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245	Waiver of School Fees

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1.250	District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260	Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270	Book and Material Selection (Repealed)
1.280 1.285	Discipline Requirements for the Use of Isolated Time Out and Physical Restraint
1.283	Requirements for the Use of Isolated Time Out and Physical Restraint Absenteeism and Truancy Policies
1.290	Absenceism and Truancy Policies
	SUBPART C: SCHOOL DISTRICT ADMINISTRATION
Section	
1.310	Administrative Qualifications and Responsibilities
1.320	Evaluation of Licensed Educators
1.330	Toxic Materials Training
	SUBPART D: THE INSTRUCTIONAL PROGRAM
Section	
1.410	Determination of the Instructional Program
1.420	Basic Standards
1.422	Electronic Learning (E-Learning) Days Pilot Program
1.425	Additional Criteria for Physical Education
1.430	Additional Criteria for Elementary Schools
1.440	Additional Criteria for High Schools
1.442	State Seal of Biliteracy
1.445	Required Course Substitute
1.450	Special Programs (Repealed)
1.460	Credit Earned Through Proficiency Examinations
1.462	Uniform Annual Consumer Education Proficiency Test (Repealed)
1.465	Ethnic School Foreign Language Credit and Program Approval
1.470	Adult and Continuing Education
1.480	Correctional Institution Educational Programs
	SUBPART E: SUPPORT SERVICES
Section	
1.510	Transportation
1.515	Training of School Bus Driver Instructors
1.520	Home and Hospital Instruction
1.530	Health Services
1.540	Undesignated Epinephrine Auto-injectors; Opioid Antagonists

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SUBPART F: STAFF LICENSURE REQUIREMENTS

Section								
1.610	Personnel Required to be Qualified							
1.620	Accreditation of Staff (Repealed)							
1.630	Paraprofessionals; Other Unlicensed Personnel							
1.640	Requirements for Different Certificates (Repealed)							
1.650	Transcripts of Credits							
1.660	Records of Professional Personnel							
1.000	1440246 01110140010141114101							
	SUBPART G: STAFF QUALIFICATIONS							
Section								
1.705	Requirements for Supervisory and Administrative Staff							
1.710	Requirements for Elementary Teachers							
1.720	Requirements for Teachers of Middle Grades							
1.730	Minimum Requirements for Secondary Teachers and Specified Subject Area							
	Teachers in Grades 6 and Above through June 30, 2004							
1.735	Requirements to Take Effect from July 1, 1991, through June 30, 2004							
1.736	Requirements to Take Effect from July 1, 1994, through June 30, 2004							
1.737	Minimum Requirements for the Assignment of Teachers in Grades 9 through 12							
	Beginning July 1, 2004							
1.740	Standards for Reading through June 30, 2004							
1.745	Requirements for Reading Teachers and Reading Specialists at all Levels as of							
	July 1, 2004							
1.750	Standards for Media Services through June 30, 2004							
1.755	Requirements for Library Information Specialists Beginning July 1, 2004							
1.760	Standards for School Support Personnel Services							
1.762	Supervision of Speech-Language Pathology Assistants							
1.770	Standards for Special Education Personnel							
1.780	Standards for Teachers in Bilingual Education Programs							
1.781	Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten							
	and any of Grades 1-12							
1.782	Requirements for Teachers of English as a Second Language in Prekindergarten,							
	Kindergarten and any of Grades 1-12							
1.783	Requirements for Administrators of Bilingual Education Programs							
1.790	Substitute Teacher							
1.APPENDIX	A Professional Staff Educator Licensure							
1.APPENDIX								
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1.APPENDIX D State Goals for Learning

1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement

Determination (Repealed)

1.APPENDIX F Criteria for Determination – Student Performance and School

Improvement (Repealed)

1.APPENDIX G Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 III. Reg. 17766, effective November 5, 1985; emergency amendment at 10 III. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 III. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 III. Reg. 12985, effective August 14, 2000; amended at 25 III. Reg. 8159, effective June 21, 2001; amended at 25 III. Reg. 16073, effective November 28, 2001; amended at 26 III. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 III. Reg. 11811, effective July 13, 2005; amended at 29 III. Reg. 12351, effective July 28, 2005; amended at 29 III. Reg. 15789, effective October 3, 2005; amended at 29 III. Reg. 19891, effective November 23, 2005; amended at 30 III. Reg. 8480, effective April 21, 2006; amended at 30 III. Reg. 16338, effective September 26, 2006; amended at 30 III. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 III. Reg. 7135, effective April 25, 2007; amended at 31 III. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533,

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SUBPART G: STAFF QUALIFICATIONS

Section 1.720 Requirements for Teachers of Middle Grades

The provisions of subsections (a), and (b) and (d) shall be subject to the exception stated in subsection (e)(e) with respect to any school in which the instructional format for any of grades 5 6 through 8 is being changed from a self-contained to a departmentalized configuration. Additional requirements shall apply to middle-grades assignments and endorsements beginning February 1, 2012 (see subsection (d)(f)).

- a) The requirements of this Section apply to teachers first employed after September 1, 1973, in departmentalized grades 5-6 through 8 ("middle-grade teachers"). Teachers first employed in grades 5-6 through 8 prior to September 1, 1973, or employed in non-departmentalized grades 5-6 through 8 and who hold a kindergarten-through-grade-9 elementary education endorsement issued by September 1, 2019, are subject to the requirements of Section 1.710.
- b) <u>Until February 1, 2018, to To</u> qualify as a middle-grade teacher, the teacher must have <u>either</u>-completed <u>either</u> the coursework identified in subsection (a)(1)(b)(1) prior to July 1, 1997 or completed the coursework identified in subsection (a)(2)(b)(2). The "major teaching assignment" is the subject taught for more time than any other subject. In mathematics and reading and for library information specialists, specific coursework must be included among the 18 semester hours to be earned; see subsections (a)(3)(b)(3), (4) and (5).
 - 1) 18 semester hours in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State

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Board's rules for Educator Licensure (23 III. Adm. Code 25) applies. When a teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (a)(1)(b)(1) for the major teaching assignment and have no fewer than 5 semester hours in each other subject taught.

- 2) 18 semester hours in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State Board's rules for Educator Licensure applies. When a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (a)(2)(b)(2) for the major teaching assignment and have no fewer than 9-6 semester hours in each other subject taught. In addition:
 - A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.
 - B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.

3) Mathematics

For teachers of mathematics in grades 5-6 through 8 first employed on or after September 1, 1985, the required 18 semester hours in the field shall include 3 semester hours in the methods of teaching mathematics in those grades and 15 semester hours to be selected from four of the following areas:

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- A) Math content courses for elementary teachers;
- B) Calculus;
- C) Modern algebra or number theory;
- D) Geometry;
- E) Computer science;
- F) Probability and statistics; and
- G) History of mathematics.

4) Reading

For major assignments in reading in any of departmentalized grades <u>5-6</u> through 8:

- A) persons first employed on or after September 1, 1978 but before July 1, 2004 are required to have completed the 18 semester hours described in Section 1.740;
- B) persons first employed on or after July 1, 2004 shall be required to have completed either the 18 semester hours described in Section 1.740 or 18 semester hours in the field that include a practicum and address at least five of the six topics listed at 23 III. Adm. Code 25.100(i)25.100(g), provided that:
 - i) the individual completes all the required coursework on or before June 30, 2006; or
 - ii) the individual applies for the reading endorsement on or before June 30, 2006 and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement; and
- C) new requirements for an endorsement in this field apply to persons who have not met the requirements of either subsection

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 $\frac{(a)(4)(A)(b)(4)(A)}{(a)(a)(b)(4)(A)}$ or (B); see also 23 Ill. Adm. Code $\frac{25.100(i)25.100(g)}{(a)(a)(a)(a)(b)(4)(A)}$ and Section 1.745 of this Part.

<u>5)</u> <u>Library Information Specialist</u>

Persons first employed on or after September 1, 1978 as media professionals or library information specialists serving any of grades 5-6 through 8 are required to have completed 18 semester hours in the field that address administration, organization (cataloging and classification), reference, and selection of materials, provided that the individual completes all the required coursework on or before June 30, 2006, or has applied for the endorsement on or before June 30, 2006, and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement. New requirements for an endorsement in this field apply to persons who have not qualified on the basis of 18 semester hours; see also 23 Ill. Adm. Code 25.100 and Section 1.755. The provisions of subsection (a)(2)(b)(2) notwithstanding, no individual who has completed only 9 semester hours in the field may serve in this capacity.

- On or after February 1, 2018, any individual first assigned to teach in grade 7 or 8, whether departmentalized or self-contained, or in departmentalized grade 6 shall meet the requirements of 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8)) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught, subject to the exception stated in subsection (a) for assignment in self-contained grades 6 through 8.
- d) No individual may be assigned to teach in departmentalized grades 5-6 through 8 unless he or she holds a professional educator license that is endorsed and valid for the grade level or levels to be taught and:
 - 1) holds a middle-grades endorsement applicable to the content area; or
 - 2) meets the relevant requirements of this Section; or
 - 3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
 - 4) is assigned pursuant to Section 1.745(b)(3) or 1.755(c); or

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- beginning no later than February 1, 2018, meets the requirements of 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5-8))has received an elementary endorsement issued pursuant to 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)) and has met the relevant requirements of subsection (b) of this Section on or before January 31, 2018.
- A school district may also assign certain other teachers to departmentalized positions in any of grades 5-6 through 8 for the 2009-10 school year and thereafter as described in this subsection (e)(e). The provisions of this subsection (e) are no longer applicable starting February 1, 2018; however, any teachers assigned to departmentalized positions in grades 6 through 8 under the provisions of this subsection (e) before that date shall not be affected.
 - 1) A teacher who was employed in the district during the school year immediately preceding the year when the instructional format in that teacher's school is changed to a departmentalized configuration and who was appropriately licensed for his or her position but does not meet the requirements of subsection (b) or (c) may be assigned to a departmentalized position in any of grades 5-6 through 8 (or any of grades 6 through 8 for the holder of a secondary endorsement) for a period not to exceed three school years, provided that he or she has already completed at least 9 semester hours of coursework in the content area of the major teaching assignment. If specific coursework is required for the major teaching assignment under subsection (a)(b), the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
 - The school district shall notify the responsible regional superintendent of schools of all assignments made pursuant to this subsection (e)(e) no more than 30 days after they occur. Further, the school district shall maintain on file for each teacher assigned in accordance with this subsection (e)(e) a plan that:
 - A) includes a statement of intent signed by the individual, stipulating that he or she will complete all requirements for the middle-grades endorsement in the content area of his or her major teaching assignment;

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- B) provides a list of the coursework and experiences that the individual will complete in order to qualify; and
- C) identifies the institution of higher education where the individual will complete the requirements.
- No individual may be assigned for more than three school years without attaining the relevant endorsement, and no individual may be assigned for a third school year unless he or she has completed the six semester hours required under subsection (a)(2)(b)(2).
- 4) If an individual is assigned to deliver instruction in two or more content areas, he or she shall have completed no fewer than 9 semester hours in each content area. If subsection (a)(b) requires specific coursework for any of the content areas taught, the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
- New Requirements Applicable in 2012
 All coursework that forms part of an application for a middle-grades endorsement received on or after February 1, 2012 or that is used in determining the eligibility of an individual to be first assigned to teach a particular subject in the middle grades on or after that date, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

(Source: Amended at 40 Ill. Reg. , effective

Section 1.APPENDIX A Professional Staff Educator Licensure

Types of Licenses and Endorsements

The following list identifies the educator licenses that, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools and the endorsements that are available on each of those licenses.

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code						
Professional Educator License										
Elementary	K-9	03	5	21B-20; 21B-25						

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
(No longer issued after August 31, 2018)				
Elementary (Beginning September 1, 20172018)	1-6	03	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6))
Elementary with National Board of Professional Teaching Standards (NBPTS) Master Teacher Designation	K-9 or 1-6	03	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Early Childhood (No longer issued after August 31, 2020)	Generally Birth-Grade 3 (as endorsed)	04	5	21B-20; 21B-25
Early Childhood (Beginning September 1, 2017)	Generally Birth-Grade 2 (as endorsed)	04	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.96 (Endorsement for Early Childhood Education (Birth through Grade 2))
Early Childhood with NBPTS Designation	Generally Birth-Grade 3 (as endorsed)	04	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B-65
Middle School (No longer issued after	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 1.720 (Requirements for

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
January 31, 2018)				Teachers of Middle Grades)
Middle Grades (Beginning February 1, 2018)	5-8	None	5	21B-20; 21B-25; 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8))
Secondary	6-12	09	5	21B-20; 21B-25
Secondary with NBPTS Designation	6-12	09	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B- 65
Special K-12	K-12 Field Endorsed	10	5	21B-20; 21B-25
Special K-12 with NBPTS Designation	K-12 Field Endorsed	10	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B- 65
Special Preschool-Age 21	Generally Birth-Age 21	10	5	21B-20; 21B-25
Special Preschool-Age 21 with NBPTS Designation	Generally Birth-Age 21	10	For the validity period of the NBPTS certification	21B-20; 21B-25; 21B- 65
General Administrative (No longer issued after June 30, 2016)	PreK-12	75	5	21B-25(2)(A); 23 III. Adm. Code 25.335
Principal	PreK-12	75	5	21B-20; 21B-25(2)(B); 23 Ill. Adm. Code 25.337
Superintendent	PreK-12	75	5	21B-20; 21B-25(2)(D); 23 Ill. Adm. Code 25.360
Chief School	PreK-12	75	5	21B-20; 21B-25(2)(C);

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Type of Endorsement*	Grade Level Valid For	Certificate Previously	Years Valid	School Code or Ill. Adm. Code
		Issued		
Business Official on a Professional Educator License				23 Ill. Adm. Code 25.345 (Endorsement for Chief School Business Official)
Chief School Business Official-on an Educator License with Stipulations	PreK-12	None	5	21B-20 (2)(K); 23 III. Adm. Code 25.345
Director of Special Education	PreK-12	75	5	23 Ill. Adm. Code 25.365 (Endorsement for Director of Special Education)
Supervisory	PreK-12	None	5	23 Ill. Adm. Code 25.497 (Supervisory Endorsements)
Teacher Leader	PreK-12	None	5	21B-20; 21B-25(2)(E); 23 Ill. Adm. Code 25.32 (Teacher Leader Endorsement (Beginning September 1, 2012))
Special Education	K-12 Field Endorsed	None	5	21B-20; 21B-25(2)(F); 23 Ill. Adm. Code 25.43
School Support Personnel	Generally Birth-Age 21; Area of Service Endorsed	73	5	21B-20; 21B-25(2)(G); 23 Ill. Adm. Code 25.Subpart D (School Support Personnel)
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Provisional Educator-Early Childhood	Generally Birth-Grade 3 (as	05	2 (No renewals)	21B-20(2)(A)

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Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
	endorsed)			
Alternative Provisional Educator-Early Childhood	Generally Birth-Grade 3 (as endorsed)	43 or 44	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 III. Adm. Code 25.60 (Alternative Educator Licensure Program for Teachers)
Alternative Provisional Educator- Elementary	K-9 or 1-6	22 or 23	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 III. Adm. Code 25.60
Alternative Provisional Educator- Secondary	9-12	24 or 25	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 III. Adm. Code 25.60
Alternative Provisional Superintendent (Beginning January 1, 2013)	All	26	2 (No renewals)	21B-20(2)(C); 23 Ill. Adm. Code 25.311 (Alternative Route to Superintendent Endorsement)
Alternative Provisional Educator- Special	K-12 Field Endorsed	27	2 (Pursuant to 105 ILCS 5/21B-50, a one-year renewal is available in special circumstances.)	21B-20(2)(B); 23 III. Adm. Code 25.60
Transitional Bilingual Educator	PreK-12 Language Endorsed	29	5 (No renewals)	21B-20(2)(G); 23 Ill. Adm. Code 25.90 (Endorsement for Transitional Bilingual Educator)
Provisional Educator-	K-9 or 1-6	30	2 (No renewals)	21B-20(2)(A)

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
Elementary				
Provisional Educator- Middle Grades	5-8	Not applicable	2 (No renewals)	21B-20(2)(A)
Provisional Educator- Secondary	6-12	31	2 (No renewals)	21B-20(2)(A)
Provisional Educator- Special	K-12 Field Endorsed	33	2 (No renewals)	21B-20(2)(A)
Career and Technical Educator	7-12 Field Endorsed**	35	5	21B-20(2)(E); 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator)
Provisional Career and Technical Educator	11-12 Field Endorsed***	36	5 (Renewable for one 5-year period)	21B-20(2)(F); 23 III. Adm. Code 25.72 (Endorsement for Provisional Career and Technical Educator)
Part-Time Provisional Career and Technical Educator	6-12	40	5 (Renewable for one 5-year period)	21B-20(2)(F); 23 III. Adm. Code 25.80 (Endorsement for Part- time Provisional Career and Technical Educator)
Visiting International Educator- Special	K-12	50	3 (No renewals)	21B-20(2)(I); 23 III. Adm. Code 25.92 (Endorsement for Visiting International Educator)
Visiting International Educator- Elementary	K-9	53	3 (No renewals)	21B-20(2)(I); 23 III. Adm. Code 25.92
Visiting	Birth-Grade	54	3 (No renewals)	21B-20(2)(I); 23 Ill.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Type of Endorsement*	Grade Level Valid For	Certificate Previously Issued	Years Valid	School Code or Ill. Adm. Code
International Educator-Early Childhood	3			Adm. Code 25.92
Visiting International Educator- Secondary	9-12	59	3 (No renewals)	21B-20(2)(I); 23 III. Adm. Code 25.92
Provisional Educator- School Support Personnel	Generally Birth-Age 21 Area of Service Endorsed	74	2 (No renewals)	21B-20(2)(A)
Provisional- Administrative	K-12	76	2 (No renewals)	21B-20(2)(A); 21B- 35(b-5)
Chief School Business Official	PreK-12	None	5	21B-20(2)(K); 23 III. Adm. Code 25.345
Resident Teacher – Special****	K-12	80	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Elementary****	K-9	83	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Early Childhood****	Birth-Grade 3	84	4 (No renewals)	21B-20(2)(D)
Resident Teacher – Secondary****	6-12	89	4 (No renewals)	21B-20(2)(D)
Substitute License	e	I .		1
None	All	39	5	21B-20(3)

^{*}If endorsed for teaching, valid for subjects for which the individual is assignable under Section $1.710,\,1.720,\,1.737,\,1.745$ or 1.755.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

**Valid in approved programs of career and technical education (CTE), for "skill level" instruction in grades 11 and 7 through 12 in the field of specialization and for "orientation-level" instruction in grades 9 and 10 in the field of career and technical education indicated on the specialization belongs. Provided that the license holder is employed to teach in any of grades 9 through 12 in the field of specialization, the educator license is also valid for exploratory career and technical education courses in grades 7 and 8 in that field of endorsement held.

***Valid only in approved CTE programs for "skill-level" instruction in grades 11 and 12 in the field of specialization.
****The resident teacher endorsement on the educator license with stipulations will no longer be valid after June 30, 2017. (See Section 21B-20(2)(D) of the School Code.)
(Source: Amended at 40 Ill. Reg. _______, effective _______)

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Stephanie B. Donovan, General Counsel

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Part 1 (Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contacts: John Barker, Office of the State Superintendent

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments address the Board's vision by engaging school administrators, teachers, students, parents, and other stakeholders in formulating policies that enhance education, empower districts, and ensure equitable outcomes for all students, as explained under "Policy Implications" below.

Expected Outcome of Agenda Item

The Board will be asked to adopt the amendments to Part 1.

Background Information

Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules and policy. The rules also establish a process for identifying the recognition status awarded a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications and academic standards. Given the broad array of the rules' content, several agency divisions have been assigned responsibility for monitoring their provisions.

This rulemaking implements legislation related to the school report card, addresses licensure requirements for certain categories of educators, and proposes updates to the Illinois Learning Standards for the Fine Arts.

The proposed amendments were published in the <u>Illinois Register</u> on February 26, 2016, to elicit public comment; 682 individuals and entities submitted comments. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

Analysis and Implications for Policy, Budget, Legislative Action and Communications Policy Implications: School Report Card. New Section 1.79 responds to P.A. 97-671, effective January 24, 2012, and P.A. 98-648, effective July 1, 2014, which addressed the metrics and other features required under Section 10-17a of the School Code for the Illinois State School Report Card and individual school and district report cards. P.A. 97-671, in particular, substantially enhanced the school report card to include more detailed data about school characteristics and student demographics; curriculum information; student outcomes; student progress; and school environment.

Staff have been engaged in the redesign of the report card to incorporate the specific requirements of Section 10-17a of the School Code for the last couple of years. Proposed Section 1.79 complements the law by informing school districts of the various data elements and reporting deadlines pertinent to the information that must be reported. Promulgating these requirements in administrative rules ensures consistency in their application and comparability of data among school districts across the state.

Educator Licensure. Proposed Section 1.700 addresses concerns the field has raised about whether individuals providing professional development for educators are eligible to have that work reported to the Illinois Teachers Retirement System (TRS). For many years, professional development provided by educators employed by school districts, regional offices of education (ROEs) or intermediate service centers (ISCs) has been considered work requiring educator licensure and therefore reportable to TRS. Given the current state of law and rules, however, it is not clear that educator licensure is required for employees of a district, ROE or ISC who provide professional development to educators. Section 1.700 will rectify that problem by clarifying that educator licensure is required for employees, employed on either a full- or part-time basis, of these entities who provide professional development to educator licensed employees.

Illinois Learning Standards for the Fine Arts. In order to articulate the knowledge and skills that students should acquire as part of their schooling, the State Board of Education adopted the Illinois Learning Standards (ILS) in 1997. The standards address each of the fundamental learning areas of English language arts, mathematics, physical and social sciences, fine arts, and physical development and health. More recently, agency staff and educators recognized that the ILS no longer adequately addressed the knowledge and skills that students must have in order to be successful in college and their 21st century careers. As a result, the State Board adopted the Common Core State Standards for mathematics and English language arts in 2010; the Next Generation Science Standards (NGSS) and enhanced physical education standards in 2014; and the revised social science standards in December 2015.

The ILS for the Fine Arts is the last learning area to be addressed as part of the goal to update the learning standards and make them more relevant. The Arts Alliance Illinois, in partnership with State Board staff, coordinated the work of an advisory committee to lead the standards-setting process. The advisory committee then used the National Core Arts Standards as the foundation for the proposed fine arts standards, adapting the national standards to the needs of Illinois students.

Briefly, the proposed standards for the fine arts are intended to reflect best practices and address the curricular areas of visual arts, music, theater, dance and media arts. Standards under each of these curricular areas emphasize learning through the artistic process instead of stressing only the artistic product developed by the student. Four artistic processes are addressed in the standards: creating, performing/producing/presenting, responding and

connecting. Further, the standards are organized around both enduring understandings and essential questions to help both educators and students focus on the significant "big ideas" in the fine arts.

Under the changes proposed in Subpart D of Part 1, school districts will be required to align their fine arts curricula to the new standards by the 2017-18 school year. In proposing the delayed implementation date, State Board staff recognize that high-quality professional development for school personnel will be a critical factor in school districts' ability to successfully implement the standards. The effective date of school year 2017-18 does not prevent school districts from implementing the standards immediately. It does, however, leave the current standards in place for those districts that need more time and technical assistance to align curriculum and instructional practices in ways that effectively incorporate the shift in focus that is inherent in the new fine arts standards.

Budget Implications: None. **Legislative Action:** None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

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

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

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

Next Steps

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

Summary and Analysis of Public Comment 23 III. Adm. Code 1 Public Schools Evaluation, Recognition and Supervision

Comment

The vast majority of the comments submitted expressed support for the proposed changes in the Illinois Learning Standards (ILS) for the Fine Arts set forth in Appendix D. The proposed standards, they said, reinforce critical thinking, communication, collaborative and problem-solving skills, and "underscore the value of an arts education". Further, the commenters praised the broad-based process for developing the standards that involved Illinois educators. According to the commenters, the process ensured that the proposed standards "reflect the needs of Illinois students, honor the diversity of school districts across the state, and incorporate best practices in arts education".

Analysis

State Board staff appreciate the support and commend the work of the Arts Alliance Illinois and others for their contributions toward updating the ILS for the Fine Arts.

Recommendation

No changes are proposed in response to these comments.

Comment

The State Board received 5 comments concerning the requirement that individuals who are employed by school districts to provide professional development hold educator licensure, thereby making these individuals eligible to participate in the Illinois Teachers Retirement System (TRS). While most of the comments were positive, 1 objected. The dissenting commenter said the proposed rule will have "terrible ramifications" and "be extremely detrimental" for her district, which is already experiencing financial distress.

Analysis

The concerns raised in the letter of objection to proposed Section 1.700 are not immediately evident since the writer acknowledges that her staff who are providing "professional development, coaching other teachers in literacy or other content areas, or supporting teachers with professional development" currently are licensed. If these educator-licensed individuals are employed as teachers and administrators and the professional development and coaching is in addition to their teaching and administrative duties, then current TRS guidelines include professional development "related to the academic program" as "creditable" service reportable to the retirement system. School districts should already be reporting to TRS the hours that licensed employees work providing professional development related to the academic program. Proposed Section 1.700 does not expand that TRS requirement.

Section 1.700 will formalize, however, the State Board's long-held opinion that a position that includes duties providing professional development to teachers as a duty of the position – even in the absence of other licensed duties, such as teaching – also requires licensure. Work done in any position requiring licensure is reportable to TRS. Although the rule is a clarification

instead of a new mandate, it may result in increased costs for those school districts that have not been reporting to TRS the work of individuals providing professional development related to an academic program who are not otherwise required to hold an educator license.

Recommendation

No change is recommended in response to these comments.

Comment

Additional commenters addressed the proposed rules detailing the data elements of the school report card. Generally, they objected to what they perceived as an expansion of the agency's data collection authority by rule to obtain information about teachers' "absences, retention, and summative evaluation ratings/evaluators". Their remarks primarily focused on the summative evaluation ratings, indicating that the proposed rule goes "beyond the scope of the reporting requirements of the school report card". The educators also stated that the teacher evaluation data cannot be "reliably compared at the state level", and they worried that the proposal, if implemented, "would impact (their) privacy and the security of individual teachers' personal and professional information". As a remedy, the commenters suggested that the rule should be amended to require "aggregate data" about teacher attendance, retention and evaluation "rather than data on individual teachers".

Analysis

The commenters will be encouraged to know that the proposed rule does not require that individual teacher data be reported on the school report card. Rather, the rule indicates where data to calculate the metrics required by Section 10-17a of the School Code will be obtained by the State Board in order for it to meet its obligations under the law. Section 10-17a(2)(E) requires, in part, that the school report card include:

- the percentage of teachers with less than 10 absences in a school year for reasons other than professional development, leaves taken pursuant to the federal Family Medical Leave Act of 1993, term disability or parental leaves;
- the 3-year average of the percentage of teachers returning to the school from the previous year;
- the number of different principals at the school in the last 6 years; and
- the combined percentage of teachers rated as proficient or excellent in their most recent evaluation.

Instead of creating new reporting requirements for school districts, the agency's goal for the report card is to use data school districts may be submitting for other purposes to calculate the required metrics of the school report card. This data, recorded in secure databases such as the Student Information System or Educator Information System (EIS), will become the basis for the reporting elements required under Section 10-17a. Therefore, the information already required to be reported in EIS relative to teacher absences, and teacher and principal retention will be used to calculate the "percentage of teachers with less than 10 absences in a school year". Similarly, Section 24A-20 of the School Code requires the State Board to "annually collect and publish data by district and school on teacher and administrator performance evaluation outcomes" and "ensure that no teacher or administrator can be personally identified by publicly

reported data". The agency will use this data to determine the "combined percentage of teachers rated as proficient or excellent" for reporting on the school report card

The proposed rule currently directs the reader to Section 10-17a(2)(E) of the School Code if he or she wants to determine the particular metric required to be reported on the school report card and, as such, the reader is expected to understand the rule in the context of the law. Since the collection of individual and identifying teacher evaluation data appeared to be the commenters' major concern, the proposed rule can be finessed to indicate how this data will be reported.

Recommendation

It is recommended that Section 1.79(f)(4) be modified as follows.

(f)(4) Data relative to teacher performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be collected beginning in school year 2016-17 and entered into ELIS by September 30 to allow the calculation of a combined percentage of teachers rated as proficient or excellent on their most recent evaluation to be included on the school report card. (Section 10-17a(2)(E)

TITLE 23: EDUCATION AND CULTURAL RESOURCES SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1 PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section	
1.10	Public School Accountability Framework
1.20	Operational Requirements
1.30	State Assessment
1.40	Adequate Yearly Progress
1.50	Calculation of Participation Rate
1.60	Subgroups of Students; Inclusion of Relevant Scores
1.70	Additional Indicators for Adequate Yearly Progress
1.75	Student Information System
1.77	Educator Licensure Information System (ELIS)
1.79	School Report Card
1.80	Academic Early Warning and Watch Status
1.85	School and District Improvement Plans; Restructuring Plans
1.88	Additional Accountability Requirements for Districts Serving Students of Limited
	English Proficiency under Title III
1.90	System of Rewards and Recognition – The Illinois Honor Roll
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1.100	Waiver and Modification of State Board Rules and School Code Mandates
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	SUBPART B: SCHOOL GOVERNANCE
Section	
1.210	Approval of Providers of Training for School Board Members under Section 10-
	16a of the School Code
1.220	Duties of Superintendent (Repealed)
1.230	Board of Education and the School Code (Repealed)
1 240	

Section	
1.210	Approval of Providers of Training for School Board Members under Section 10
	16a of the School Code
1.220	Duties of Superintendent (Repealed)
1.230	Board of Education and the School Code (Repealed)
1.240	Equal Opportunities for all Students
1.242	Temporary Exclusion for Failure to Meet Minimum Academic or Attendance
	Standards
1.245	Waiver of School Fees
1.250	District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260	Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270	Book and Material Selection (Repealed)
1.280	Discipline

1.285 1.290	Requirements for the Use of Isolated Time Out and Physical Restraint Absenteeism and Truancy Policies
	SUBPART C: SCHOOL DISTRICT ADMINISTRATION
Section 1.310 1.320 1.330	Administrative Qualifications and Responsibilities Evaluation of Licensed Educators Toxic Materials Training
	SUBPART D: THE INSTRUCTIONAL PROGRAM
Section 1.410 1.420 1.422 1.425 1.430 1.440 1.442 1.445 1.450 1.460 1.462 1.465 1.470 1.480	Determination of the Instructional Program Basic Standards Electronic Learning (E-Learning) Days Pilot Program Additional Criteria for Physical Education Additional Criteria for Elementary Schools Additional Criteria for High Schools State Seal of Biliteracy Required Course Substitute Special Programs (Repealed) Credit Earned Through Proficiency Examinations Uniform Annual Consumer Education Proficiency Test (Repealed) Ethnic School Foreign Language Credit and Program Approval Adult and Continuing Education Correctional Institution Educational Programs
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Section 1.510 1.515 1.520 1.530 1.540	Transportation Training of School Bus Driver Instructors Home and Hospital Instruction Health Services Undesignated Epinephrine Auto-injectors; Opioid Antagonist SUBPART F: STAFF LICENSURE REQUIREMENTS
G	SOBITACT 1. STATE ELECTOCKE REQUIREMENTS
Section 1.610 1.620 1.630 1.640 1.650 1.660	Personnel Required to be Qualified Accreditation of Staff (Repealed) Paraprofessionals; Other Unlicensed Personnel Requirements for Different Certificates (Repealed) Transcripts of Credits Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section			
<u>1.700</u>	Requirements for Staff Providing Professional Development		
1.705	Requirements for Supervisory and Administrative Staff		
1.710	Requirements for Elementary Teachers		
1.720	Requirements for Teachers of Middle Grades		
1.730	Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004		
1.735	Requirements to Take Effect from July 1, 1991, through June 30, 2004		
1.736	Requirements to Take Effect from July 1, 1994, through June 30, 2004		
1.737	Minimum Requirements for the Assignment of Teachers in Grades 9 through 12		
	Beginning July 1, 2004		
1.740	Standards for Reading through June 30, 2004		
1.745	Requirements for Reading Teachers and Reading Specialists at all Levels as of		
	July 1, 2004		
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1.755	Requirements for Library Information Specialists Beginning July 1, 2004		
1.760	Standards for School Support Personnel Services		
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1.770	Standards for Special Education Personnel		
1.780	Standards for Teachers in Bilingual Education Programs		
1.781	Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12		
1.782	Requirements for Teachers of English as a Second Language in Prekindergarten,		
	Kindergarten and any of Grades 1-12		
1.783	Requirements for Administrators of Bilingual Education Programs		
1.790	Substitute Teacher		
1.APPENDIX	A Professional Staff Educator Licensure		
1.APPENDIX			
1.APPENDIX	\ 1 /		
1.APPENDIX	• • • • • • • • • • • • • • • • • • • •		
1.APPENDIX	C		
	Determination (Repealed)		
1.APPENDIX			
	Improvement (Repealed)		
1.APPENDIX	G Criteria for Determination – State Assessment (Repealed)		

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 III. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 III. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 III. Reg. 8159, effective June 21, 2001; amended at 25 III. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 III. Reg. 16160, effective October 21, 2002; amended at 28 III. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 III. Reg. 15789, effective October 3, 2005; amended at 29 III. Reg. 19891, effective November 23, 2005; amended at 30 III. Reg. 8480, effective April 21, 2006: amended at 30 III. Reg. 16338, effective September 26, 2006; amended at 30 III. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 III. Reg. 1056, effective January 3, 2011; amended at 35 III. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 III. Reg. 2773, effective February 9, 2015; emergency amendment at 39 III. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. effective March 2, 2016; amended at 40 Ill. Reg. _____, effective _____.

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.77 Educator Licensure Information System (ELIS)

Each school district shall ensure that information on the qualifications of its professional and paraprofessional staff is recorded on the electronic data system maintained by the State Board of

Education so that the State Board may complete federally required reports and collect data for the school report card required by Section 10-17a of the School Code [105 ILCS 5/10-17a]. (See Section 1.79 of this Part.) A district that lacks the technological capacity to participate in this electronic system shall be given an opportunity to demonstrate to the State Superintendent that this is the case, and the State Superintendent shall make available an alternative means that the district shall use in transmitting the required information.

	(Source:	Amended at 40 Ill. Reg.	, effective)
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Section 1.79 School Report Card

- a) Each school district shall annually submit, in an electronic format found at http://www.isbe.net/e-reportcard/default.htm, the information and data required under Section 10-17a of the School Code [105 ILCS 5/10-17a] in accordance with the criteria set forth in this Section.
- b) For the purpose of information required under Section 10-17a(2)(A) of the School Code:
 - 1) Student data relative to race or ethnicity, low-income status, English learners and students with disabilities shall be entered into the SIS (see Section 1.75) by October 15 for enrollment and July 31 for the end-of-the-year enrollment.
 - 2) Data relative to average class and student mobility shall be entered into the electronic report card by June 30.
 - <u>Data relative to average teaching experience shall be calculated using data submitted to the Employment Information System (EIS) located in the Illinois State Board of Education Web-based Application Security System (IWAS) and from data collected by the Illinois Teachers Retirement System.</u>
 - 4) Data relative to the per pupil operating expenditure of the school district and per pupil State operating expenditure shall be calculated through the Annual Financial Reports required under Section 3-15.1 of the School Code [105 ILCS 5/3-15.1] and submitted to regional superintendents of education by October 15.
- <u>c)</u> For the purpose of information required under Section 10-17a(2)(B) of the School Code:
 - 1) Data relative to coursework (i.e., Advanced Placement, International Baccalaureate or other equivalent courses; dual enrollment; foreign language; electives; physical education and health; career and technical

education) shall be entered into SIS by July 31. For the purposes of this subsection (c)(1):

- A) "Equivalent" shall mean college coursework; and
- B) <u>Information regarding physical education coursework shall include</u> the average number of days the course is offered per week per student.
- 2) Data relative to personnel resources shall be entered into ELIS for every individual holding an educator license in a teaching, school support personnel or administrative field.
- <u>3)</u> Data relative to other school programs (i.e., before and after school; extracurricular; community partnerships; work-study; and programs for students who are gifted and talented or have disabilities) shall be entered into the electronic report card before October 31.
- <u>d)</u> For the purpose of information required under Section 10-17a(2)(C) of the School Code:
 - 1) Data relative to the percentage of students deemed proficient on the State assessment required under Section 2-3.64a-5 of the School Code relative to the Illinois Learning Standards (see Appendix D) for English language arts and mathematics shall be the results provided to the State Board by the testing contractor.
 - Data relative to the percentage of students who, by grade 8, have passed Algebra I, as defined by the Illinois State Course System (see http://www.isbe.net/ISCS/default.htm), with a grade of D or better shall be entered into SIS by July 31.
 - Data relative to the percentage of high school graduates who are college ready and career ready, respectively, shall be the score determined to be "college ready and career ready" on an assessment identified for this purpose pursuant to Section 2-3.64a-5(c) of the School Code [105 ILCS 5/2-3.64a-5(c)].
 - <u>Data relative to the percentage of high school graduates who are enrolled in postsecondary institutions and are taking a developmental course shall be obtained from the National Student Clearinghouse (see http://www.studentclearinghouse.org/).</u>
- e) For the purpose of information required under Section 10-17a(2)(D) of the School Code:

- 1) Data relative to academic progress of students in grade 9 shall be entered into SIS, using the Illinois State Course System, by July 31 and include an indication of whether a student passed or failed each course in which he or she was enrolled.
- <u>Data relative to whether students entering kindergarten are ready shall be that information reported from the KIDS assessment (see Section 1.420(h)).</u>
- 3) Starting with the 2016 report card, data relative to academic growth shall be calculated by using a district's results from the State assessment received in the calendar year in which the school report card is published in comparison to the district's results received in the immediately preceding school year.
- <u>Data relative to the percentage of students who enter grade 9 who are on track for college and career readiness (Section 10-17a(2)(D) of the School Code) shall be achievement of a Level 4 or a Level 5 on the State assessment in English language arts and mathematics administered in grade 8.</u>
- f) For the purpose of information required under Section 10-17a(2)(E) of the School Code:
 - 1) Data relative to chronic truants, as defined in Section 26-2a of the School Code [105 ILCS 5/26-2a], shall be entered into the electronic report card by June 20.
 - <u>Data relative to teacher absences, teacher retention and principal retention shall be entered into EIS by September 1.</u>
 - <u>Data relative to school climate shall be reported by the State Board of Education using either the information supplied by the survey vendor or the information submitted pursuant to Section 1.97(g).</u>
- 4) Data relative to teacher performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be collected beginning in school year 2016-17 and entered into ELIS by September 3030 to allow the calculation of a combined percentage of teachers rated as proficient or excellent on their most recent evaluation to be included on the school report card. (Section 10-17a(2)(E) of the School Code)

(Source: Added	at 40 Ill. Reg		, effective)
	SUBPART G:	STAFF (QUALIFICATIO	NS

Section 1.700 Requirements for Staff Providing Professional Development

- <u>a)</u> Each individual who is employed by a school district, regional office of education or intermediate service center, either on a full-time or part-time basis, for the purposes of providing professional development to educator licensed employees shall hold either:
 - a professional educator license issued pursuant to Section 21B-20(1) of the School Code [105 ILCS 5/21B-20(1)] and 23 III. Adm. Code 25.25 (Requirements for the Professional Educator License); or
 - an educator license with stipulations endorsed for career and technical educator issued pursuant to Section 21B-20(2)(E) of the School Code [105 ILCS 5/21B-20(2)(E)] and 23 Ill. Adm. Code 25.70 (Endorsement for Career and Technical Educator).
- b) The requirements of this Section do not apply to individuals engaged by the district, ROE or ISC on a contractual basis to conduct workshops or who provide specific technical assistance or inservice training that is of a limited duration.

(Source:	Added at 40 Ill. I	Reg. ,	effective))

Section 1.APPENDIX D State Goals for Learning

The State Goals for Learning are broad statements of what students in kindergarten through grade 12 should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The State Assessment and the Illinois Kindergarten Individual Development Survey are designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at http://www.corestandards.org/the-standards. No later amendments to or editions of these standards are incorporated by this Section.

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative, National Governors Association, Hall of the States, 444 North Capitol Street, Suite 267, Washington DC 20001-1512 and posted at http://www.corestandards.org/the-standards. No later amendments to or editions of these standards are incorporated by this Section.

SCIENCE

The science goals and standards set forth below shall be applicable through the 2015-16 school year. Beginning in the 2016-17 school year, there are no State Goals for Learning in this area and the applicable standards shall be the "Next Generation Science Standards" (2013) published by Achieve, Inc., 1400 16th Street NW, Suite 510, Washington DC 20036 and posted at http://www.nextgenscience.org/. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:

Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

Beginning in the 2017-18 school year, there are no State Goals for Learning in this area and the standards applicable to individual grade levels shall be in effect.

Through the 2016-17 School Year

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations. (NOTE: Not applicable to kindergarten.)

Understand election processes and responsibilities of citizens.

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues. (NOTE: Not applicable to kindergarten.)

Understand the development of United States political ideas and traditions. (NOTE: Not applicable to kindergarten.)

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers. (NOTE: Not applicable to kindergarten.)

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy. (NOTE: Not applicable to kindergarten.)

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world social history. (NOTE: Not applicable to kindergarten.)

Understand Illinois, United States and world environmental history. (NOTE: Not applicable to kindergarten.)

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth's physical systems. (NOTE: Not applicable to kindergarten.)

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time. (NOTE: Not applicable to kindergarten.)

Standards Beginning in the 2017-18 School Year

The Social Science Standards consist of both inquiry standards and disciplinary standards. In implementing the Social Science Standards, the inquiry standards should be used simultaneously with the individual disciplinary standards to ensure both students' comprehension and application of the knowledge and skills acquired.

Inquiry Standards

Kindergarten and Grades 1 and 2

Create questions to help guide inquiry about a topic with guidance from adults and/or peers.

Explore facts from various sources that can be used to answer the developed questions.

Gather information from one or two sources with guidance and support from adults and/or peers.

Evaluate a source by distinguishing between fact and opinion.

Ask and answer questions about arguments and explanations.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom.

Grades 3-5

Develop essential questions and explain the importance of the questions to self and others.

Create supporting questions to help answer the essential questions in an inquiry.

Determine sources representing multiple points of view that will assist in answering the essential questions.

Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.

Develop claims using evidence from multiple sources to answer essential questions.

Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.

Identify a range of local problems and some ways in which people are trying to address these problems.

Use listening, consensus-building and voting procedures to decide on and take action in the classroom and school.

Grades 6-8

Create essential questions to help guide inquiry about a topic.

Ask essential and focusing questions that will lead to independent research.

Determine sources representing multiple points of view that will assist in organizing a research plan.

Determine the value of sources by evaluating their relevance and intended use.

Determine the credibility of sources based upon their origin, authority and context.

Gather relevant information from credible sources and determine whether they support each other.

Appropriately cite all the sources used.

Identify evidence from multiple sources to support claims, noting any limitations of the evidence.

Develop claims and counterclaims while pointing out the strengths and limitations of both.

Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.

Construct explanations using reasoning, correct sequencing, examples and details, while acknowledging their strengths and weaknesses.

Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.

Critique the structure and credibility of arguments and explanations (self and others).

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Grades 9-12

Address essential questions that reflect an enduring issue in the field.

Explain how supporting questions contribute to inquiry.

Develop new supporting and essential questions through investigation, collaboration and using diverse sources.

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context and corroborative value of the sources.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Articulate explanations and arguments to a targeted audience in diverse settings.

Use interdisciplinary lenses to analyze the causes and effects of, and identify solutions to, local, regional or global concerns.

Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns, and take action in or out of school.

Civics Standards

Kindergarten

Describe roles and responsibilities of people in authority.

Explain the need for and purposes of rules in various settings, inside and outside of the school.

Grade 1

Explain how all people, not just official leaders, play important roles in a community.

Identify and explain how rules function in various settings, inside and outside of the school.

Grade 2

Explain what governments are and some of their functions (e.g., making and enforcing laws, protecting citizens, collecting taxes).

Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Grade 3

Describe ways in which interactions among families, workplaces, voluntary organizations and government benefit communities.

Explain how groups of people make rules to create responsibilities and protect freedoms.

Compare procedures for making decisions in the classroom, school and community.

Describe how people have tried to improve their communities over time.

Grade 4

Distinguish the responsibilities and powers of government at the local, State and national levels.

Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Identify core civic virtues, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, and democratic principles, such as equality, freedom, liberty and respect for individual rights, that guide Illinois and the United States.

Explain how rules and laws change society and how people change rules and laws in Illinois.

Grade 5

Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

Examine the origins and purposes of rules, laws and key U.S. constitutional provisions.

Compare the origins, functions and structure of different systems of government.

Explain how policies are developed to address public problems.

Grades 6-8

Identify roles played by citizens, for example, voters, jurors, taxpayers, military, protesters and officeholders.

Describe the origins, purposes and impact of constitutions, laws, treaties and international agreements.

Describe the roles of political, civil and economic organizations in shaping people's lives.

Explain the origins, functions and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Evaluate the powers and responsibilities of citizens, political parties, interest groups and the media.

Analyze the powers and limits of governments, public officials and bureaucracies at different levels in the United States and other countries.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Explain the connection between interests and perspectives, civic virtues and democratic principles when addressing issues in government and society.

Apply civic virtues and democratic principles in school and community settings.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Analyze ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

Compare the means by which individuals and groups change societies, promote the common good and protect rights.

Critique deliberative processes used by a wide variety of groups in various settings.

Determine whether specific rules and laws (both those that are in effect and proposed) resolve the problems they were meant to address.

Analyze the purposes, implementation and consequences of public policies in historic and contemporary settings.

Develop procedures for making decisions in historic and contemporary settings, such as the school, civil society, or local, state or national government.

Grades 9-12

Distinguish the rights, roles, powers and responsibilities of individuals and institutions in the political system.

Evaluate the opportunities and limitations of participation in elections, voting and the electoral process.

Analyze the impact of constitutions, laws and agreements on the maintenance of order, justice, equality and liberty.

Explain how the U.S. Constitution established a system of government that has powers, responsibilities and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights and human rights.

Describe how political parties, the media and public interest groups both influence and reflect social and political interests.

Describe the concepts and principles that are inherent to American constitutional democracy.

Analyze how individuals use and challenge laws to address a variety of public issues.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Explain the role of compromise and deliberation in the legislative process.

Economic Standards

Kindergarten

Explain that choices are made because of scarcity (i.e., because individuals cannot have everything that they want).

Grade 1

Explain and give examples of when choices are made that something else is given up.

Describe the skills and knowledge required to produce certain goods and services.

Explain how people earn pay or income in exchange for work.

Grade 2

Demonstrate how our choices can affect ourselves and others in positive and negative ways.

Explain the role of money in making exchange easier.

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Explain that money can be saved or spent on goods and services.

Grade 3

Compare the goods and services that people in the local community produce and those that are produced in other communities.

Generate examples of the goods and services that governments provide.

Describe the role of banks and other financial institutions in an economy.

Explain that, when people borrow, they receive something of value now and agree to repay the lender over time.

Grade 4

Explain how profits reward and influence sellers.

Describe how goods and services are produced using human, natural and capital resources (e.g., tools, machines).

Analyze how spending choices are influenced by prices, as well as many other factors (e.g., advertising, peer pressure, options).

Explain that income can be saved, spent on goods and services, or used to pay taxes

Grade 5

Analyze why and how individuals, businesses and nations around the world specialize and trade.

Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.

Determine the ways in which government pays for goods and services it provides.

Explain that interest is the price the borrower pays for using someone else's money.

Grades 6-8

Explain how economic decisions affect the well-being of individuals, businesses and society.

Explain how external benefits and costs influence choices.

Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Analyze the role of innovation and entrepreneurship in a market economy.

Describe the roles of institutions, such as corporations, non-profit organizations and labor unions, in a market economy.

Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit and foreign currencies.

Explain why standards of living increase as productivity improves.

Explain barriers to trade and how those barriers influence trade among nations.

Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.

Analyze the relationship among skills, education, jobs and income.

Explain the roles and relationships among savers, borrowers, interest, time and the purposes for saving.

Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable expenses.

Explain the correlation among investors, investment options (and associated risks) and income/wealth

Describe the connection among credit, credit options, interest and credit history.

Analyze the relationship among financial risks and protection, insurance and costs.

Grades 9-12

Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

Use marginal benefits and marginal costs to propose a solution to an economic issue for an individual or community.

Evaluate how much competition exists within and among sellers and buyers in specific markets.

Evaluate the effectiveness of government policies to improve market outcomes, address inequality or reduce inefficiencies.

Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

Use data and economic indicators to analyze past and current states of the economy and predict future trends.

Describe how government policies are influenced by and have an impact on a variety of stakeholders.

Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

Analyze the role of comparative advantage in global trade of goods and services.

Explain how globalization trends and policies affect social, political and economic conditions in different nations.

Analyze the costs and benefits of various strategies to increase income.

Explain how to make informed financial decisions by collecting information, planning and budgeting.

Explain how time, interest rates and inflation influence saving patterns over a lifetime.

Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders and interest.

Evaluate risks and rates of return of diversified investments.

Analyze the costs and benefits of insurance, including the influences of an individual's characteristics and behavior.

Geography Standards

Kindergarten

Explain how weather, climate and other environmental characteristics affect people's lives.

Identify and explain how people and goods move from place to place.

Grade 1

Construct and interpret maps and other representations to navigate a familiar place.

Grade 2

Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.

Identify some cultural and environmental characteristics of your community and compare to other places.

Explain how people in your community use local and distant environments to meet their daily needs.

Grade 3

Locate major landforms and bodies of water on a map or other representation.

Compare how people modify and adapt to the environment and culture in their community to other places.

Show how the consumption of products connects people to distant places.

Grade 4

Construct and interpret maps of Illinois and the United States using various media.

Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Describe some of the current movements of goods, people, jobs or information to, from or within Illinois, and explain the reasons for the movements.

Grade 5

Investigate how the cultural and environmental characteristics of places within the United States change over time.

Describe how humans have utilized natural resources in the United States.

Compare the environmental characteristics of the United States to other world regions.

Analyze the effects of specific catastrophic and environmental events, as well as technological developments, that have affected the United States and compare those to other places.

Grades 6-8

Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment.

Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Construct different representations to explain the spatial patterns of cultural and environmental characteristics.

Explain how humans and their environment affect one another.

Compare and contrast the cultural and environmental characteristics of different places or regions.

Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

Explain how environmental characteristics affect human migration and settlement.

Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.

Identify how cultural and environmental characteristics vary among regions of the world.

Explain how global changes in population distribution patterns affect changes in land use.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

Grades 9-12

Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

Analyze and explain how humans affect and interact with the environment and vice versa.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events affect trade, politics and migration.

Analyze how historical events and the diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of the human population.

Evaluate how economic activities and political decisions affect spatial patterns within and among urban, suburban and rural regions.

Evaluate how short- and long-term climate variability affects human migration and settlement patterns, resource use and land uses.

Describe and explain the characteristics that constitute a particular culture.

Explain how and why culture shapes worldview.

Explain how globalization affects the cultural, political, economic and environmental characteristics of a place or region.

Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.

History Standards

Kindergarten

Compare life in the past to life today.

Explain the significance of the national holidays of the United States, and the heroism and achievements of the people associated with them.

Grade 1

Create a chronological sequence of multiple events.

Describe individuals and groups who have shaped a significant historical change.

Compare perspectives of people in the past to those of people in the present.

Grade 2

Summarize changes that have occurred in the local community over time.

Compare individuals and groups who have shaped a significant historical change.

Explain how different kinds of historical sources, such as written documents, objects, artistic works and oral accounts, can be used to study the past.

Grade 3

Create and use a chronological sequence of events.

Describe how significant people, events and developments have shaped students' own community and region.

Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Grade 4

Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

Explain probable causes and effects of events and developments in Illinois history.

Grade 5

Create and use a chronological sequence of related events to compare developments that happened at the same time.

Use information about a historical source, including the maker, date, place of origin, intended audience and purpose, to judge the extent to which the source is useful for studying a particular topic.

Explain probable causes and effects of events and developments in U.S. history.

Grades 6-8

Classify a series of historical events and developments as examples of change and/or continuity.

Analyze connections among events and developments in broader historical contexts.

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Explain how and why perspectives of people have changed over time.

Analyze multiple factors that influenced the perspectives of people during different historical eras.

Analyze how people's perspectives influenced what information is available in the historical sources they created.

Classify the kinds of historical sources used in a secondary interpretation.

Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

Analyze how people's perspectives influenced what information is available in the historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin and intended audience for historical sources when this information is not easily identified.

Explain multiple causes and effects of historical events.

Compare the central historical arguments in secondary works across multiple media.

Organize applicable evidence into a coherent argument about the past.

Grades 9-12

Evaluate how historical developments were shaped by time and place, as well as broader historical contexts.

Analyze change and continuity within and across historical eras.

Evaluate the methods used by people and institutions to promote change.

Analyze how people and institutions have reacted to environmental, scientific and technological challenges.

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

Analyze the concept and pursuit of the "American Dream".

Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Analyze the relationship between historical sources and the secondary interpretations made from them.

Analyze the causes and effects of global conflicts and economic crises.

Analyze multiple and complex causes and effects of events in the past.

Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Standards for Anthropology, Psychology and Sociology Apply to Grades 9-12 Only

Anthropology Standards

Analyze the elements of culture and explain the factors that shape these elements differently around the world.

Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional and global patterns.

Explain why anthropologists study culture from a holistic perspective.

Evaluate one's own cultural assumptions using anthropological concepts.

Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

Explain how local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Psychology Standards

Identify scientific methodologies utilized in psychological research.

Evaluate the conclusions made by psychological research, including ethical concerns.

Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes.

Analyze how biological, psychological and sociocultural factors and their interactions influence individuals' behavior and mental processes.

Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people.

Identify and apply psychological thinking to personal and societal experiences and issues.

Apply psychological knowledge to one's daily life.

Use appropriate psychological terminology with reference to psychologists and their experiments and theories in order to explain the possible causes of and impact on behavior and mental processes.

Sociology Standards

Identify and apply the sociological perspective and a variety of sociological theories.

Analyze the impact of social structure, including culture, institutions and societies.

Hypothesize how primary agents of socialization influence the individual.

Describe the impact of social relationships on the self, groups and socialization processes.

Explain the social construction of self and groups and their impact on the life changes of individuals.

Analyze the impact of stratification and inequality on groups and the individuals within them.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Standards:

Demonstrate physical competency in a variety of motor skills and movement patterns.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop skills necessary to become a successful member of a team by working with others through physical activity.

Standards:

Demonstrate personal responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

Standards:

Explain the basic principles of health promotion, illness prevention and safety, including how to access valid information, products and services.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

Describe how to advocate for the health of individuals, families and communities.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.

Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

Describe and explain the structures and functions of the brain and how they are affected by different types of physical activity and levels of fitness.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual, family and community health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

The fine arts goals and standards set forth below shall be applicable through the 2017-18 school year.

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

Standards:

Analyze how the arts function in history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Understand how the arts shape and reflect history, society and everyday life. (NOTE: Not applicable to kindergarten.)

Beginning in the 2018-19 school year, there are no State Goals for Learning in this area and the standards set forth below shall apply.

Discipline: Visual Arts

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understandings

<u>Creativity and innovative thinking are essential life skills that can be developed.</u>

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Process: Creating – Investigate

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.

People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Process: Creating – Reflect, Refine, Continue

Anchor Standard 3: Revise, refine and complete artistic work.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Process: Presenting – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Artists and other presenters consider various technologies, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.

Process: Presenting – Analyze

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Artists, curators and others consider a variety of factors and methods, including evolving techiques, when preparing and refining artwork for display or when deciding if and how to preserve and protect artwork.

<u>Process: Presenting – Share</u>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Objects, artifacts and artworks collected, preserved or presented by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences, resulting in the cultivation of appreciation and understanding.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understandings

Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.

Visual imagery influences understanding of and responses to the world.

Process: Responding – Analyze

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

People gain insights into meanings of artworks by engaging in the process of art criticism.

<u>Process: Responding – Interpret</u>

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

People evaluate art based on various criteria.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

<u>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</u>

Discipline: Music

Process: Creating – Investigate, Plan, Make

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

<u>Creative choices are influenced by one's expertise, context and expressive intent.</u>

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

People evaluate and refine their work through openness to new ideas, persistence and the application of the appropriate criteria.

Process: Performing

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

<u>Performers' interest in and knowledge of musical works, context</u> for performance and understanding of their own musicianship influence the selection of repertoire.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

To express their musical idea, performers analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

<u>Performers judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.</u>

Process: Responding

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

<u>Individuals choose music based on their interests, experiences, musical understanding and the musical work's purpose.</u>

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation, and teacher- or student-established criteria.

Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

<u>Performers connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.</u>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

<u>Understanding connections to varied contexts and daily life</u> enhances one's creating, performing and responding.

Discipline: Dance

<u>Process: Creating – Explore</u>

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Process: Creating – Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Process: Creating – Revise

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

<u>Choreographers analyze, evaluate, refine and document their work to communicate meaning.</u>

Process: Performing – Express

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Body, space, time and energy are the basic elements of dance.

Process: Performing – Embody

<u>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</u>

Enduring Understanding

<u>Dancers</u> use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

<u>Process: Performing – Present</u>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

<u>Dance performance is an interaction among choreographer,</u> performer, production elements and audience that heightens and amplifies artistic intention.

<u>Process: Responding – Analyze</u>

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Dance is perceived and analyzed to comprehend its meaning.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure and context.

<u>Process: Responding – Critique</u>

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Criteria for evaluating dance vary across genres, styles and cultures.

<u>Process: Connecting – Synthesize</u>

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning in dance.

<u>Process: Connecting – Relate</u>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.

Discpline: Theater

<u>Process: Creating – Envision, Conceptualize</u>

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Theater artists rely on intuition, curiosity and critical inquiry.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Theater artists work to discover different ways of communicating meaning.

Process: Creating – Rehearse

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Theater artists refine their work and practice their craft through rehearsal.

Process: Performing – Select

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Theater artists make strong choices to convey meaning effectively.

<u>Process: Performing – Prepare</u>

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding

Theater artists develop personal processes and skills for a performance or design.

Process: Performing – Share, Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Theater artists share and present stories, ideas and envisioned worlds to explore human experience.

<u>Process: Responding – Reflect</u>

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding

Theater artists reflect to understand the impact of drama processes and theater experiences.

Process: Responding – Interpret

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.

Process: Responding – Evaluate

Anchor Standard 9: Apply criteria to evaluate artistic work.

Theater artists apply criteria to investigate, explore and assess drama and theater work.

Process: Connecting - Empathize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

<u>Process: Connecting – Interrelate, Research</u>

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.

Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Discipline: Media Arts

Process: Creating – Conceive

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding

Media arts ideas, works and processes are shaped by the imagination, creative processes and experiences, both within and outside the arts.

Process: Creating – Develop

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding

Media artists plan, organize and develop creative ideas, plans and models into process structures that can effectively realize the artistic idea.

<u>Process: Creating – Construct</u>

Anchor Standard 3: Revise, refine and complete artistic work.

Enduring Understanding

Media artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

<u>Process: Producing – Integrate</u>

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Enduring Understanding

Media artists make choices about how and to whom their work is presented.

Process: Producing – Practice

<u>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</u>

Enduring Understanding

Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Process: Producing – Present

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding

Media artists purposefully present, share and distribute media artworks for various contexts.

Process: Responding – Perceive

Anchor Standard 7: Perceive and analyze artistic work.

Media artworks can be appreciated and interpreted through analyzing their components.

<u>Process: Responding – Interpret</u>

Anchor Standard 8: Construct meaningful interpretations of artistic work.

Enduring Understanding

<u>Interpretation and appreciation require engagement with the content, form and context of media artworks.</u>

<u>Process: Responding – Evaluate</u>

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding

Skillful evaluation and critique are critical components of experiencing, appreciating and producing media artworks.

Process: Connecting – Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding

Personal and cultural experiences affect and are affected by how media artworks are made and interpreted.

Process: Connecting – Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding

Media artworks and ideas are better understood and produced by relating them to their purposes, values and various contexts.

(Source: Amended at 40 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith, Ph.D., State Superintendent of Education Stephanie Donovan General C FROM:

Stephanie Donovan, General Counsel

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Part 20 (Standards for Endorsements in Elementary Education)

Part 26 (Standards for Endorsements in Early Childhood Education

and in Elementary Education)

Materials: **Recommended Rules**

Staff Contacts: **Emily Fox, Division Administrator, Educator Licensure**

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments are technical amendments to extend the implementation date for new elementary education endorsement programs; therefore, they do not directly relate to the Board's Strategic Goals.

Expected Outcome of Agenda Item

The Board will be asked to adopt the amendments to Parts 20 and 26.

Background Information

In 2013, the agency adopted new standards for preparation programs for the elementary education endorsement and created standards for new programs for endorsements in the middle grades. At the time, staff believed that staggering the implementation dates of the revised elementary education and new middle grades programs would provide relief to institutions of higher education that wished to offer both types of endorsement preparation programs.

The new elementary education preparation programs, however, result in an endorsement for grades 1 through 6 (rather than the current kindergarten through grade 9 credential). Therefore, requiring implementation of the new programs a full year before the middle grades programs are implemented disadvantaged some elementary education candidates who wished to also qualify for a middle grades endorsement under the current requirements (i.e., completion of six semester hours of coursework specific in the middle grades rather than a focused program). For this reason, staff proposes that the effective date for full implementation of elementary education endorsement programs be modified to February 1, 2018 (currently, February 1, 2017). Additionally, candidates in existing programs established under Part 26 will have until September 1, 2018, to complete those programs in order to obtain a kindergarten-through-grade 9 elementary education endorsement by September 1, 2019.

The proposed amendments were published in the <u>Illinois Register</u> on April 1, 2016, to elicit public comment; 3 were received. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: Please see "Background" above.

Budget Implications: None. Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

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

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

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Standards for Endorsements in Elementary Education (23 Illinois Administrative Code 20), and

Standards for Endorsements in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26).

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

Next Steps

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

Summary and Analysis of Public Comment 23 III. Adm. Code 20 Standards for Endorsements in Elementary Education 23 III. Adm. Code 26 Public Schools Evaluation, Recognition and Supervision

Comment

A commenter supports the extended deadline for full implementation of the elementary education preparation programs. She agreed some candidates could be disadvantaged because of the gap between the expiration of the current requirements and the implementation of the new requirements.

Analysis

ISBE appreciates the support.

Recommendation

No changes are proposed in response to these comments.

Comment

A commenter suggested that the date of September 1, 2019, for completing elementary education preparation programs approved under Part 26 is confusing when read with the requirements for receiving a middle grades endorsement. He said the rule appears to be "creating a special class of people who would have the privilege of getting middle level endorsements well after others could not get such endorsements". He noted the importance of preparation programs being "very clear" to candidates about the requirements that apply.

Analysis

First, the rule, when amended in 2013, allowed candidates in elementary education preparation programs aligned to standards in Part 26 until the end of the summer term in the year in which the new programs take effect to complete their studies and then another year after that to obtain the kindergarten-through-grade-9 endorsement. In this way, candidates currently in the "pipeline" were not disadvantaged due to the new requirements and timelines taking effect under both Part 20 and 26.

The proposed changes also complement modifications being proposed concurrently in Part 1. Starting on February 1, 2018, individuals wishing to teach in either departmentalized or self-contain general education settings in grades 6 through 8 will have to hold a middle school endorsement issued under Section 25.99, rather than meet the coursework requirements contained in Section 1.720.

We agree that, regardless of the changes made in statute or administrative rules, all educator preparation programs have an obligation to clearly communicate the current requirement for educator licensure to candidates enrolled in their institution's programs in a timely manner, and changes resulted from the Part 26 rulemaking are no exception.

Recommendation

No changes are proposed in response to these comments.

Comment

A commenter suggested that having the elementary education endorsement for grades 1 through 6 could be detrimental to candidates and school districts by limiting the pool of available jobs. Having an endorsement for grades 1 through 6 is limiting to school districts that may have different grade level spans outside the norm.

Analysis

The new elementary education preparation programs, created in 2013, resulted in an endorsement for grades 1 through 6 (rather than kindergarten through grade 9). Therefore, requiring implementation of the new programs a full year before the middle grades programs are implemented disadvantaged some elementary education candidates who wished to also qualify for a middle grades endorsement under the current requirements.

The middle grades endorsement allows holders to teach grades 5 through 8. We recognize while departmentalized middle schools often are comprised of grades 6 through 8, some school districts provide modified departmentalized instruction in grade 5. 23 III. Adm. Code 1 is being amended to clarify that a middle grades endorsement is not required in order for someone to teach either in departmentalized or self-contained grade 5 classrooms. The middle grades endorsement will be required for teaching assignments in departmentalized grade 6 classrooms if a teacher does not hold an elementary education endorsement or, beginning February 1, 2018, for anyone who teaches in grades 7 and 8, regardless of whether the classroom setting is self-contained or departmentalized.

Recommendation

No changes are proposed in response to these comments.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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

PART 20 STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

SUBPART A: GENERAL

Section 20.10	Purpose and Effective Dates of Standards
	SUBPART B: STANDARDS
Section 20.100 20.110 20.120 20.130	General Standards Literacy Standards for Elementary Teachers Mathematics Standards for Elementary Teachers Dispositions
AUTHORITY ILCS 5/Art. 21	Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 B and 2-3.6].
SOURCE: Ad effective	opted at 37 III. Reg. 16664, effective October 2, 2013; amended at 40 III. Reg,

SUBPART A: GENERAL

Section 20.10 Purpose and Effective Dates of Standards

- a) This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), shall apply to the issuance of endorsements for elementary education (i.e., grades 1 through 6) on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them. That is:
 - beginning July 1, 2013, approval of any teacher preparation program or course of study in elementary education, whether currently approved or newly proposed, pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part;

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

- 2) on or before February 1, 2017, the examinations required for issuance of an endorsement in elementary education shall be based on the standards identified in this Part:
- on or before February 1, 2017, each elementary education program seeking approval for the first time or re-approval of an existing program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to elementary education to the standards set forth in this Part.
- b) In addition to demonstrating congruence with the standards set forth in this Part, each elementary education program or course of study shall meet the requirements set forth in 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)).
- c) Beginning October 1, 2015, no candidate shall be admitted to an elementary education program that has not been approved under this Part. Any candidate who is enrolled in an elementary program not approved under this Part shall complete the program on or before September 1, 2017 2018 and have the elementary education endorsement issued by September 1, 20182019.

(Source: Amended at 40 III, Reg. effective	Source: Am	nended at 40 Ill. Reg.	. effective
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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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

PART 26

STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION AND IN ELEMENTARY EDUCATION

SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section	
26.100	Purpose and Effective Dates of Standards in Subpart A
26.110	Curriculum: General
26.120	Curriculum: English Language Arts Standards Through August 31, 2019
26.125	Curriculum: English Language Arts Standards Beginning September 1, 2019
26.130	Curriculum: Mathematics Standards Through August 31, 2019
26.135	Curriculum: Mathematics Standards Beginning September 1, 2019
26.140	Curriculum: Science
26.150	Curriculum: Social Science
26.160	Curriculum: Physical Development and Health
26.170	Curriculum: Fine Arts
26.180	Human Development and Learning
26.190	Diversity
26.200	Planning for Instruction
26.210	Learning Environment
26.220	Instructional Delivery
26.230	Communication
26.240	Assessment Standards Through August 31, 2019
26.245	Assessment Standards Beginning September 1, 2019
26.250	Collaborative Relationships
26.260	Reflection and Professional Growth
26.270	Professional Conduct and Leadership

SUBPART B: STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

Section	
26.300	Purpose and Effective Dates of Standards in Subpart B
26.310	Curriculum

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

26.330 Curriculum: Mathematics 26.340 Curriculum: Science	
26.340 Curriculum: Science	
26.350 Curriculum: Social Science	
26.360 Curriculum: Physical Development and Health	
26.370 Curriculum: Fine Arts	
26.380 Human Development and Learning	
26.390 Diversity	
26.400 Planning for Instruction	
26.410 Learning Environment	
26.420 Instructional Delivery	
26.430 Communication	
Assessment Assessment	
26.450 Collaborative Relationships	
26.460 Reflection and Professional Growth	
26.470 Professional Conduct and Leadership	

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

SOURCE: Adopted at 26 Ill. Reg. 6263, effective April 22, 2002; amended at 37 Ill. Reg.
16759, effective October 2, 2013; amended at 39 Ill. Reg. 2413, effective February 2, 2015
amended at 39 Ill. Reg. 13472, effective September 24, 2015; amended at 40 Ill. Reg.
, effective

SUBPART B: STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

Section 26.300 Purpose and Effective Dates of Standards in Subpart B

Beginning February 1, 2017,2018, the provisions of Sections 26.320 and 26.330 are replaced by 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education) as the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), and the standards in this Subpart B other than those in Sections 26.320 and 26.330 shall apply to the issuance of an endorsement in elementary education on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Subpart B shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them.

a) Approval of any teacher preparation program or course of study in elementary education pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart B.

- b) The examinations required for issuance of an elementary endorsement shall be based on the standards identified in this Subpart B.
- c) No candidate shall be admitted to a program approved under the provisions of this Subpart B after October 1, 2015. Any candidate who is enrolled in an elementary program approved under this Part shall complete the program on or before September 1, 2017-2018 and have the elementary education endorsement issued by September 1, 20182019.

(Source: Amended at 40 Ill. Reg. , effective
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ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Stephanie B. Donovan, General Counsel

Jason Helfer. Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Part 25 (Educator Licensure)

Materials: Recommended Rules

Staff Contacts: Emily Fox, Division Administrator, Educator Licensure

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments relate to the Board's mission and goals by ensuring equitable outcomes for all students by providing educator preparation programs that ensure that all students are supported by highly prepared and effective teachers and school leaders.

Expected Outcome of Agenda Item

The Board will be asked to adopt the amendments to Part 25.

Background Information

Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois): The primary change being proposed in Part 25 addresses the process to be used to approve educator preparation providers and programs (see Subpart C of the rules). Currently, institutions of higher education and other organizations that would like to offer a program leading to licensure must apply through the State Board for recognition, in addition to seeking approval of each educator preparation program for specific content areas or grade spans to be offered (e.g., such as elementary self-contained, kindergarten-through-grade 12 music, grade-9-through-12 mathematics, or Learning Behavior Specialist I). Once recognized and its programs approved, each institution must submit annual program reports that provide data about candidates, instructional delivery methods (e.g., face to face, online, blended), test scores and other contextual information (e.g., program of study, fieldwork requirements, process by which data is used to modify programs). Currently, this process is required of all recognized institutions and organizations with approved educator preparation programs. Moreover, those institutions that concurrently undergo national accreditation must submit data to State Board staff as well as to the national accreditation organization.

Under the proposed amendments, an institution that has been recognized by the State Board may choose either to seek accreditation of its educator preparation provider and any programs that it will offer from the Council for the Accreditation of Educator Preparation (or "CAEP") or to participate in a State approval process that is similar to what is currently being implemented.

CAEP is the agency that resulted from the consolidation in 2013 of two long-time accrediting bodies, the National Council for the Accreditation of Teacher Education (NCATE) and the

Teacher Education Accreditation Council (TEAC). Currently, about 40 percent of Illinois' 58 approved educator preparation programs use the NCATE accreditation process, in addition to receiving approval under the State system. None participate in TEAC accreditation.

New Section 25.125 sets forth the procedure for seeking CAEP accreditation. Institutions that currently have NCATE accreditation may seek CAEP accreditation through an abbreviated process. Other recognized institutions may choose to seek CAEP accreditation by notifying the State Board at least one year before they begin the CAEP process. Conversely, a CAEP-accredited institution that wishes to return to the State process must notify the State Board no sooner than six months following its most recent CAEP accreditation reauthorization. Finally, an institution seeking recognition for the first time will go through the State process to recognize its institution and educator preparation provider (see Section 25.115), and after being recognized for a period of one year or more may choose to seek the CAEP accreditation of its educator preparation provider and its programs.

While the State Board staff are recommending that the agency retain its approval process for educator preparation programs (see new Section 25.120), it proposes to use the CAEP processes and procedures for reporting and review of all programs – regardless of whether State approved or CAEP accredited – starting in 2018 (see new Section 25.127). The State Board will enter into a partnership agreement with CAEP to articulate the details once the administrative rules are filed and in effect. Programs that are currently NCATE accredited will benefit from the partnership since they will only need to participate in one process. State-approved programs will be held to the same high-leverage CAEP standards that were developed by practitioners in the field. Further, program success will be measure not only through assessing the quality of candidates' preparation (e.g., graduation rates, test results) but also by looking at data once the candidate is licensed and employed (e.g., performance evaluation results).

Subpart E: (Requirements for the Licensure of Administrative and Supervisory Staff): In response to a request from the field, staff are proposing to allow an exemption from passing the basic skills test for individuals seeking an administrative endorsement who received their initial teaching, school support personnel or administrative endorsement prior to implementation of the certification testing system on July 1, 1988. The exception responds to the difficulty some school districts indicated they are experiencing in attracting administrators or for currently employed teachers or school support personnel to pass each component of the TAP in order to qualify for an administrative endorsement. Starting July 1, 1988, any person seeking a teaching, school support personnel or administrative certificate was required to pass a test of basic skills if they had not already done so for the issuance of their initial or subsequent certificates, so the proposed rule will not apply to these educators.

Section 25.720 (Applicability of Testing Requirement and Scores): Section 25.720(b) allows candidates for licensure to choose between passing the Illinois test of basic skills (i.e., the Test of Academic Proficiency, or "TAP") or using a minimum composite score from ACT or SAT as evidence of having competency in basic skills. The rule currently relies on ACT's determination of a college-ready score and its determination of a concordant SAT score, as well as ACT's passing writing score, which uses a scoring rubric similar to the one TAP uses. ACT includes this information in charts on its website; therefore a cross-reference to those charts was included in the rule to allow ACT to update the scores without the State Board having to change its rules. Last year, however, ACT changed the writing portion of its test and how the assessment is scored. For this reason, it is proposed that the minimum scores be stated directly in the rule rather than relying on the charts located on ACT's website, which have not

yet been updated. If ACT changes its scores in the future, then staff will conduct a rulemaking to update the scores used in Section 25.720(b).

Other changes being proposed in Part 25 would:

- Allow holders of the new elementary education endorsement to obtain a middle school endorsement (grades 5 through 8) under requirements in effect until January 31, 2018, without having to complete a focus program to add the additional grade levels (see Section 25.37):
- Create new Section 25.40 to make clear that the grade level of endorsements on the professional educator license should be considered primary when assigning teachers;
- Eliminate a provision in Section 25.72 that requires the coursework completed to renew the educator license with stipulations for provisional career and technical educator be tied to their career and technical education content area; and
- Provide an exception, similar to what is afforded to Illinois candidates, for an out-of-state applicant to take the Assessment of Teaching Proficiency, or ATP, instead of the edTPA, if he or she completed student teaching before August 31, 2015 (see Sections 25.425 and 25.720).

The proposed amendments were published in the <u>Illinois Register</u> on April 1, 2016, to elicit public comment; 3 comments were received. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: Please see "Background" above.

Budget Implications: None. **Legislative Action:** None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Allowing educator preparation programs to seek national accreditation of their programs streamlines the approval process and helps ensure that programs meet high standards for quality and continuous improvement. Flexibility is provided for those programs not wishing to seek national accreditation to continue participation in the State approval process instead.

If the Board does not proceed with the rulemaking, the agency will retain the State process for approving educator preparation programs, resulting in the duplication of effort for programs that are currently nationally accredited.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Educator Licensure (23 Illinois Administrative Code 25).

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem

necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Next Steps

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

Summary and Analysis of Public Comment 23 III. Adm. Code 25 Educator Licensure

Comment

A commenter requested the addition or clarification of several definitions. The commenter suggested to define a term (e.g., under continuing recognition, State accredited) to differentiate CAEP accredited EPPs from State recognized EPPs that are not CAEP accredited.

The commenter requested a separate definition for not-for-profit entities. The commenter states there are several instances in the rulemaking where institutions of higher education and not-for-profit entities are referred to separately. There is not an instance when "institution" is used in a manner that includes both terms.

The commenter requested changing "institutional report" to "institutional application" or "institutional application report" because CAEP already uses the term institutional report.

Finally, the commenter suggested removing the last sentence of "program" or "preparation program" because it seems out of place because it is more of an instruction than a definition.

Analysis

We agree there should be more distinction between EPPs authorized by ISBE and those accredited by CAEP. We will add a definition for "State reauthorization" or "State reauthorized" and update the rulemaking accordingly.

The term institution as used in this Subpart is always used in a manner to encompass both institutions of higher education and not-for-profit entities. There are times in this Part where institutions of higher education and not-for-profit entities are used separately. However, the definition created in this rulemaking only applies to Subpart C.

A reading of the CAEP Accreditation Handbook (version 3-March, 2016) did not show CAEP using the term "institutional report". As such, no change will be made.

We agree the last sentence of program is out of place in the definition.

Recommendation

Section 25.110

Add:

"State Reauthorization" or "State Reauthorized" means an EPP authorized pursuant to this Subpart C.

Amend:

"Program" or "Preparation Program" means a program that leads to licensure.

Comment

A commenter suggested ISBE retain the authority to establish which CAEP data EPPs must submit in order to meet the CAEP standards. The commenter suggested forming an advisory group may be helpful to determine which pathways will be acceptable.

The commenter also suggested CAEP consider any ISBE annual performance reports.

Analysis

As part of the partnership agreement with CAEP, we will not dictate to EPPs what data must be submitted to CAEP or which measures CAEP will require.

During the CAEP accreditation process and for initial EPP approval institutions must adhere to the standards set forth in Subaprt C. Once accredited by ISBE, an EPP can elect to continue to be reauthorized under these rules or be accredited by CAEP. If the EPP chooses to be accredited by CAEP, ISBE will receive data from CAEP as part of the partnership agreement.

Recommendation

No changes are proposed in response to these comments.

Comment

A commenter recommended ISBE retain authority to release annual reports with additional EPP measures for each EPP. If ISBE choses to do so, the commenter suggests giving ISBE flexibility to determine the relationship between the reporting requirements for CAEP accredited and non-CAEP accredited EPPs.

Analysis

ISBE will develop public reports for each institution that will include additional measures for individual EPPs. Reporting requirements for State-reauthorized EPPs and these reports will be published.

Recommendation

No changes are proposed in response to this comment.

Comment

A commenter suggested deleting the last sentence in the opening paragraph of Section 25.115 because it is redundant to the first sentence in the paragraph requiring institutions offering one or more EPP to be recognized by ISBE.

The commenter also suggested changing the cross-reference in Section 25.125(k) to more accurately reflect where in the rulemaking the process for continued recognition can be found.

Analysis

We agree it is not necessary to reiterate that recognition of an institution automatically recognizes EPPs.

The process for reauthorization can be found in Sections 25.125 and 25.127.

Recommendation

Section 25.115 Amend:

a) In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit educator preparation provider (EPP) responsible for the programs must be recognized, by the State Board of Education in consultation with the State Educator Preparation and Licensure Board (SEPLB). "Educational unit" means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Educator Preparation and Licensure Board SEPLB (see Section 25.120). "Program" or "preparation program" means a program that leads to licensure. Electronic transmission of written materials pursuant to this Subpart C is required.

Comment

A commented requested removing the provision requiring the CAEP 2013 Accreditation Standards as part of an institution's initial approval of EPPs by ISBE. This seems redundant. Additionally, the standards require fulfillment of the InTASC standards, SPA standards, an overly prescriptive structure for P-12 relationships and completer performance data for which there is no mechanism to collect and that intuitions have no legal right.

Analysis

The CAEP 2013 Accreditation standards are the mechanisms that detail how each EPP will operate. It is critical we have this information when an EPP is applying for initial approval or when it is being completely redesigned.

Recommendation

No changes are being made in response to this comment.

Comment

A commenter questioned why we would cede all program level review to CAEP once an EPP is CAEP accredited but continue approve new programs. The commenter suggested removing the language granting ISBE the authority to continue to approve new EPPs during the CAEP accreditation process.

A second commenter recommended a two year review of the CAEP accreditation provisions by ISBE. During that time, ISBE will gain a better sense of the rigor of CAEP's standards and its associated review process. After two years, ISBE can decide to continue to allow CAEP accreditation, move to State-led review process or another alternative.

Additionally, the commenter suggested ISBE retain the right review CAEP accredited EPPs more frequently than every 7 years, if warranted.

Analysis

Once an EPP is accredited by CAEP, we no longer have a role in its accreditation. We do, however, have to perform the initial approval of all new programs. Once an EPP is authorized, it can decide whether to continue with State reauthorization or to become CAEP accredited.

We agree that it is important to continue to review CAEP and its accreditation process as it evolves. CAEP is a new accreditation program and there is the potential for its standards to change as it receives data from EPPs. To that end, we agree to reevaluate the CAEP accreditation process in two years.

Recommendation

Section 25.125 Add:

No later than January 1, 2019, the State Board of Education will reevaluate the CAEP accreditation process to ensure the continued rigor of the CAEP standards.

Comment

A commenter agreed with the annual reporting data requirements for non-CAEP accredited EPPs and suggested added the following: percent of candidate class, non-white; average ACT and TAP scores; average score on edTPA (performance assessment); hours of field experience included in the program; percentage of completers with certificate subject-matter shortage area as defined in the Educator Supply and Demand Report; placement rate in Illinois high-needs schools; beyond year one retention rate; beyond year three retention rate: and student growth outcomes.

A second commenter questioned the scope of annual reporting to ISBE for non-CAE accredited EPPs and CAEP accredited EPPs. It appears that CAEP accredited EPPs do not have to submit Title II data or convey annual edTPA passage rates.

Analysis

All the additional data the commenter suggested adding, except for the average ACT or TAP score, is data we already collect. Additionally, some data is not collected by the EPP. We do agree that this is important data to collect and we will provide it to EPPs.

ISBE will clarify all CAEP-Accredited EPPs must report Title II data. In addition, CAEP will be submitting all required annual reports to ISBE.

Recommendation

Section 25.127

add b) Annual Reporting For CAEP-Accredited EPPs

1) An EPP accredited by CAEP shall undergo CAEP's annual reporting process.

No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.

(All subsequent Section letters will be revised accordingly)

Comment

A commenter questioned a cross-reference to subsection 24.127(c)(1), which doesn't exist. Should this be subsection 25.127(c) or 25.127(d)(1)?

Additionally, the commenter pointed out there does not seem to be a subsection 25.115(m)(1) and recommended changing the cross-reference to Section 25.120.

Analysis

We agree that these cross-references are incorrect.

Recommendation

Section 25.125(d)

Amend:

During effective period if CAEP accreditation ab EOO shall follow the process for review and reporting set forth in Section 25.127(c).

Section 25.160(a)(1)

Amend:

SEPLB has recommended the initial recognition of the institution and EPP <u>under Section</u> <u>25.115</u>, and the approval of all of its proposed programs under Section 25.120;

Comment

A commenter questioned why there was no time interval for CAEP accredited EPPs to report to ISBE.

Analysis

CAEP requires annual reports of all its accredited EPPs. CAEP will then provide the annual reports to ISBE.

Recommendation

No changes are proposed in response to this comment.

Comment

A commenter suggested adding in a subsection requiring EPPs to inform ISBE when it decides to change from State authorization to CAEP accreditation or vice versa.

Analysis

We agree that this information is helpful.

Recommendation

Section 25.127 Add

<u>An EPP that decides to change from State reauthorization to CAEP accreditation, or vice versa, must notify the State Board of Education pursuant to subsection 25.125(e)</u>

Comment

A commenter recommended several technical clarifications based on its interpretation of the rule. These requests include using the recommended defined term for non-CAEP State-approved EPPs.

The commenter also suggested adding a new subsection to 25.127 stating that an EPP that decides move from State accreditation to CAEP accreditation or vice versa, must notify ISBE.

Analysis

These are all changes that will enhance the readability and understanding of the rulemaking.

Recommendation

Reflect the new definition "State reauthorization" or "State reauthorized" when appropriate throughout the rulemaking.

Clarify review of EPPs via CAEP accreditation or State reauthorization will occur every seven years, but all programs must submit an annual State or CAEP report.

Comment

A commenter requested exempting teachers who received their teaching licenses prior to the test of basic skills should not be required to take and pass it in order to receive administrative endorsements from taking the test of basic skills.

Analysis

We are proposing to allow an exemption from passing the basic skills test for individuals seeking an administrative endorsement who received their initial teaching, school support personnel or administrative endorsement prior to implementation of the certification testing system on July 1, 1988. The exception responds to the difficulty some school districts indicated they are experiencing in attracting administrators or for currently employed teachers or school support personnel to pass each component of the TAP in order to qualify for an administrative endorsement.

Recommendation

No changes are proposed in response to this comment.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

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

PART 25 EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Accredited Institution
SUBPART B: LICENSES
New Certificates (February 15, 2000) (Repealed)
Types of Licenses; Exchange
Requirements for the Elementary Certificate (Repealed)
Requirements for the Elementary Certificate (2004) (Repealed)
Requirements for the Professional Educator License
Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)
Teacher Leader Endorsement (Beginning September 1, 2012)
Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
Acquisition of Subsequent Teaching Endorsements on a Professional Educator License
Requirements for the Special Certificate (Repealed) Grade-Level Endorsements
Requirements for the Special Certificate (2004) (Repealed)
Standards for Licensure of Special Education Teachers
Standards for the Initial Special Preschool-Age 12 Certificate - Speech and Language
Impaired (Repealed)
Special Provisions for the Learning Behavior Specialist I Endorsement
Special Provisions for the Learning Behavior Specialist I Approval
Short-Term Emergency Approval in Special Education
General Certificate (Repealed)
Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)
Alternative Educator Licensure
Alternative Route to Teacher Licensure
Endorsement for Career and Technical Educator
Endorsement for Provisional Career and Technical Educator
Part-time Provisional Certificates (Repealed)
Endorsement for Part-time Provisional Career and Technical Educator
Requirements for the Early Childhood Certificate (2004) (Repealed)
Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)
Special Provisions for Endorsement in Foreign Language for Individuals Prepared as
Teachers But Not Currently Certified (Repealed)
Endorsement for Transitional Bilingual Educator
Endorsement for Visiting International Educator

STATE BOARD OF EDUCATION

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25.95	Language Endorsement for the Transitional Bilingual Educator
25.96	Endorsement for Early Childhood Education (Birth through Grade 2)
25.97	Endorsement for Elementary Education (Grades 1 through 6)
25.99	Endorsement for the Middle Grades (Grades 5 through 8)
25.100	Teaching Endorsements on the Professional Educator License
25.105	Temporary Substitute Teaching Permit (Repealed)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

25.110 System of Approval: Levels of Approval (Repealed) Definitions Recognition of Institutions and Educational Units, and Approval of Programs Educate Preparation Providers Standards and Criteria for Institutional Recognition and Program Approval (Repealed) Initial Approval of Educator Preparation Programs by the State Board Education Accreditation Review of the Educational Unit (Repealed) Accreditation of Educate Preparation Providers and Approval of Educator Preparation Programs through CAEP	
25.115 Recognition of Institutions and Educational Units, andApproval of ProgramsEducated Preparation Providers 25.120 Standards and Criteria for Institutional Recognition and Program Approvated (Repealed)Initial Approval of Educator Preparation Programs by the State Board Education 25.125 Accreditation Review of the Educational Unit (Repealed)Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP	
25.120 Preparation Providers Standards and Criteria for Institutional Recognition and Program Approv (Repealed)Initial Approval of Educator Preparation Programs by the State Board Education 25.125 Accreditation Review of the Educational Unit (Repealed)Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP	ator_
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25.125 Education Accreditation Review of the Educational Unit (Repealed) Accreditation of Educate Preparation Providers and Approval of Educator Preparation Programs through CAEP	val
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Preparation Providers and Approval of Educator Preparation Programs through CAEP	
	<u>ator</u>
0.5.105 D. C. D. C. C. D. d. C. 1.71 C. D. C. D. C. T. 1.7.11	
25.127 <u>Reporting:</u> Review of <u>State Reauthorized Educator Preparation Providers and Individue</u>	lual
Programs (Repealed)	
25.130 Interventions by the State Board of Education and State Educator Preparation ar	and
Licensure Board	
25.135 Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through	ugh
Fall Visits of 2001 (Repealed)	
25.136 Interim Provisions for Continuing Accreditation – Institutions Visited from Spring	, of
2002 through Spring of 2003 (Repealed)	
25.137 Interim Provisions for Continuing Accreditation and	
Approval – July 1, 1999, through June 30, 2000 (Repealed)	
25.140 Requirements for the Institution's Educational Unit Assessment Systems (Repealed)	
25.142 Assessment Requirements for Individual Programs (Repealed)	
25.145 Approval of New Programs Within Recognized Institutions (Repealed)	
25.147 Approval of Programs for Foreign Language Beginning July 1, 2003	
25.150 The Periodic Review Process (Repealed)	
25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation	ion
Institution and Its Educational Unit (Repealed)	
25.160 Notification of Recommendations; Decisions by State Board of Education	
25.165 Discontinuation of Programs	
SUBPART D: SCHOOL SUPPORT PERSONNEL	
SOBIART D. SCHOOL SOITORT I ERSONNEL	

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25.200	Relationship Among Endorsements in Subpart D
25.210	Requirements for the Certification of School Social Workers (Repealed)
25.215	Endorsement for School Social Workers
25.220	Requirements for the Certification of Guidance Personnel (Repealed)
25.225	Endorsement for School Counselors
25.227	Interim Approval for School Counselor Interns

STATE BOARD OF EDUCATION

25.230	Nationally Certified School Psychologist
25.235	Endorsement for School Psychologists
25.240	Standard for School Nurse Endorsement (Repealed)
25.245	Endorsement for School Nurses
25.250	Standards for Non-Teaching Speech-Language Pathologists
25.252	Endorsement for Non-Teaching Speech-Language Pathologists
25.255	Interim Approval for Speech-Language Pathologist Interns
25.275	Renewal of the Professional Educator License Endorsed for School Support Personne
	(Repealed)
	SUBPART E: REQUIREMENTS FOR THE LICENSURE
	OF ADMINISTRATIVE AND SUPERVISORY STAFF
Section	
25.300	Polationship Among Cradentials in Subnert E
25.310	Relationship Among Credentials in Subpart E
25.310	Definitions (Repealed) Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
25.311	Alternative Route to Superintendent Endorsement (Beginning January 1, 2013) Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
25.313	Alternative Route to Administrative Endorschieft (Through August 31, 2013) (Repeated) Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
25.314	Renewal of Administrative Endorsement (Repealed)
25.320	Application for Approval of Program (Repealed)
25.322	General Supervisory Endorsement (Repealed)
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement (Repealed)
25.335	General Administrative Endorsement (Through June 30, 2016)
25.337	Principal Endorsement (2013)
25.338	Designation as Master Principal (Repealed)
25.344	Chief School Business Official Endorsement (Repealed)
25.345	Endorsement for Chief School Business Official
25.355	Endorsement for Superintendent (Beginning September 1, 2016)
25.360	Endorsement for Superintendent (Through August 31, 2019)
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25.400	Registration of Licenses; Fees
25.405	Military Service; Licensure
25.410	Reporting Requirements for Revoked or Suspended Licenses; License Application
	Denials
25.411	Voluntary Removal of Endorsements
25.415	Credit in Junior College (Repealed)
25.420	Psychology Accepted as Professional Education (Repealed)
25.425	Individuals Prepared in Out-of-State Institutions
25.427	Limitation on Evaluation or Entitlement
25.430	Short-Term Authorization for Positions Otherwise Unfilled
25.435	School Service Personnel Certificate – Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)

STATE BOARD OF EDUCATION

25.440	Master of Arts NCATE (Repealed)
25.442	Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
25.444	Illinois Teaching Excellence Program
25.445	College Credit for High School Mathematics and Language Courses (Repealed)
25.450	Lapsed Licenses
25.455	Substitute Certificates (Repealed)
25.460	Provisional Special and Provisional High School Certificates (Repealed)
25.464	Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
25.465	Credit (Repealed)
25.470	Meaning of Experience on Administrative Certificates (Repealed)
25.475	Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)
25.480	Supplemental Documentation and Review of Certain License Applications
25.485	Licensure of Persons with Prior Certificate or License Sanctions
25.486	Licensure of Persons Who Are Delinquent in the Payment of Child Support
25.487	Licensure of Persons with Illinois Tax Noncompliance
25.488	Licensure of Persons Named in Reports of Child Abuse or Neglect
25.489	Licensure of Persons Who Are in Default on Student Loans
25.490	Licensure of Persons Who Have Been Convicted of a Crime
25.490	Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
25.491	Part-Time Teaching Interns (Repealed)
25.495	Approval of Out-of-State Institutions and Programs (Repealed)
25.497	Supervisory Endorsements
23.471	Supervisory Endorsements
	SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL
~ .	
Section	
25.510	Endorsement for Paraprofessional Educators
25.520	Substitute Teaching License
25.530	Specialized Instruction by Noncertificated Personnel (Repealed)
25.540	Approved Teacher Aide Programs (Repealed)
25.550	Approval of Educational Interpreters
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Section	
25.610	Definitions
25.620	Student Teaching
25.630	Pay for Student Teaching (Repealed)
23.030	ray for Student Teaching (Repealed)
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Section	
25.705	Purpose – Severability
25.710	Definitions
25.715	Test Validation
25.717	Test Equivalence

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

25.720	Applicability of Testing Requirement and Scores
25.725	Applicability of Scores (Repealed)
25.728	Use of Test Results by Institutions of Higher Education
25.730	Registration – Paper-and-Pencil Testing
25.731	Registration – Computer-Based Testing
25.732	Late Registration
25.733	Emergency Registration
25.735	Frequency and Location of Tests
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Cancellation of Scores; Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring Telephone Telep
25.775	Institution Test Score Reports
25.780	Fees
Section	
25.800	Professional Development Required (Beginning July 1, 2014)
25.805	Continuing Professional Development Options
25.807	Additional Specifications Related to Professional Development Activities of Special
	Education Teachers (Repealed)
25.810	State Priorities (Repealed)
25.815	Submission and Review of the Plan (Repealed)
25.820	Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
25.825	Requirements for Coursework Related to the National Board for Professional Teaching
	Standards (NBPTS) (Repealed)
25.830	Verification of Completed Activities; Renewal Process
25.832	Validity and Renewal of NBPTS Master Teacher Designation
25.835	Request for Extension
25.840	Appeals to the State Educator Preparation and Licensure Board
25.845	Responsibilities of School Districts (Repealed)
25.848	General Responsibilities of LPDCs (Repealed)
25.850	General Responsibilities of Regional Superintendents (Repealed)
25.855	Approval of Professional Development Providers
25.860	Reporting by and Audits of Providers

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

Continuing Professional Development Units (CPDUs) (Through June 30, 2014)

"Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching

Special Provisions for Interactive, Electronically Delivered Continuing Professional

Awarding of Credit for Activities with Providers

Continuing Education Units (CEUs) (Repealed)

Development (Repealed)

Funding; Expenses (Repealed)

25.865

25.870

25.872

25.875

25.880

25.885

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

Section	
25.900	Applicability of Requirements in this Subpart (Repealed)
25.905	Choices Available to Holders of Initial Certificates (Repealed)
25.910	Requirements for Induction and Mentoring (Repealed)
25.915	Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
25.920	Requirements for Coursework Related to the National Board for Professional Teaching
	Standards (NBPTS) (Repealed)
25.925	Requirements Related to Advanced Degrees and Related Coursework (Repealed)
25.930	Requirements for Continuing Professional Development Units (CPDUs) (Repealed)
25.935	Additional Activities for Which CPDUs May Be Earned (Repealed)
25.940	Examination (Repealed)
25.942	Requirements for Additional Options (Repealed)
25.945	Procedural Requirements (Repealed)
25.APPENDIX	A Statistical Test Equating – Licensure Testing System
25.APPENDIX	B Certificates Available Effective February 15, 2000 (Repealed)
25.APPENDIX	C Exchange of Certificates for Licenses (July 1, 2013)
25.APPENDIX	D Criteria for Identification of Teachers as "Highly Qualified" in Various
	Circumstances
25.APPENDIX	E Endorsement Structure Beginning July 1, 2013

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

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 III. Reg. 12578, effective July 8, 1986; amended at 10 III. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 III. Reg. 16022, effective September 23, 1988; amended at 14 III. Reg. 1243, effective January 8, 1990; amended at 14 III. Reg. 17936, effective October 18, 1990; amended at 15 III. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 III. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 III. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill.

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Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; amended at 29 III. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 III. Reg. 15831, effective October 3, 2005; amended at 30 III. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. effective

SUBPART B: LICENSES

Section 25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License

The provisions of this Section shall apply when an individual who already holds a professional educator license with one or more teaching endorsements wishes to receive an additional endorsement in a teaching field or a grade level.

- a) The candidate who wishes to add other content endorsements to teach in the grade levels currently authorized by the license shall meet the applicable requirements of Section 25.100 specific to the content area of the endorsement sought and provide evidence of having passed the applicable content-area test required under Section 25.720.
- A candidate not meeting the criteria of subsection (a) who wishes to receive an additional subject area endorsement or one who is seeking an additional grade level endorsement (i.e., early childhood, elementary, middle, secondary, special K-12) shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C that prepares candidates for the endorsement sought.

- 1) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.
 - A) In formulating this type of program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the endorsement sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
 - B) The institution may revise an individual's focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit institution's assessment system (see Section 25.14025.120) or other assessments that are directly related to the standards for the endorsement sought.
 - C) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent endorsements. An institution that uniformly requires all candidates seeking subsequent teaching endorsements to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.
- 2) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the endorsement sought and shall be eligible to be recommended for the endorsement by entitlement, signifying that the candidate has met all applicable standards.
- The requirements of this subsection (b) do not apply to a candidate who has received an elementary education endorsement issued pursuant to Section 25.97 and who wishes to receive a middle grades endorsement issued pursuant to 23 Ill. Adm. Code 1.720(b), provided he or she meets the relevant requirements on or before January 31, 2018.
- c) A candidate who holds a professional educator license and who wishes to obtain an endorsement for Learning Behavior Specialist II, reading specialist, a school support personnel area listed in Subpart D of this Part or any of the administrative positions outlined in Subpart E of this Part shall complete a "full" educator preparation program approved under Subpart C of this Part that consists of coursework and experiences that he

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(Source: Amended at 40 Ill. Reg. , effective)

or she must complete in order to meet the standards relative to the endorsement being sought and passage of the applicable tests required pursuant to Section 21B-30 of the School Code and Section 25.720 of this Part.

Section 25.40	Requirements for the Special Certificate (Repealed) Grade-Level Endorsements
<u>a)</u>	Each professional educator license or educator license with stipulations issued under this Subpart B shall be endorsed for the particular grade levels for which a licensee qualifies, based on the type of educator preparation program that the individual completed and the grade-level test passed.
<u>b)</u>	The grade-level endorsement shall take precedence over content-area endorsements when determining if a licensee is eligible to be assigned to a particular position zz9also see 23 Ill. Adm. Code 1.Subpart Gz0.
`	e: Former Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section at 40 Ill. Reg, effective)

Section 25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)

This Section establishes requirements in addition to those set forth in Section 21B-50 of the School Code [105 ILCS 5/21B-50] for an institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C to provide an alternative approach to obtaining a professional educator license.

a) General Requirements

Each alternative educator licensure program shall:

- 1) Include a program of study that addresses the content enumerated in Section 21B-50(b)(1) of the School Code. For purposes of this subsection (a)(1), instruction relative to special education and reading shall meet the criteria set forth in Section 25.25(a)(1) of this Part and, for English language learners, the criteria found in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers).
- 2) Provide two years of residency pursuant to Section 21B-50(b)(2) and (3) of the School Code during which the candidate is assigned to teach full time for two school years as the teacher of record or a co-teacher.
 - A) During the first school year of the residency, the program shall assign a mentor to each candidate. The mentor shall:
 - hold a professional educator license and be employed by the school district where the candidate is serving his or her residency;

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- ii) have three years of full-time teaching experience in the 10 years immediately preceding his or her assignment as a mentor; and
- iii) have achieved a performance evaluation rating of proficient or higher in his or her two most recent evaluations.
- B) During the second year of residency, the program shall assign a teacher who meets the requirements of subsection (a)(2)(A) to serve as a coach for each candidate, providing consultation and support, as needed.
- 3) Involve a partnership of the institution or not-for-profit entity offering the alternative educator program with a public school district or nonpublic school that meets the criteria set forth in Section 21B-50(d) of the School Code. Candidates also may serve:
 - A) in the case of early childhood endorsements, in a position for which a professional educator license endorsed for early childhood is required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or
 - B) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); or
 - C) in a charter school.
- 4) At the conclusion of the second year of residency, each program shall administer a comprehensive assessment to gauge the candidate's teaching effectiveness that is conducted by the principal of the school to which the candidate is assigned and the coordinator of the alternative educator program appointed by the institution or not-for-profit entity. (See Section 21B-50(b)(4) of the School Code.)

b) Candidate Qualifications

- 1) In order to enroll in the program, each candidate shall pass Illinois' test of basic skills and the content-area test for which licensure is sought, as required under Section 21B-30 of the School Code and Section 25.720. (See Section 21B-50(c)(5) of the School Code.)
- 2) In order to participate in the first year of residency, the candidate shall:
 - A) apply for an educator license with stipulations endorsed for provisional alternative educator, which shall be issued upon the presentation of evidence of having met the requirements set forth in Section 21B-50(c) of the School Code and payment of the fee required under Section 21B-40 of the School Code; and

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- B) complete the course of study required under subsection (a)(1).
- 3) In order to participate in the second year of residency, the candidate shall:
 - A) complete any additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and the content-area standards for the teaching field of the endorsement, as required under Section 25.115(e)25.120;
 - B) pass the Teacher Performance Assessment (TPA), except that candidates beginning their second year of residency in the 2015-16 school year shall be required to pass the TPA during that year (also see subsection (e)(4))no later than the end of the first semester of the second year of residency; and
 - C be recommended for second year of residency in accordance with the program's process established pursuant to subsection (c)(6)(C).

c) Proposal Requirements

- 1) Each proposal shall describe the role and responsibilities of the institution or notfor-profit entity and of the school district or nonpublic school with which the institution or entity will partner. The proposal also shall identify the program coordinator to be assigned by the institution or entity to oversee the candidates in the alternative program.
 - A) The proposal shall include a plan to ensure that the program coordinator visits the classroom in which each candidate is placed for an average of one day a week during the school year.
 - B) Any program coordinator assigned to the candidates under this subsection (c)(1) shall have had three years of teaching experience in any of the grades of prekindergarten through grade 12 in the 10 years immediately preceding his or her assignment to the position and meet the requirement for training under subsection (c)(7).
- 2) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and licensure.
- For candidates who have not completed a major in the particular content area of the endorsement sought, as required under Section 21B-50(c) of the School Code, the institution or not-for-profit entity shall describe the process and criteria it will use to determine whether the coursework the candidate completed aligns to the standards for the content area of the endorsement and represents at least 32 semester hours of credit in that content area.

- A) Any transcript evaluation the program conducts pursuant to this subsection (c)(3) shall be provided to the State Superintendent for his or her approval no later than 45 days before the candidate is to be admitted into the program.
- B) For candidates seeking an endorsement in early childhood, elementary or special education, a *major in the content area of one of the sciences* (Section 21B-50(c)(3) of the School Code) shall be understood to mean any of the physical or social sciences.
- 4) Each proposal shall provide an assurance that all candidates will be required to pass the TPA prior to beginning the no later than the end of the first semester of their second year of residency, except as otherwise provided in Section 25.60(b)(3).
- 5) Each proposal shall describe the proposed course of study.
 - A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C with regard to:
 - i) instructional planning;
 - ii) instructional strategies, including those meeting the criteria for instruction relative to special education, reading and English language learning set forth in Section 25.25(b);
 - iii) classroom management; and
 - iv) the assessment of students and use of data to drive instruction. (Section 21B-50(b)(1) of the School Code)
 - B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon factors, such as their experience and the type of program offered.
 - C) Each proposal shall describe the field experiences in which candidates will participate before beginning their first year of residency.
 - D) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the institution or not-for-profit entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the two-year teaching assignment. Each proposal shall state the criteria for the institution's or entity's determination of candidates' readiness.

- Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts, early childhood or nonpublic special education facility, or charter school where candidates will practice. Each agreement shall address:
 - A) the nature and intensity of the support to be provided to candidates by the mentor, as well as any experienced teachers and other staff members of the district, including:
 - i) the qualifications and experience of the mentor and any of the assisting teachers and staff;
 - the estimated amount of time the mentor and any assisting teachers and staff will devote to advising and assisting candidates; and
 - iii) the specific roles of the mentor and any assisting teachers and staff;
 - B) provisions enabling candidates to compensate for teaching time lost due to emergencies; and
 - C) the process and criteria to be used by the principal of the school where the candidate is placed and the program coordinator to recommend the candidate's placement in a second year of residency. (Section 21B-50(b)(2) of the School Code)
- Each proposal shall describe the proposed method of comprehensively assessing candidates' teaching performance at the conclusion of the second year of residency, which shall at a minimum meet the requirements set forth in 23 Ill. Adm. Code 50.120 (Professional Practice Components for Teachers) and be conducted by an individual who has successfully completed the prequalification process and passed the required assessment authorized by Section 24A-3 of the School Code [105 ILCS 5/24A-3]. The assessment methods shall be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each agreement shall describe:
 - A) the roles of the principal and program coordinator who will participate in the evaluation of candidates;
 - B) assessment methods capable of demonstrating whether a candidate is:
 - i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and

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- ii) skilled in managing and monitoring students' learning; and
- C) the professional development process to be used either for those candidates who receive a "needs improvement" rating at the conclusion of the assessment process or in instances when the principal and program coordinator cannot agree, which shall address the candidate's weaknesses and deficiencies identified during the assessment and assist the candidate in making improvement during the third year of residency relative to those weaknesses and deficiencies. The option for professional development and a third year of residency shall not be afforded to any candidate who receives "unsatisfactory" ratings from both the principal and program coordinator or for anyone who receives an "unsatisfactory" rating from either the principal or program coordinator and a "needs improvement" rating from either the principal or program coordinator.
- 8) Each proposal shall delineate any criteria, in addition to a candidate's receiving a rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7), by which candidates will be recommended for the professional educator license endorsed in the content area and grade level of the candidate's residency practice by the participating entity responsible for the program.
- 9) Proposals shall be submitted to the State Board of Education and addressed as follows:

Alternative Educator Licensure Program 100 North First Street Springfield, Illinois 62777

d) Program Approval

Proposals for the establishment of alternative programs for teacher licensure meeting the specifications of this Section and Section 21B-50 of the School Code shall be approved by the State Superintendent of Education pursuant to the requirements set forth in Section 25.14525.120, in consultation with the State Educator Preparation and Licensure Board.

- e) Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law. [105 ILCS 21B-50(b)] A candidate successfully completing the program shall receive a professional educator license endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the School Code.
- f) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C.

(Source:	Amended at 40 Ill. Reg.	, effective)
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Section 25.72 Endorsement for Provisional Career and Technical Educator

The requirements of this Section apply to individuals seeking an educator license with stipulations endorsed for provisional career and technical educator pursuant to Section 21B-20(2)(F) of the School Code [105 ILCS 5/21B-20(2)(F)].

- a) Each applicant for an educator license with stipulations endorsed for provisional career and technical educator shall present evidence of having completed 8,000 hours of work experience in the skill area for which the applicant is seeking employment. (See Section 21B-20(2)(F).) The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.
- b) At the time application is made for the educator license with stipulations endorsed for provisional career and technical educator, the school district that will employ the individual requesting the license shall verify, in writing, to the State Superintendent that:
 - the district is unable to find a qualified individual holding a professional educator license endorsed for the skill area of instruction or educator license with stipulations endorsed for career and technical educator in the skill area of instruction; and
 - 2) the current circumstances existing in the district require the employment of an individual licensed in the skill area of instruction.
- c) The educator license with stipulations endorsed for provisional career and technical educator is valid *until June 30 immediately following five years after the endorsement was issued.* [105 ILCS 5/21B-20(2)(F)]
- d) In accordance with Section 21B-20(2)(F) of the School Code, the educator license with stipulations endorsed for provisional career and technical educator shall be renewed once only for a five-year period provided that the individual seeking the renewal:
 - has passed a test of basic skills, as required under Section 21B-30 of the School Code and Section 25.720 of this Part, except that individuals holding the educator license with stipulations endorsed for provisional career and technical educator before January 1, 2015 shall be exempt from the provisions of this subsection (d)(1); and
 - 2) has completed a minimum of 20 semester hours of coursework from a regionally accredited institution, which shall be accepted only in the career and technical education content area of the individual's assignment (i.e., agricultural education; business, marketing, and computer education; family and consumer sciences; health careers; or technology education) or in pedagogy.

	(Source: A	Amended at 40 Ill. Reg.	, effective
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Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)

The requirements of 23 III. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions on or-before September 1, 2017-2018 and has the elementary education endorsement issued by September 1, 20182019. For candidates prepared in a program approved using the standards set forth at 23 III. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2017/2018, the requirements of this Section shall apply.

- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to the professional educator license.
- b) Each candidate for an endorsement in self-contained general elementary education shall complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C. The program shall include:
 - 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space);
 - 2) coursework that address at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world); and
 - a student teaching experience that meets the requirements of Section 25.620 for those candidates who will be receiving the professional educator license for the first time.
- c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.
- d) Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37 of this Part.

(Source: Amended at 40 Ill. Reg., effective)
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Section 25.99 Endorsement for the Middle Grades (Grades 5 through 8)

The requirements of 23 III. Adm. Code 1.720 (Requirements for Teachers of Middle Grades) shall apply to the preparation of any candidate who completes the requirements set forth in Section 1.720 and has the endorsement issued on or before January 31, 2018. For candidates prepared in a program approved using the standards set forth at 23 III. Adm. Code 21 (Standards for Endorsements in the Middle Grades), as well as those completing programs on or after February 1, 2018, the requirements of this Section shall apply.

a) The endorsement for the middle grades of 5 through 8 shall be affixed to the professional educator license.

- b) General Requirements
 - 1) Each candidate for an endorsement for the middle grades shall complete a 32 semester hour major in middle grades education offered by an Illinois program approved for the preparation of teachers in the middle grades pursuant to Subpart Cof this Part.
 - As applicable to the specific middle-grades content area of the endorsement, the course of study required under subsection (b)(1) of this Section-shall include the following:
 - A) for a middle-grades math endorsement, 24 hours of math content, which shall include three hours of content-specific methods focused on the middle grades; or
 - B) for a middle-grades literacy endorsement, 24 hours of literacy content, which shall include three hours of content-specific methods focused on the middle grades; or
 - C) for a middle-grades science endorsement, 24 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:
 - i) physical sciences;
 - ii) life sciences; and
 - iii) earth and space sciences; or
 - D) for a middle-grades social science endorsement, 24 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States and the world:
 - i) history;
 - ii) geography;
 - iii) civics and government; and
 - iv) economics; or
 - E) for content areas other than those specified in this subsection (b), 24 hours of content specific to the endorsement sought, which shall include three hours of content-specific methods focused on the middle grades.

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- 3) Each candidate who will be receiving the professional educator license for the first time shall complete a student teaching experience that meets the requirements of Section 25.620 of this Part specific to his or her content area of endorsement.
- c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.
- d) Additional content-area endorsements (e.g., health, physical education, family and consumer sciences) may be added to the professional educator license endorsed for the middle grades in accordance with the provisions of Section 25.37 of this Part.
- e) A licensee holding the middle-grades endorsement instead of the elementary education endorsement on the professional educator license may teach in grades 5 or 6 in a self-contained general education setting provided that he or she has a minimum of six semester hours of coursework in each content area to be taught for which the licensee does not hold a content-area endorsement issued under subsection (b).

(Source: Amended at 40 Ill. Reg.	, effective)
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SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

Section 25.110 System of Approval: Levels of Approval (Repealed) Definitions

As used in this Subpart C:

"CAEP" means the Council for the Accreditation of Educator Preparation, which provides a national evidence-based accreditation process to ensure that educator preparation programs are of high quality and support continuous improvement.

"Completer" means an individual who has successfully completed all of the requirements of an educator preparation program.

"Educator Preparation Provider" or "EPP" means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals.

"Institution" means an Illinois institution of higher education, an out-of-state college or university granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

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"Institutional Report" means documentation submitted with an application for recognition that meets the conditions set forth in Section 25.115 and includes an educator preparation program proposal for each program for which the institution wishes to be approved.

"Program" or "Preparation Program" means a program that leads to licensure.

"Program Proposal" means the document that meets the requirements of Section 25.120 and provides evidence of the institution's alignment to applicable standards and criteria necessary for State approval of any proposed educator preparation program.

"State Reauthorization" or "State Reauthorized" means an EPP authorized pursuant to this Subpart C.

(Source: Former Section repealed at 23 Ill. Reg. 7231, effective June 14, 1999; new Section added at 40 Ill. Reg. ______, effective ______)

Section 25.115 Recognition of Institutions and Educational Units, and Approval of ProgramsEducator Preparation Providers

As used in this Subpart C, "institution" shall be defined as an Illinois institution of higher education, an out-of-state college or university granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

- In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational uniteducator preparation provider (EPP) responsible for the programs must be recognized, by the State Board of Education in consultation with the State Educator Preparation and Licensure Board (SEPLB). "Educational unit" means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Educator Preparation and Licensure Board SEPLB (see Section 25.120).- Program" or "preparation program" means a program that leads to licensure. Electronic transmission of written materials pursuant to this Subpart C is required.
- b)a) In order to be considered for recognition—under Section 25.155 of this Part, a degree-granting institution of higher education shall:
 - 1) be regionally accredited;

- be approved by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education, be approved to offer educator preparation programs by the state that granted it operating authority; and
- 3) sponsor a course of study leading to a license issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] and this Part.
- e)b) In order to be considered for recognition—under Section 25.155 of this Part, an eligible not-for-profit educational entity EPP shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a license issued pursuant to Article 21B of the School Code and this Part, and the not-for-profit EPP shall meet the definition of "institution" set forth in Section 25.110.
- d) In order to be considered for recognition under Section 25.155 of this Part, an educational unit shall meet the standards enumerated in "Professional Standards for the Accreditation of Teacher Preparation Institutions" (2008), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).
- e) In order to be considered for approval under Section 25.145 of this Part, a recognized institution shall propose a preparation program that:
 - 1) meets the national content standards accepted by the State Board of Education and listed on the State Board of Education's website at www.isbe.net or, if no national content standards are specified, then the applicable content standards set forth at 23 Ill. Adm. 20, 21, 23, 26, 27, 28 or 29;
 - 2) meets the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.npbea.org/projects.php (no later additions to or editions of these standards are incorporated by this Part), as applicable;
 - will produce candidates for licensure in areas defined as "shortage areas" by the State Superintendent of Education (e.g., the number of individuals holding a particular endorsement and the number of positions that are currently vacant or predicted to be available in the next five years; the number of approved programs in Illinois and their capacity). Evidence of need shall be presented in the application submitted under Section 25.145 of this Part; and
 - 4) beginning July 1, 2014, addresses the State Board of Education's Social and Emotional Learning Standards set forth at 23 III. Adm. Code 555. Appendix A so that educators understand the standards and how they apply to students in kindergarten through grade 12.

- In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact that the entity does not offer higher education credit and that there is no guarantee that the Illinois license or any endorsement affixed to that license earned by the candidate will be honored or accepted for exchange in another state.
- d) The procedures set forth in this subsection (d) shall apply to initial recognition of an institution and the concurrent recognition of the EPP. The initial approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.120.
 - An institution shall notify the State Board of Education of its desire to initiate the initial recognition process by submitting a letter of intent to the State Superintendent of Education. Within 30 days after receipt of the notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit an institutional report to that individual.
 - 2) The institution shall submit an institutional report to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, that includes:
 - <u>A)</u> evidence indicating that the institution meets the conditions described in subsection (a) or (b);
 - <u>B)</u> a written description that addresses each of the components set forth in this subsection (d)(2)(B):
 - i) identification of the EPP; its mission, purposes or goals; its authority and responsibilities for professional education; and its coordination of the institution's various educator preparation programs;
 - ii) identification of the dean, chair or director who is officially designated to represent the EPP and is assigned the authority and responsibility for its overall administration and operation;
 - evidence of the institution's commitment and resources for the proposed program, to include the EPP's operational budget and evidence that the institution's president or provost supports the educator programs being proposed;
 - iv) a chart of the administrative and organizational structure of the EPP;
 - v) the written policies and procedures that guide the operations of the EPP;

- vi) the EPP's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates and effectiveness of its graduates; and
- vii) the EPP's published criteria for admission to and exit from all preparation programs for professional educators, and process for development and submission of summary reports of candidate performance at the time they exit the program.
- 3) State Board of Education staff shall review the institutional report and within 60 days either:
 - A) find the institutional report to be adequate and invite the institution to submit a proposal that meets the requirements of Section 25.120 for each of the programs the institution wishes to implement; or
 - B) find the institutional report not to be adequate, at which time no further review of the institution shall occur unless the institution submits a revised institutional report addressing the deficiencies identified.
- The State Superintendent of Education may authorize the scheduling of an onsite review visit to the institution at the mutual convenience of the affected institution and State Board staff when the program proposal required under Section 25.120 is submitted and found adequate. If the program proposal is found not to be adequate, a site visit may be scheduled to determine if the deficiencies identified are such that it is unlikely the institution will be recognized.
 - A) For visits conducted in Illinois, the institution will be required to provide housing (including a work room) for the personnel conducting the review visit; or
 - B) For visits conducted out of state, the institution will be required to provide housing (including a work room), transportation and meals for the personnel conducting the review visit.
- e) From a pool of individuals (i.e., State Board staff or others external to the agency) who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (d)(2). If the team members are not employees of the State Board, a staff member of the State Board of Education or designee shall accompany the team to ensure that applicable standards, procedures, rules and statutes are addressed.
- f) The review team shall prepare a draft report about the onsite visit within 30 business days after the conclusion of the visit, and the institution shall have 30 business days to correct any factual errors. The team shall review the institution's suggested revisions and make

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appropriate changes. The review team shall provide the final report to the State Superintendent within 30 business days after receipt of the institution's suggested corrections. The State Superintendent shall provide the final report to the institution within 10 business days after receiving it.

- g) Within 30 business days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings.
 - 1) The rejoinder must indicate the grounds for disagreement with one or more of the review team's findings and include documentation to support the institution's position.
 - 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the EPP after the visit will not be considered.)
 - All documentation must relate directly to the standards and procedures that applied at the time of the review visit. The recognition of an educational unit shall be subject to review every four years beginning in 2012. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the educational unit's programs shall be subject to review in each year after the unit receives initial State recognition.
- h) Staff of the State Board of Education shall convey to SEPLB a recommendation, accompanied by the review team's final report; the institution's letter of agreement or rejoinder; a response to that rejoinder provided by the review team; and any other relevant documentation that was available to the staff. Each recognized educational unit shall submit a separate annual program report for each approved program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than October 1 and no later than November 30. Content specific endorsements (see Section 25.100(a) of this Part) shall be considered separate programs for reporting purposes. The annual program report shall:
 - 1) update any information previously provided;
 - summarize data about the program's overall structure, faculty, and candidates, and the results of various assessments, including the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018):
 - A) If at least 80 percent of an institution's teacher preparation program completers have passed the content area test and applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24:

- B) If at least 80 percent of an institution's administrative endorsement program completers have passed the applicable content area tests for administrative endorsement in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2) of this Section; and
- C) beginning with reports submitted in October 2016, if at least 80 percent of candidates during their student teaching experience have passed the Teacher Performance Assessment, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e) of this Section.
- as relevant to the institution, report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 of this Part (through December 31, 2014) or Section 25.60 of this Part (beginning January 1, 2014), and Section 25.311 (beginning January 1, 2013) or Section 25.313 (through August 31, 2013).
- SEPLB, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education In conjunction with the review set forth in subsection (g) of this Section, each educational unit shall submit a unit report to the State Superintendent, in a format specified by the State Superintendent, no sooner than October 1 and no later than November 30 of the academic year (i.e., September 1 through August 31) in which the review is scheduled. The report shall include:
 - Recognize the institution and EPP, and approve one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement-a description of how the unit has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (h) of this Section submitted in each of the last four years preceding the review; or
 - Recognize the institution and the EPP, and deny approval of one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date any changes in the institution or in the educational unit that affects the operation of the unit; or
 - Deny recognition of the institution and EPP, and deny approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs, any new programs approved in the last four years;

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- 4) the percentage of individuals in the last four years who completed the program and received a license or endorsement who were hired into a related school position in the field for which the license or endorsement was issued; and
- 5) data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018).
- Actions following upon the recommendation of SEPLB to the State Superintendent of Education shall be as described in Section 25.160.—No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors, and prospective employers of the institution's program completers.
- k) Recognition of the institution and EPP shall be for a period of seven years. The process for State reauthorization beyond the seven-year period shall be as set forth in Sections 25.125 and 25.127. State Board of Education staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with faculty, candidates, or administrators. All records shall be made available to State Board of Education staff upon request.

76	C	A d	d at 40 Ill. Re	. ~	effective

Section 25.120 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)Initial Approval of Educator Preparation Programs by the State Board of Education

The procedures set forth in this Section shall apply to the initial approval or redesign of educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition under Section 25.115. Additional considerations for approval of programs for foreign language are stated in Section 25.147.

- a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a). As applicable to the program being proposed, requirements in addition to this subsection (a) may be found in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) and 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois).
 - 1) Evidence that the proposed program meets the applicable professional education and content-area standards established by the State Board of Education, including:
 - A) the national content standards accepted by the State Board of Education and listed on the State Board of Education's website at www.isbe.net;

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- B) the applicable content standards set forth at 23 Ill. Adm. Code 20, 21, 23, 26, 27, 28 or 29;
- the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf (no later additions to or editions of these standards are incorporated), as applicable;
- <u>D)</u> the State Board of Education's Social and Emotional Learning Standards set forth at 23 III. Adm. Code 555.Appendix A to the extent that educators understand the standards and how they apply to students in kindergarten through grade 12; and
- E) the CAEP 2013 Accreditation Standards posted at http://caepnet.org/ (no later amendments to or editions of these standards are incorporated).
- 2) A description of the criteria for admission to, retention in and exit from the program, including the required grade point average and minimum grade requirements for the institution.
- A description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze and use the data from the assessments used.
- 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and faculty members' qualifications for their positions.
- 5) A description of the course of study, field experiences and clinical practice. The descriptions of field experiences and clinical practices shall include:
 - A) the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;
 - B) the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
 - <u>C)</u> the program's requirements for faculty supervision of field experiences and clinical practice.
- 6) A description and the proportion of coursework offered by distance learning or video-conferencing technology.

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- <u>b)</u> After consideration of the proposal, SEPLB shall convey to the State Superintendent its recommendation that the State Board of Education either:
 - Approve the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or
 - Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration within the timelines set forth in Section 25.160(b), at which time no denial action will be taken).
- <u>Actions following upon the recommendation of SEPLB to the State Superintendent of Education shall be as described in Section 25.160.</u>

(Source:	Former	Section	repealed	at 23	Ill.	Reg.	7231,	effective	June	14,	1999;	new	Section
added at 4	0 Ill. Re	g	, e	ffectiv	e)					

Section 25.125 Accreditation Review of the Educational Unit (Repealed) Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP

An institution and its EPP that have been recognized under Section 25.115 and have offered at least one educator preparation program approved under Section 25.120 for one year or more may choose to seek accreditation of the EPP and all educator preparation programs it offers through the CAEP accreditation process set forth at http://caepnet.org/.

- a) An institution that chooses to undergo initial or continuous CAEP accreditation process shall notify the State Board of Education in writing at least one year before its EPP begins the process for accreditation with CAEP. The notification shall indicate the type of accreditation sought (i.e., initial or continuing) and the date that the application was submitted to CAEP.
- b) During the CAEP accreditation process, the EPP shall remain under the purview of the State reauthorization requirements of this Subpart C regarding program review and reporting, and approval of any new educator preparation programs that it may wish to implement before the conclusion of the CAEP process.
- c) The EPP shall provide written notification to the State Board of Education of its accreditation status within 10 days after receipt of that status from CAEP. An EPP whose accreditation is denied or revoked shall be placed on probation by the State Board of Education (see Section 25.130). Should the institution choose to appeal CAEP's determination through the CAEP appeal process, however, the State Board of Education will honor CAEP's decision.
- d) During the effective period of CAEP accreditation, an EPP shall follow the process for review and reporting set forth at Section 25.127(c).

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- e) An institution with CAEP accreditation that wishes to participate in the State reauthorization process shall notify the State Board of Education in writing no sooner than six months following its most recent CAEP accreditation reauthorization.
- f) No later than January 1, 2019 the State Board of Education will reevaluate the CAEP accreditation process.

(Source:	Former	Section	repealed	at 35 I	ll. Reg.	4315,	effective	February	23, 2	011; new	Section
added at 4	40 Ill. Re	eg.	, (effectiv	/e)				

Section 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers and Individual Programs (Repealed)

<u>a) Annual Reporting for State Reauthorized EPPs</u>

Each EPP shall submit to the State Board the reports set forth in this subsection (a) annually by the deadlines indicated. The data and information contained in the reports shall be used by the State Board as part of its review of an EPP and its programs for State reauthorization. CAEP-accredited EPPs are subject to the review and reporting requirements enumerated at http://caepnet.org/ rather than the reporting required under this subsection (a).

- 1) No later than November 30 annually, each State reauthorized EPP shall submit data and other information relative to the measures listed in subsections (a)(1)(A) and (B) for the prior reporting year (i.e., September 1 through August 31).
 - A) Impact Measures
 - i) Student learning and development in the prekindergarten through grade 12 setting;
 - <u>ii)</u> Observations of teaching effectiveness;
 - iii) Employer satisfaction; and
 - iv) Completer satisfaction (i.e., completer survey results).
 - B) Outcome Measures
 - <u>i)</u> Completer rate;
 - ii) Graduation rate;
 - <u>iii)</u> <u>Licensure rate; and</u>
 - <u>iv</u>) Employment rate (in a position for which licensure is sought).

- No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- Each EPP shall submit a separate annual program report for each State reauthorized program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than October 1 and no later than November 30. Content-specific endorsements (see Section 25.100(a)) shall be considered separate programs for reporting purposes. The annual program report shall:
 - <u>A)</u> <u>update any information previously provided;</u>
 - B) summarize data about the program's overall structure, faculty and candidates;
 - <u>C)</u> provide the results of the applicable content-area test and the Teacher Performance Assessment (TPA):
 - i) If at least 80 percent of an institution's teacher preparation program completers have passed the content area test in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;
 - ii) If at least 80 percent of an institution's administrative endorsement program completers have passed the applicable content-area tests for administrative endorsement in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2); and
 - beginning with reports submitted in October 2016, if at least 80 percent of candidates during their student teaching experience have passed the TPA, the institution shall be deemed to be adequately addressing the standards set forth in Section 25.120;
 - 4) An indication of completer effectiveness from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be provided for principals beginning in 2014 and for teachers beginning in 2018; and

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As relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 (through September 30, 2016) or Section 25.60 (beginning January 1, 2013), and Section 25.311 (beginning January 1, 2013) shall be submitted.

b) Annual Reporting For CAEP-Accredited EPPs

- 1) An EPP accredited by CAEP shall undergo CAEP's annual reporting process.
- No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- c) Additional Reporting for State Reauthorized EPPs Through November 30, 2018

In addition to the reports required under subsection (a), each EPP shall submit a report to the State Superintendent, in a format specified by the State Superintendent, no sooner than October 1 and no later than November 30 of the academic year (i.e., September 1 through August 31) in which a review pursuant to subsection (c) is scheduled. The report shall include:

- 1) a description of how the EPP has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (a) submitted in each of the last seven years preceding the review;
- 2) any changes in the institution or in the EPP that affects the operation of the EPP;
- any new programs approved in the last seven years;
- 4) the percentage of individuals in the last seven years who completed the program and received a license or endorsement who were hired into a related school position in the field for which the license or endorsement was issued; and

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- <u>aggregated data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code (to be provided for principals beginning in 2014 and for teachers beginning in 2018).</u>
- d) Periodic Review of State Reauthorized EPPs Through November 30, 2018

The recognition of an EPP shall be subject to review every seven years. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the EPP's programs shall be subject to review in each year after the EPP receives initial State recognition. Actions taken as a result of these reviews shall be as set forth in Section 25.130.

- e) Review of State Reauthorized EPPs Starting December 1, 2018
 - An EPP planning to be accredited by CAEP shall undergo CAEP's initial or continuing accreditation process for Specialty Professional Association Review with National Recognition or Program Review with Feedback developed by CAEP (see http://caepnet.org/). The EPP shall notify the State Board in writing of its continuing accreditation status no later than 30 days after receiving CAEP's notification.
 - <u>A State reauthorized EPP shall undergo CAEP's Program Review with Feedback process (see http://caepnet.org/) and submit data and information required to the State Superintendent of Education for consideration.</u>
- State Board of Education staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with faculty, candidates or administrators. All records shall be made available to State Board of Education staff upon request.
- g) Changes to Programs Currently Approved by the State Board of Education
 - Using a format identified by the State Superintendent of Education, an institution that has its programs approved by the State Board of Education may request changes to one or more currently approved programs by submitting documentation of the proposed changes no later than 60 days prior to the date upon which the changes will take effect.
 - State Board staff shall review the proposed changes and make a recommendation to SEPLB, which shall submit its recommendation to the State Superintendent. The State Superintendent may accept, modify or reject any of the recommendations of SEPLB issued in accordance with this subsection (f). In cases in which the State Superintendent's modification or rejection results in an action that has negative consequences for the program, he actions to be taken shall be as described in Section 25.160.

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<u>h)</u>	An EPP that decides to change from State reauthorization to CAEP accreditation, or v	<u>vice</u>
	versa, must notify the State Board of Education.	

Source: I	Former Section	repealed at 35 Ill.	Reg. 4315,	effective	February	23, 2011;	new	Section
added at 40	0 Ill. Reg	, effective)				

Section 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board

The provisions of this Section shall apply when the State Superintendent of Education receives information through the annual program report or unit reportany of the reports required under Section 25.115 of this Part25.127, or by other means indicating that any educational unitEPP recognized pursuant to this Subpart C or any approved preparation program may not be addressing any applicable standard or may otherwise be failing to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators. The provisions of this Section apply both to institutions with CAEP-accredited EPPs and EPPs whose programs are approved pursuant to State reauthorization.

- a) The State Superintendent or designee shall inform the affected educational unit EPP of the areas of concern and invite the unit's EPP's representatives to appear on a date specified by the State Superintendent before the State Educator Preparation and Licensure Board (SEPLB)SEPLB to discuss the concerns identified. At the meeting, State Board of Education staff shall provide evidence of the concerns identified and a recommendation for how SEPLB should proceed.
- b) If the SEPLB determines, either after the educational unit's EPP's appearance or in advance of the appearance, that the concerns raised were unfounded or that the issues have been remedied, the SEPLB shall recommend to the State Superintendent that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly.
- c) If the institution does not respond to or declines the invitation to appear before the SEPLB, or if the SEPLB concludes that the institution, after its appearance, has not satisfied the concerns raised, the SEPLB shall recommend to the State Superintendent or designee that the program or unit EPP and one or more of its programs be placed on probation. "Probation" is the period of time in which no new candidates shall be enrolled in the unit EPP or any of its programs, regardless of whether an individual program has received "probation" status. The State Superintendent shall notify the institution of the probation status of the program or unit EPP and one or more of its programs.
 - A program, a unit, or a unitAn EPP and one or more of its programs placed on probation shall submit the applicable report required under subsection (c)(1)(A) or (c)(1)(B) of this Section (in a format to be specified by the State Superintendent) to the State Superintendent or designee, who shall forward the report to the SEPLB for consideration. The required report shall be submitted within one year after the date on which the program or unitEPP was scheduled to appear before the SEPLB pursuant to subsection (a) of this Section. If no report is received within this year, then the approval of the program or recognition of

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the unit EPP and approval of all of its programs shall be revoked. (See subsection (c)(2)(C) of this Section.)

- A) In the case of one or more individual programs being placed on probation, each program about which concerns have been identified shall submit to the SEPLB a program report, with special emphasis on the areas of concern identified by the SEPLB and how those concerns will be addressed that details the areas of concern identified by SEPLB and procedures the program will take to remedy the concerns.
- B) In the case of only a unit being placed on probation, the unit shall submit a report that details the concerns identified about any of the NCATE unit standards and the solutions that have been put into place to remedy those concerns.
- (C)B) In the case of both a unitan EPP and one or more of its programs being placed on probation, the EPP shall submit both subsections the report requested in subsection (c)(1)(A) and a report that details the concerns identified about any of the CAEP standards and the solutions that have been put into place to remedy those concerns(B) of this Section shall apply.
- 2) The SEPLB, after considering the report submitted by the program or unit EPP and the actions the program or unit EPP has taken in response to the concerns identified, shall:
 - A) determine that the concerns have been remedied and recommend to the State Superintendent that the program or <u>unit EPP</u> and any of its programs for which concerns have been identified be removed from probation and that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly; or
 - B) determine that the concerns have been acted upon but have not been remedied and recommend to the State Superintendent that the probation period be extended for not more than an additional 12 months, beginning on the date on which the SEPLB met to consider the report applicable reports submitted under subsection (c), and(1)(A) or (c)(1)(B) of this Section:
 - i) Within the 12-month extension period, the program, or the unit EPP and any of its programs for which concerns have been identified shall resubmit the program proposal required under Section 25.145 of this Part25.120 or a report (in the case of a program or unitEPP, respectively), and reappear before the SEPLB;

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- ii) If at the time that the program or unit-EPP reappears before the SEPLB or at the end of the 12-month extension period, the program or the unit-EPP and any of its programs for which concerns have been identified have not sufficiently addressed the concerns, then the SEPLB shall recommend to the State Superintendent that approval of the program or recognition of the unit-EPP and approval of all of its programs be revoked pursuant to the provisions of subsection (c)(2)(C) of this Section; and
- iii) The State Superintendent shall notify the program or the unit <u>EPP</u> and each of its programs of any action taken pursuant to this subsection (c)(2)(B); or
- C) determine that the concerns have not been acted upon and that the program proposal or actions taken as identified in the report indicate that the standards are not being met or that the program or unit-EPP may be failing otherwise to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators and that these concerns cannot be remedied before the end of the 12-month extension period and recommend to the State Superintendent that the State Board of Education revoke approval of the program or recognition of the unit-EPP and approval of all of its programs. The actions to be taken upon the recommendation of the SEPLB to the State Superintendent under this subsection (c)(2)(C) shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval or revocation of recognition, in the case of an educational unitEPP, shall be subject to the requirements of Section 25.165(b) of this Part.
- The State Superintendent may accept, modify or reject any of the recommendations of the SEPLB issued in accordance with this subsection (c). In cases where in which the State Superintendent's modification or rejection results in an action that has negative consequences for the program or the unit-EPP and one or more of its programs, then the actions to be taken shall be as described in Section 25.160 of this Part.

(Source:	Amended at 40 Ill. Reg.	. effective

Section 25.140 Requirements for the Institution's Educational Unit Assessment Systems (Repealed)

Each educational unit shall be required to establish and maintain an assessment system for collecting and analyzing information on applicants' qualifications, candidates' and graduates' performance, and the unit's operations for the purpose of evaluating and improving the unit and its programs.

a) The assessment system shall describe the unit's design for collecting, analyzing, summarizing, and using information from the assessments of candidates, including

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measures that provide evidence of candidates' proficiency with respect to professional, State, and institutional standards.

- b) The assessment system shall be designed to collect information that enables the unit and its programs to:
 - 1) make decisions about candidates' qualifications and performance at the time of admission to the program, at appropriate transition points (including entry to and exit from clinical practice), and at program completion.
 - 2) demonstrate that admission requirements are related to candidates' success.
 - 3) use the results from assessments of candidates to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.
 - 4) use the results of assessments of unit operations (e.g., faculty evaluations, graduate surveys, employer surveys) to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.
- e) The assessment system shall identify the major assessments that are used by the unit and the programs and at what points during the unit's programs these assessments of candidates' performance occur.
- d) Each unit report submitted pursuant to Section 25.115(i) of this Part shall present the performance data it has collected and analyzed since the submission of its last unit report, including the results of State certification testing, along with evidence that:
 - 1) The unit's assessment system is being implemented, evaluated, and refined;
 - Performance assessments are being tested for accuracy, consistency, and fairness; and
 - Data on candidates' performance from internal assessments as well as external measurements have been compiled and are being used to improve the unit and its programs.

(Source: Ren	ealed at 40 Ill.	Reg.	effective

Section 25.142 Assessment Requirements for Individual Programs (Repealed)

a) Teacher Preparation Programs

Subject to the provisions of Section 25.720 of this Part, the applicable Assessment of Professional Teaching and the applicable content area test are key assessments for candidates in teacher preparation programs. Beyond these assessments, each program shall require all candidates to complete at least the following additional key assessments:

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- 1) An additional content assessment focused on program standards;
- 2) An assessment of candidates' ability to plan instruction;
- 3) An assessment of clinical practice;
- 4) An assessment of candidates' impact on students' learning; and
- 5) An assessment of the candidates' dispositions demonstrated, as described in the unit's conceptual framework submitted pursuant to Section 25.145(a) of this Part.
- b) Programs for Administrators and School Support Personnel

Subject to the provisions of Section 25.720 of this Part, the applicable content area test is a key assessment for candidates in programs that prepare administrators and school support personnel. Beyond this assessment, each program shall require all candidates to complete at least the following additional key assessments:

- 1) An additional content assessment focused on program standards;
- 2) An assessment of candidates' ability to plan an appropriate environment;
- 3) An assessment of clinical practice;
- 4) An assessment of candidates' impact on providing a supportive environment for students' learning; and
- 5) An assessment of the candidates' dispositions demonstrated, as described in the unit's conceptual framework submitted pursuant to Section 25.145(a) of this Part.

(Source:	Amended at 40 Ill. Reg.	. effective
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Section 25.145 Approval of New Programs Within Recognized Institutions (Repealed)

The procedures set forth in this Section shall apply to the initial approval of additional educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition.

- a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a), showing how each proposed program meets the applicable professional education and content area standards established by the State Board of Education.
 - 1) A description of the program's alignment with the unit's conceptual framework.
 - 2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the institution and how the key assessments used in the program

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are derived from or informed by the unit's assessment system (see Section 25.140 of this Part).

- A description about how data on the candidates enrolled in the program and candidates completing the program will be used as part of the assessment system required under Section 25.142 of this Part. If a program is offered at more than one level (i.e., baccalaureate, post baccalaureate, or graduate, or as an alternative program), data shall be considered separately for each of these arrangements.
- 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.
- 5) A description of the course of study, including required courses, State standards addressed, related field experiences or clinical practice as applicable to specified courses, and the proportion of coursework offered by distance learning or video-conferencing technology.
- 6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program's requirements for faculty supervision of these experiences.
- 7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
 - A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1) through (5) or Section 25.142(b)(1) through (5), as applicable;
 - B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable contentarea test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable; and
 - C) a discussion of how the assessment data demonstrate candidates' mastery of the identified standards.
- 8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.
- A description of the need for individuals holding the type of endorsement to be awarded upon program completion, including, but not limited to, evidence of a shortage of these types of educators (e.g., special education, math, science), either across the State or in certain geographical areas. If the shortage is specific to a certain area, describe the steps to be taken to recruit candidates from that area of the State or to place candidates in positions in schools located there.

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h)	After consideration of the proposal the SEPIR shall convey to the State Superintendent
7	After consideration of the proposar, the SELED shall convey to the State Superintendent
	its recommendation that the State Board of Education:
	its recommendation that the State Board of Education:

- Approve the proposed new educator preparation programs, thereby authorizing the educational unit to conduct the programs and to recommend candidates for licensure by entitlement; or
- Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration within the timelines set forth in Section 25.160(b) of this Part, at which time no denial action will be taken).
- c) Actions following upon the recommendation of the SEPLB to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

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Section 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003

- a) Beginning July 1, 2003, approval State reauthorization of programs for foreign language shall no longernot be specific to individual languages. That is, as of that date, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.
 - An institution with an approved foreign language program may add one or more languages to that program at the discretion of the educational unitEPP, provided that the institution shall notify the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2)-of this Section. The State Superintendent shall provide this information to the SEPLB at the next available meeting of the SEPLB.
 - An institution that intends to add one or more languages to its approved program for which no test is listed in Section 25.710 of this Part shall notify the State Superintendent of Education no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency test if needed.
 - An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a) of this Part.
 - 4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.145 of this Part25.120. The application for approval shall indicate which languages the program will initially

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offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.

- Each foreign language program shall, as a requirement for program completion on or after July 1, 2004, require its candidates for licensure, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in "ACTFL Proficiency Guidelines 2012 Speaking" (2012), published by the American Council on the Teaching of Foreign Languages (ACTFL), 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and posted at http://actflproficiencyguidelines2012.org/ (no later amendments to or editions of these standards are incorporated by this Section) and to attain a score at the "intermediate high" level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board of Education based on evidence that it permits identification of proficiency equivalent to the "intermediate high" level on the ACTFL interview.
- c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (Foreign Language), beginning July 1, 2003, each approved preparation program in foreign language shall lead to candidates' eligibility for a special K-12 endorsement on a professional educator license. Beginning July 1, 2004, each individual completing an Illinois approved program shall be required to take and pass the assessment of professional teaching (APT).
- d) Beginning October 1, 2003, out-of-state applicants certified or licensed at the K-12 level shall be required to take and pass the assessment of professional teaching.

Section 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit (Repealed)

The procedures set forth in this Section shall apply to initial recognition of an institution and the concurrent recognition of the educational unit. The approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.145 of this Part.

- An institution shall notify the State Board of Education of its desire to initiate the initial recognition process by submitting a letter of intent to the State Superintendent of Education. Within 30 days after receipt of the notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit its required materials to that individual.
- b) The State Superintendent shall designate a time for a pre-visit or review visit conducted pursuant to subsection (h) of this Section. The institution shall agree:
 - 1) for visits conducted in Illinois, to provide housing (including a work room) for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit; or

- 2) for visits conducted out of state, provide housing (including a work room), transportation and meals for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit.
- c) The institution shall submit to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, a report containing:
 - 1) information indicating that the institution meets the conditions described in Section 25.115(b) and (c) of this Part;
 - 2) a written description of the educational unit, including:
 - A) identification of the unit, its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution's various educator preparation programs;
 - B) identification of the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation;
 - C) a chart of the administrative and organizational structure of the unit;
 - D) an organizational chart of the institution, indicating the position of the unit and its reporting authority;
 - E) the written policies and procedures which guide the operations of the educational unit;
 - F) the unit's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
 - G) the unit's published criteria for admission to and exit from all initial and advanced preparation programs for professional educators, and provision for summary reports of candidate performance at exit; and
 - a complete description of how the unit will develop the unit's conceptual frameworks that shall address each of the "structural elements" of conceptual frameworks found in the standards referred to in Section 25.115(d) of this Part.
- d) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted as needed by a panel convened by the State Superintendent. The State Superintendent or designee will provide notice of the review at least 10 days in advance of the date of the review. The review shall encompass all materials postmarked no later than six months prior to the date of the review, if a review date has been set. No later than 30 days after the panel completes its review, the State Board of Education shall

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notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed.

- e) If the description of the conceptual frameworks is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised conceptual framework. If the description of the conceptual frameworks is found to be adequate, a review visit pursuant to subsection (h) of this Section shall be scheduled at a time that is mutually agreed upon by the institution and State Superintendent or designee.
- f) The SEPLB shall consider the program proposal as required under Section 25.145 of this Part at the next meeting in which it considers recognition requests following the review visit pursuant to subsection (h) of this Section.
- The institution shall submit to the State Superintendent an institutional report incorporating an overview of the institution, an overview of the unit's conceptual frameworks, an overview of the information required under subsection (c) of this Section and evidence that it will meet each of the standards referred to in Section 25.115(d) of this Part. This report shall be submitted in a format and quantity prescribed by the State Superintendent of Education.
- h) The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and the review panel when:
 - 1) its conceptual framework is found to be adequate;
 - 2) the institution has submitted the narrative required under subsection (g) of this Section; and
 - 3) the program proposal required under Section 25.145 of this Part has been submitted
- From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (g) of this Section. A staff member of the State Board of Education or designee shall accompany the team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are addressed.
- The review team shall prepare a draft report during the review visit, incorporating an overview of the unit and its conceptual frameworks and summarizing information provided by the institution as required by subsection (g) of this Section. The draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair shall review the institution's suggested revisions and make appropriate corrections in consultation with the ex officio consultant who is serving pursuant to subsection (i) of this Section. The final report shall be submitted to the State Superintendent of Education by the team's chair within 30 days after the chair's receipt of

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the institution's suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

- Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings.
 - 1) The rejoinder must indicate the grounds for disagreement with one or more of the team's findings and include documentation to support the institution's position.
 - 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the unit after the visit will not be considered.)
 - 3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.
- l) Staff of the State Board of Education shall convey to the SEPLB the review team's report, the institution's letter of agreement or rejoinder, a response to that rejoinder provided by the team's chair, and any other relevant documentation that was available to the review team.
- m) The SEPLB, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:
 - Recognize the institution, recognize the educational unit, and approve one or more proposed educator
 preparation programs, thereby authorizing the educational unit to conduct the approved programs and to
 recommend candidates for licensure by entitlement; or
 - Recognize the institution, recognize the educational unit, and deny approval of one or more proposed educator preparation programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for licensure by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date; or
 - 3) Deny recognition of the institution or recognition of the affected educational unit, and approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.
- n) Actions following upon the recommendation of the SEPLB to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

	(Source: 1	Repealed at 40	III. Keg.	, effective
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Section 25.160 Notification of Recommendations; Decisions by State Board of Education

a) The Secretary of the SEPLB shall notify an affected institution in writing not later than 10 days after action has been taken of the recommendation from the SEPLB pursuant to the provisions of this Subpart C and, except as provided in this subsection (a), shall await

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the institution's response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education. The Secretary of the SEPLB shall not await a response from an institution if, as applicable to the nature of the review:

- the SEPLB has recommended the initial recognition of the institution, the initial recognition of its educational unitand EPP under Section 25.115, and the approval of all of its proposed programs under Section 25.155(m)(1) of this Part25.120;
- 2) the SEPLB has recommended continuing the recognition of the educational unit EPP and the approval of all the unit's EPP's existing preparation programs under Section 25.130(b) or (c)(2)(A) of this Part;
- 3) the SEPLB has recommended approval of each proposed new preparation program under Section 25.145(b)(1) of this Part25.120(b)(1); or
- 4) the SEPLB has recommended continuing approval of a preparation program under Section 25.130(b)25.120(b) or (c)(2)(A) of this Part.
- b) Within 10 days after receipt of written notification from the Secretary of the SEPLB, an affected institution may either submit a notice of objection to the SEPLB's recommendation or withdraw its application for approval. The institution's narrative explanation of its objections shall conform to the requirements for rejoinders stated in Section 25.155(k) of this Part25.115(h) but may also be based upon an objection to the SEPLB's review; this. This narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.
- c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by the SEPLB and the institution's narrative explanation of its objections and shall inform the SEPLB that these materials have been submitted for the State Board's consideration. The State Board of Education may accept, modify or reverse a recommendation of the SEPLB.
- d) No more than 30 days after the State Board of Education makes its decision, the State Superintendent shall notify the institution in writing of the State Board's action.

(Source: Amended at 40 Ill. Reg., effective	
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Section 25.165 Discontinuation of Programs

a) An institution (whether recognized only under Section 25.115 or whose EPP and its programs are approved through the CAEP accreditation process) that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking that action, except that voluntary discontinuation of a program shall also be subject to the following additional requirements:

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- 1) The institution shall assure the State Superintendent that all candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program.
- 2) The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program scheduled for discontinuation.
- When approval of a program or recognition of an educational unitEPP is revoked or CAEP accreditation is revoked, the State Board of Education may require the continued operation of the affected programs for three additional academic years to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with the SEPLB that the program is unable to offer candidates learning opportunities that contribute to their competence as professional educators, the Board shall require that the program cease operating at the end of the then-current semester. The institution shall supply to the State Superintendent the names, anticipated dates of completion, and Social Security numbers of all candidates currently enrolled in any program whose approval, or the recognition or CAEP accreditation of its educational unitEPP, is revoked.
 - 1) An educational unitEPP that has had its recognition or its CAEP accreditation revoked may seek re-approval by completing the processes outlined in Section 25.15525.115 for recognition and in Section 25.145 of this Part25.120 for each program for which it seeks approval.
 - 2) A recognized educational unit <u>EPP</u> that has had the approval of one or more of its programs revoked may seek re-approval of the programs by completing the process outlined in Section <u>25.145 of this Part25.120</u>.
- c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued. An institution desiring to resume offering the program shall be required to comply with the requirements for initial approval stated in Section 25.145 of this Part25.120.

(Source: Amended at 40 III. Reg. , effective	ource: Amended at 40 III. Reg. , e	ffective
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SUBPART E: REQUIREMENTS FOR THE LICENSURE OF ADMINISTRATIVE AND SUPERVISORY STAFF

Section 25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)

This Section establishes the requirements in addition to those set forth in Section 21B-55 of the School Code [105 ILCS 5/21B-55] for programs offering an alternative route to obtain a superintendent endorsement on the professional educator license for those individuals who have been employed for a period of at least five years in a management-level position. [105 ILCS 5/21B-55(d)(2)]

a) General Requirements

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An institution of higher education or a not-for-profit entity recognized and approved to offer educator preparation programs under Subpart C of this Part may establish a program under this Section. Each alternative superintendent endorsement program shall:

- include an intensive course of study covering each of the areas listed in Section 21B-55(c) of the School Code that is provided in a shorter amount of time than what is required to complete a superintendent endorsement preparation program approved pursuant to Subpart C and offered immediately preceding the candidate's placement into a school district under subsection (a)(2) of this Section;
- 2) provide for the candidate's placement as a full-time superintendent or assistant superintendent in an Illinois public school district for one school year; and
- 3) conduct a comprehensive assessment of the candidate's performance by school officials, which shall include at least the president of the board of education of the district of placement and, if the candidate is serving as an assistant superintendent, the district superintendent.

b) Candidate Qualifications

- In order to be admitted to an alternative superintendent endorsement program, each candidate shall pass Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.720 of this Part.
- 2) In order to serve as superintendent or assistant superintendent, each candidate shall apply for and be issued an educator license with stipulations endorsed for alternative provisional superintendent upon the presentation of evidence of having met the requirements set forth in Section 21B-55(d) of the School Code and payment of the fee required under Section 21B-40 of the School Code.
 - A) For the purposes of previous employment, "management-level position" does not include any management position in a public or nonpublic school that serves any of prekindergarten through grade 12.
 - B) A "minimum of a master's degree" means the completion of a master's degree or other degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
 - C) Each candidate shall pass the content-area test for superintendent.
- Successful completion of an alternative route to superintendent endorsement program shall be deemed to satisfy any other supervisory, administrative, or management experience requirements established by law, and, once completed, an individual shall be eligible for a superintendent endorsement on a professional educator license [105 ILCS 5/21B-55] upon application and payment of the fee required under Section 21B-40 of the School Code.

- c) Proposal Requirements
 - 1) Each proposal to establish an alternative program shall describe the roles and responsibilities of the participating institution of higher education or not-for-profit entity and the school districts in which candidates will be assigned for the year of practice as full-time superintendents or assistant superintendents.
 - 2) Each proposal shall describe the proposed course of study, which shall:
 - A) describe how individual candidates' education and experience will be used in determining the portions of the course of study he or she will be required to complete;
 - B) demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a superintendent endorsement preparation program approved pursuant to Subpart C of this Part with regard to:
 - i) educational management;
 - ii) governance and organization; and
 - iii) instructional and district planning; and
 - C) include a preservice assessment of each candidate's performance to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate's readiness for the year-long assignment as a superintendent or assistant superintendent. Each proposal shall state the criteria for the institution's determination of candidates' readiness.
 - assignment to a position as superintendent or assistant superintendent and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each agreement shall address the nature and intensity of the support to be provided to candidates by experienced district-level administrators, university staff and/or other professionals with relevant experience, including at least:
 - A) the qualifications and experience of these individuals;
 - B) the estimated amount of time these individuals will devote to advising and assisting candidates; and
 - C) the specific roles of the assisting individuals.

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- 4) Each proposal shall describe the proposed method of assessing candidates' performance for the year referred to in this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education or not-for-profit entity and the school districts where candidates will practice. Each agreement shall include:
 - A) the roles of all parties who will participate in the evaluation of candidates; and
 - B) assessment methods capable of demonstrating whether a candidate has acquired knowledge and skills equivalent to those required of candidates in a superintendent endorsement preparation program approved pursuant to Subpart C of this Part.
- 5) Each proposal shall delineate the criteria by which candidates will be recommended for the superintendent endorsement on the professional educator license by the participating institution of higher education or not-for-profit entity.
- Each proposal shall include an assurance that if a candidate, during his or her year of practice, will be evaluating any principals, the program shall facilitate and ensure the candidate's successful completion of the prequalification process and passage of the assessment required under Section 24A-3 of the School Code [105 ILCS 5/24A-3].
- 7) Proposals shall be submitted to the State Board of Education and addressed as follows:

Alternative Superintendent Endorsement Program 100 North First Street Springfield, Illinois 62777

d) Program Approval

Proposals for the establishment of alternative superintendent endorsement programs meeting the specifications of this Section and Section 21B-55 of the School Code shall be approved by the State Superintendent of Education pursuant to the requirements set forth in Section 25.14525.120 of this Part, in consultation with the SEPLB.

e) Each alternative program established pursuant to this Section shall be subject to the review process and reporting requirements described in Subpart C-of this Part.

	(Source: A	Amended at 40.	III. Keg.	, effective)
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Section 25.335 General Administrative Endorsement (Through June 30, 2016)

This endorsement, to be affixed to a professional educator license, is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.) No candidates currently are

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being admitted to general administrative endorsement programs (see Section 21B-25(2)(A) of the School Code). For candidates who have completed a program on or before September 1, 2014, a general administrative endorsement shall be issued in accordance with the deadlines set forth at Section 21B-25(2)(A) of the School Code.

- a) Each candidate for the general administrative endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed either:
 - 1) an Illinois program approved for the preparation of administrators pursuant to Subpart C; or
 - a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education, pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), or meeting comparable out-of-state recognition standards.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) A candidate who receives the general administrative endorsement on or before June 30, 2016 may continue to be employed in the positions listed in this Section after July 1, 2016. (Also see Section 25.337(d).)
- f) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement, subject to the restrictions provided at Section 25.15(a)(2) regarding employment as a principal or assistant principal. All deficiencies identified shall be satisfied within the timelines specified at Section 21B-25(2)(A) of the School Code.

(Source: Amended at 40 Ill. Reg	, effective)
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Section 25.337 Principal Endorsement (2013)

a) This endorsement is required for principals and assistant principals.

- b) A principal endorsement shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) Each candidate shall have:
 - 1) four years of teaching experience or, until June 30, 2019, working in the capacity of school support personnel in a public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must have been accrued while the individual held a valid professional educator license endorsed in a teaching field or, until June 30, 2019, a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or
 - four years of experience, which must have been accrued while the individual held a valid teaching or, until June 30, 2019, school support personnel certificate or license issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425.
- d) For the purposes of Section 21B-25(2)(B) of the School Code [105 ILCS 5/21B-25(2)(B)], a candidate may qualify for the principal endorsement with *fewer than 4 years of experience* upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code [105 ILCS 5/Art.24A] and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).
 - 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.
 - 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.

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f)	An individual holding a general administrative endorsement issued pursuant to Section
	25.335 of this Part may have that endorsement converted to a principal endorsement in
	accordance with the process set forth in Section 21B-25 of the School Code.

(Source:	Amended at 40 Ill. Reg.	, effective

Section 25.345 Endorsement for Chief School Business Official

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate, other than a candidate whose master's degree was earned in *business administration*, *finance*, *or accounting* (Section 21B-25(2)(C) of the School Code [105 ILCS 5/21B-25(2)(C)]), shall have completed 24 semester hours of graduate coursework in an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425 of this Part) and either have:
 - 1) two years' full-time administrative experience in school business management (Section 21B-25(2)(C) of the School Code); or
 - 2) two years of university-approved practical experience.
- Each candidate whose master's degree was earned in *business administration, finance, or* accounting shall complete an additional six semester hours of internship in school business management from a regionally accredited institution of higher education (Section 21B-25(2)(C) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial officer. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals holding a professional educator license who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.

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- e) Educator License with Stipulations
 - 1) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20(2)(A) of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for chief school business official.
 - A candidate who does not meet the requirements of Section 25.25(a) of this Part regarding coursework pertaining to the exceptional child and reading may apply for an educator license with stipulations endorsed for chief school business official by meeting the requirements set forth either in subsection (b) or (c) of this Section. (Also see Section 21B-20(2)(K) of the School Code.) An individual holding an educator license with stipulations endorsed for chief school business official shall be considered fully qualified to serve as a chief school business official provided he or she meets any renewal requirements set forth in Subpart J of this Part.

(Source:	Amended at 40 Ill. Reg.	, effective	`
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Section 25.355 Endorsement for Superintendent (Beginning September 1, 2016)

The requirements of this Section apply to candidates admitted to individuals seeking a superintendent preparation programs endorsement on or after September 1, 2016.

- a) This endorsement is required for superintendents and assistant superintendents.
- b) A superintendent endorsement shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code (see Section 25.425).
- c) In accordance with Section 21B-25(2)(D) of the School Code [105 ILCS 5/21B-25(2)(D)], each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:
 - 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief

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administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or

- while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.

(Source:	Amende	d at 40 I	ll. Reg.	. effective

Section 25.360 Endorsement for Superintendent (Through August 31, 2019)

This endorsement, to be affixed to a professional educator license, is required of school district superintendents. (See also 23 III. Adm. Code 29.130.) No candidate shall be admitted to a superintendent endorsement program approved under this Section after August 31, 2016. Candidates who are enrolled Applicants for an endorsement issued under this Section shall complete the program and make application for, and have the endorsement issued, no later than September 1, 2019.

- a) Each candidate for the superintendent's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C or have met the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) In accordance with Section 21B-25(2)(D) of the School Code, each candidate shall hold an Illinois professional educator license and have two years of experience working full-time in a general administrative position or as a principal, director of special education or chief school business official either:

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- 1) on the Illinois general administrative, principal, director of special education or chief school business officer endorsement in:
 - A) an Illinois public school; or
 - B) a nonpublic school recognized under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) whose chief administrator is required to hold a professional educator license endorsed for general administrative or principal and when a majority of the teachers employed in the school are required to hold a professional educator license endorsed in the teaching field specific to each teacher's assignment; or
- while holding a credential required by the employing state in order to serve as principal, director of special education or chief school business official that is comparable *in validity and educational and experience requirements* (Section 21B-25(2)(D) of the School Code) to the applicable Illinois endorsement, if the candidate completed a comparable out-of-state program for the applicable credential held. (See also Section 25.425 of this Part.)
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills pursuant to Section 25.720, except that individuals who received their initial teaching, school support personnel or administrative certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for superintendent.

(Source: A	Amended at 40) III. Reg.	, effective	

Section 25.365 Endorsement for Director of Special Education

This endorsement, to be affixed to a professional educator license, shall be required for directors and assistant directors of special education beginning July 1, 2005.

- a) Each candidate for the director of special education endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall:

- have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C of this Part or a comparable approved program specific to directors of special education in another state or country or hold a comparable certificate or license issued by another state or country, provided that the requirements met by the applicant for the out-of-state program or certificate or license included completion of at least one course each in:
 - A) special education law;
 - B) special education finance;
 - C) supervision of programs for children with disabilities; and
 - D) cross-categorical special education methods; or
- 2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board of Education at any time; or
- submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate or a professional educator license endorsed for an administrative position and having completed 30 semester hours of coursework, distributed as specified in this subsection (b)(3).
 - A) at least one course in each of the areas described in subsection (b)(1) of this Section; and
 - B) additional coursework to reach the required total of 30 semester hours, chosen from the areas of:
 - i) curricular adaptations/modifications and assistive technology;
 - ii) facilitation of the least restrictive environment for all students;
 - iii) characteristics of students with disabilities;
 - iv) collaboration with parents and school personnel;
 - v) transition services for students with disabilities; and
 - vi) educational and psychological diagnosis and remedial techniques.
- c) Each candidate shall have two years' full-time experience providing special education services:
 - 1) in the public schools, as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist; or

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- in a nonpublic school, if the candidate holds the appropriate corresponding Illinois professional educator license endorsed in a special education teaching field or for school support personnel as a speech-language pathologist, a school social worker, or a school psychologist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710-of this Part), as well as the test of basic skills pursuant to Section 25.720-of this Part, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code in the event that he or she has failed to meet one or more of the requirements for a professional educator license endorsed for director of special education.

(Source: Amended at 40 III. Reg	, effective)
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SUBPART F: GENERAL PROVISIONS

Section 25.411 Voluntary Removal of Endorsements

This Section sets forth the conditions upon which a licensee may voluntarily remove one or more endorsements issued on a professional educator license or an educator license with stipulations.

- a) A licensee may surrender request the removal of an endorsement only between January 1 and May 1 of each calendar year, with the endorsement requested to be surrendered being removed by no later than July 1 of the same calendar year.
- b) A licensee shall not request removal of any endorsement from a professional educator license or an educator license with stipulations if he or she is subject to an ongoing investigation conducted by the State Board of Education or there is other evidence or allegations of misconduct.
- c) Any licensee not subject to the provisions set forth in subsection (b) of this Section shall provide written notification to the State Board of Education, using a form provided for this purpose, of his or her intent to remove one or more endorsements. The notification shall include the licensee's full name as recorded in ELIS, his or her license number and the name of each credential to be removed. The notice shall be submitted to:

General Counsel Illinois State Board of Education 100 W. Randolph Street, CH14-300 Chicago, Illinois 60601

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- d) Confirmation noting the date that the endorsement was removed from the license shall be sent to the individual within 30 days after receipt of the request. Removal of the endorsement from the individual's license shall be reflected in ELIS.
- e) A licensee may reapply for an endorsement removed under this Section by paying the fee required in Section 21B-40 of the School Code, provided that:
 - 1) at least 10 years has passed since the endorsement was removed;
 - 2) the licensee passes all tests required for the endorsement as set forth in Section 21B-30 of the School Code and Section 25.720 of this Part; and
 - the licensee provides evidence of meeting all other requirements in effect for the endorsement, as set forth in Article 21B and this Part, at the time he or she makes application for the endorsement.
- f) A licensee shall not request the removal of the same endorsement from his or her professional educator license or educator license with stipulations more than once every 10 years.

(Source: Amended at 40 III. Reg. , effective	Source: Amended at 40 Ill. Reg.	, effective	
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Section 25.425 Individuals Prepared in Out-of-State Institutions

- a) In accordance with Section 21B-35 of the School Code, an applicant who has completed a comparable state-approved education program of another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the School Code (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.
 - 1) The individual shall hold a bachelor's degree or higher from a regionally accredited institution of higher education and the degreed major or a constructed major must directly correspond to the license or endorsement sought and meet the requirements for that endorsement as set forth in Section 25.100. (Section 21B-35(a)(2) of the School Code)
 - 2) Each applicant for an Illinois professional educator license endorsed in a teaching field *who has not been entitled by an Illinois-approved institution of higher education* must have completed a program that met the following requirements.

- A) For those who have completed traditional preparation programs, these requirements include:
 - i) college coursework in professional education, including prestudent teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;
 - ii) coursework in the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
 - iii) coursework in the methods of reading and reading in the content area (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(B) of this Part; and
 - iv) coursework in instructional strategies for English language learners, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).
- B) For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:
 - i) professional education, including an internship or equivalent experience;
 - ii) the methods of instruction of the exceptional child in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
 - iii) the methods of reading and reading in the content area (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and
 - iv) instructional strategies for English language learners (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).

- C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.
- D) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree that directly corresponds to the endorsement sought and meets the requirements for that endorsement as set forth in Section 25.100, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).
- Each out-of-state applicant shall have passed each of the Illinois tests required for the professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code [105 ILCS 5/21B-30] and Section 25.720.
- In accordance with Section 21B-30(f) of the School Code, beginning July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e) of this Part). Any applicant who completed student teaching by August 31, 2015 may pass the Assessment of Professional Teaching (APT) instead (see Section 25.720(d)). If the applicant has not met this the requirement to pass the TPA and is not eligible to take the APT, he or she may:
 - A) apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable content-area test required by Section 21B-30 of the School Code and Section 25.720 of this Part, and complete the TPA while employed as a teacher in an Illinois school district; or
 - B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education approved to offer a program pursuant to Subpart C, during which time the TPA shall be completed; or
 - C) for purposes of meeting both the requirements of Section 21B-30(f) of the School Code and this subsection (a)(4), an applicant who provides evidence with his or her application of having at least three yearsone year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.

- b) An individual may receive additional endorsements on a professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.
- c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the School Code, including the coursework required under subsection (a)(2)(A).
 - 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The 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 (c)(1) shall be reviewed to determine whether the individual qualifies for a professional educator license and the endorsements for which application was made; if so, he or she shall receive the license and the 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 professional educator license and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.
- d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure 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.
- e) If either a candidate who has not been entitled by an Illinois-approved institution of higher education or an applicant from another country has not met one or more of the criteria to receive a professional educator license and endorsements for which he or she has applied, the candidate may apply and qualify for an educator license with stipulations endorsed for provisional educator if he or she meets the requirements of Section 21B-20(2)(A) of the School Code, including passage of the Illinois test of basic skills and any Illinois content-area test required for each endorsement sought, as required by Section 21B-30 of the School Code and Section 25.720 of this Part, either prior to or within one year after issuance of the educator license with stipulations endorsed for provisional educator. (See Section 21B-20(2)(A) of the School Code.)
 - 1) Applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education shall not

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receive a provisional educator endorsement on the educator license with stipulations if the person completed an alternative licensure program in another state, unless the program has been determined to be equivalent to Illinois program requirements. (Section 21B-20(2)(A) of the School Code)

- Applicants shall be eligible for an educator license with stipulations endorsed for provisional educator, principal or superintendent, provided that they meet the requirements of Section 21B-35(b-5)(1) and (3) of the School Code regarding completion of a program approved by another state or country and issuance of a certificate or license in a teaching field.
- 3) The educator license with stipulations endorsed for provisional educator shall be issued only once, valid until June 30 immediately following two years after the license being issued, unless the licensee, during the time in which he or she held the provisional endorsement:
 - A) passed the test of basic skills and the applicable content-area test, as required underSection 21B-20(2)(A)(ii) of the School Code; and
 - B) did not work in a public school or nonpublic school recognized by the State Board of Education pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) at any time during the validity period of the educator license with stipulations endorsed for provisional educator.
- An applicant may request one or more endorsements when he or she initially applies for the professional educator license and pays only one fee required under Section 21B-40 of the School Code. Applications shall be evaluated for only those endorsements requested by the applicant. For those individuals not qualifying for the professional educator license, additional endorsements may be requested following issuance of the educator license with stipulations upon application and payment of the fee required under Section 21B-40; however, the date of approval of any additional endorsements shall not extend the validity period of the educator license with stipulations.

(Source: Amended at 40 Ill. Reg. ______, effective _____)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

Section 25.720 Applicability of Testing Requirement and Scores

- a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- b) Basic Skills Test

Except as provided in subsections (b)(1) and (2), each candidate seeking an Illinois license (professional educator license or certain educator licenses with stipulations),

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whether it is his or her first license or a subsequent license, shall be required to pass a test of basic skills authorized under Section 21B-30 of the School Code [105 ILCS 5/21B-30]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test prior to starting their student teaching or starting the final semester of their internship.

- A person who has passed the Illinois test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C or as a condition of participation in student teaching or an internship shall not be required to retake that test when seeking any subsequent endorsements or other educator licenses.
- 2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.
- A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)
- 4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.
 - A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.
 - B) Scores on basic skills subtests can be "banked", and an individual will not be required to take a subtest again once he or she has achieved a passing score on that subtest.
- 5) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score either from the ACT® or the SAT®, provided that either test must include a writing component.
 - A) The State Superintendent shall announce and post on the State Board's website the minimum composite score on each test that will be accepted under this subsection (b)(5). Should any of the minimum scores be modified, the State Superintendent shall inform licensure officers no later than January 1 of the score to be used and shall modify the State Board's website accordingly.
 - i) The minimum composite score to be used for the ACT[®] shall be the average of the college-readiness benchmarks established by ACT[®] and posted at http://www.act.org/solutions/college-career

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readiness/college readiness-benchmarks/, rounded up to the next whole number, or at least 22.

- The minimum writing score for the ACT® administered no later than August 31, 2015 shall be the combined English/Writing score found at http://www.actstudent.org/writing/combined.html, which will be identified by using the ACT® English score identified as the college readiness benchmark and posted at http://www.act.org/solutions/college career readiness/college-readiness benchmarks/ and the ACT® writing score that is the same as the passing score for the writing subtest of the Illinois test of basic skills determined in accordance with Section 25.760.of at least 19. For tests administered September 1, 2015 or later, a writing score shall be a minimum of 16.
- iii) The minimum composite score for the SAT® shall be the single score identified by ACT® as comparable to the ACT® score identified pursuant to subsection (b)(5)(A)(i) and posted at 1030.
- iv) The minimum writing score for the SAT® shall be the single writing score identified by ACT® as comparable to the ACT® English/Writing score identified pursuant to subsection (b)(5)(A)(ii) and posted at http://www.act.org/solutions/college-career-readiness/compare-act-sat/450.
- B) The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT® or SAT® results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT® or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.

c) Content-Area Tests

- Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. No waivers or exemptions are available.
- 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the School Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual

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education credential on another professional educator license received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall not be required to retake that test.

d) Assessment of Professional Teaching (APT) (Through August 31, 2020)

In order to complete an educator preparation program, each candidate <u>or out-of-state</u> <u>applicant</u> who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710) or, in lieu of passing the APT, may provide evidence of meeting the requirements of <u>subsection (e)</u>.

e) Teacher Performance Assessment (TPA)

Beginning September 1, 2015, each candidate <u>or out-of-state applicant</u> completing an educator preparation program in a teaching field shall be required to pass the TPA, except as otherwise provided in subsection (d) (see Section 21B-30(f) of the School Code).

- 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.
- 2) A person who has successfully completed an evidence-based assessment of teacher effectiveness, as required under this subsection (e), at the time of initial certification or licensure in another state or country shall not be required to complete the TPA. (See Section 21B-35 of the School Code.)
- f) Except as provided in subsection (c)(2), for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than 10 years old at the time application is made. (See Section 21B-30 of the School Code.) The 10-year period shall be calculated from the date the test was taken to the date of receipt of the application by the State Board of Education. Scores more than 10 years old will not be accepted as part of an application. The 10-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 16, 2015, as well as any applications pending on, or for which an evaluation is valid as of, that date.
- g) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.
- h) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer after no fewer than 30 days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper-and-pencil format.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

(Source: Amended at 40 Ill. Reg. ______, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith, Ph.D., State Superintendent of Education Stephanie B. Donovan, Correct C. FROM:

Stephanie B. Donovan, General Counsel

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Part 27 (Standards for Endorsements in Specific Teaching Fields)

Materials: **Recommended Rules**

Staff Contacts: David Nieto, Division Administrator, English Language Learning

Purpose of Agenda Item

The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board's Strategic Plan

The proposed amendments address the Board's Strategic Goals specific to student achievement and highly prepared and effective educators by proposing standards that will result in bilingual education and English as a second language (ESL) teachers gaining the knowledge and skills to ensure that English learners (ELs) are reading at the appropriate grade level. meeting expectations in math, on track to graduate, and prepared to graduate from high school ready for college and career.

Expected Outcome of Agenda Item

The Board will be asked to adopt the amendments to Part 27.

Background Information

Part 27 is one of eight sets of the agency's administrative rules that establish the framework for the following:

- improvement of teaching and learning;
- foundation for the design of educator preparation programs at colleges and universities;
- criteria for the approval of preparation programs at colleges and universities;
- basis for educator licensure tests:
- guidelines for the induction of novice teachers; and
- foundation for ongoing professional development.

Further, the rules define the overall knowledge and skills that teachers must have in their professional roles to ensure that Illinois students meet or exceed the expectations defined by the Illinois Learning Standards.

This rulemaking incorporates standards to which bilingual education and ESL programs must align and candidates in these teaching fields must meet in order to receive the applicable endorsement. The standards were developed by the Illinois Advisory Committee on Preservice Standards for Teachers of English as a Second Language, Bilingual and General Education. The committee, formed in 2013, worked in collaboration with the Midwest Comprehensive Center to review three sets of national standards (English as a New Language Standards

(2010), Professional Standards for the Accreditation of Teacher Preparation Institutions (2008) and Standards for Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (2010), one of which (TESOL) eventually became the framework for the committee's work on revising the standards set forth in Section 27.425, English as a Second Language (ESL) and Bilingual Education. In December 2014, the committee submitted its report to the State Board of Education.

The standards proposed in new Section 27.425 address both the knowledge and skills for ESL and bilingual education teachers. The standards are divided into five domains: language and literacy, culture, instruction, assessment and professionalism. The development and review of the proposed standards was guided by the intention of providing an emphasis on the instructional needs of ELs and reducing redundancy among the standards, balancing standards across domains, avoiding prescription of a specific theory or approach, and being clear and understandable.

The standards are presented in two subsections. Subsection (a) applies to both ESL and bilingual education teachers, while subsection (b) addresses those additional skills needed to provide bilingual instruction (i.e., in the student's primary language), including knowledge about and competency in both the EL's primary language and English. The proposed rulemaking does not address general education, however, due to time. General education standards will be addressed in the near future.

At the time of initial review by the Board, Section 27.420 was drafted to be effective through August 31, 2018 and Section 27.425 was drafted to take effect beginning September 1, 2018. This was a drafting error by staff. The Sections are meant to both be in effect upon adoption of this rulemaking. Staff proposes removing the August 31, 2018 sunset date from the rulemaking in anticipation of adoption.

The proposed amendments were published in the <u>Illinois Register</u> on February 26, 2016, to elicit public comment; 3 comments were received. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

Policy Implications: Please see "Background" above.

Budget Implications: None. **Legislative Action:** None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

The proposed amendments provide necessary updating and align the standards to what is current in the field. Promulgating these new standards will allow teacher preparation programs to design coursework and instruction that will assist teachers to better meet the needs of Illinois' diverse student population.

Not proceeding with the rulemaking will retain standards for bilingual education and ESL teachers that do not meet the high expectations necessary for ELs to adequately progress and succeed academically and socially.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

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

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

Next Steps

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

Summary and Analysis of Public Comment 23 III. Adm. Code 27 Standards for Endorsements in Specific Teaching Fields

Comment

A commenter suggested institutions of higher education address and report how bilingual/ESL standards are being addressed in pre-service coursework as part of their annual report to ISBE. As part of that report institutions should carefully consider how the standards are addressed in pre-service training programs and ensure sufficient time is allocated to properly prepare candidates to address ELs in their classrooms.

A second commenter suggested ISBE ensure all bilingual/ESL programs are on par with other educator preparation programs in Illinois. A critical first step for supporting effective EL teachers is stipulating standards for quality instruction. It is just as important for institutions to implement the standards. Providing guidance documents (e.g., sample syllabi, best practices) are ways in which ISBE can support quality preparation.

Analysis

This rulemaking addresses the standards approved teacher preparation programs offering coursework for the bilingual/ESL endorsement must meet. Reports on how standards are addressed in pre-service coursework should be addressed in the program review. ISBE will consider a subsequent rulemaking to amend Part 25 (Educator Licensure) to address these concerns.

Recommendation

No changes are proposed in response to these comments.

Comment

Two commenters suggested all teachers with English learners in their classroom should have an understanding of linguistically and culturally relevant standards. Doing so will teachers to better facilitate biliteracy in the classroom.

Analysis

ISBE agrees it is important for all teachers who have ELs in their classrooms to have foundational competencies for serving ELs, aligned to these bilingual/ESL standards. Extracting those general core competencies will take some time to develop necessitating a future rulemaking.

Recommendation

No changes at this time. Staff will propose standards in a future rulemaking.

Comment

Two commenters suggested the standards should address developmentally and age appropriate instruction for young bilingual students. 65% of ELs in Illinois are in PreK through grade 3.

Analysis

The rulemaking requires the competent bilingual/ESL teacher to plan instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds. We will clarify that instruction must be age appropriate.

Recommendation

Change 425(a)(3)(A)(iii) to:

plans <u>age appropriate</u> instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds.

Comment

A commenter requested including a provision that required teaching content areas such as mathematics, science and social studies in the student's native languages to align bilingual/ESL program requirements.

Analysis

Subsection 425(b)(1) requires bilingual teachers to demonstrate social and academic language competencies in both languages. Further, subsection 425(b)(2) requires bilingual teachers to demonstrate various skills when planning student instruction, including making an assessment on instruction in the primary and target language. This requirement ensures teachers master the content they are teaching. Furthermore, part 228 includes program requirements for native language core content instruction which are not part of this rulemaking.

Recommendation

No changes are being made as a result of this comment.

Comment

A commenter requested including a provision clarifying the importance of using the first language as a resource for English language and literacy development. Stressing the relationship between first and second language development can strengthen the standards regarding "knowledge of language as a system" and "instruction".

Analysis

The standards do not include specific concepts, methodologies or theories. Concepts such as transference of literacy skills are already captured within these standards:

- Subsection 425(a)(3)(v): "demonstrates how to access and incorporate students' prior knowledge and experiences, including students' primary language, for instructional purposes."
- Subsection 425(a)(1)(B): "[the competent ESL teacher] understands and applies theories and research in the student's first and second languages to provide support for the EL's English language and literacy development."
- Subsection 425(b)(2)(C): "[the competent bilingual education teacher] knows and
 understands research-based models of bilingual education and their features, including
 components, goals, benefits, limitations, and factors that determine the implementation
 of a particular bilingual program in a school or district."
- Subsection 425(b)(2)(D): "[the competent bilingual education teacher] is able to teach literacy in the primary language while developing the learner's literacy in the target language by making appropriate instructional modifications across the curricula."

Recommendation

No changes are proposed in response to these comments.

Comment

A commenter suggested the rulemaking should build on cross language strategies to teach literacy that yields promising academic outcomes for language development in all students.

Analysis

The standards do not include specific concepts, methodologies, or theories. Subsections 425(a)(1(A)(i) and (b)(2(D) address English literacy and reinforces bilingual/ESL teachers demonstrate the ability adjust curricula as needed.

Recommendation

No changes are proposed in response to these comments.

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

PART 27 STANDARDS FOR ENDORSEMENTS IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

27.10 Purpose and Effective Dates						
•						
SUBPART B: FUNDAMENTAL LEARNING AREAS						
Section						
27.100 English Language Arts						
27.110 Reading						
27.120 Reading Specialist						
27.130 Mathematics						
27.140 Science – A Common Core of Standards						
27.150 Biology						
27.160 Chemistry						
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27.200 Social Science – A Common Core of Standards						
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27.260 Sociology and Anthropology						
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27.300 Dance						
27.310 Drama/Theatre Arts						
27.320 Music						
27.330 Visual Arts						
27.340 Foreign Language						
27.350 General Curricular Standards for Special Education Teachers						
·						
SUBPART C: ADDITIONAL TEACHING FIELDS						
Section						
27.400 Agricultural Education						
27.410 Business, Marketing, and Computer Education						
27.420 English as a New Language (ENL)						

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<u>27.425</u>	English as a Second Language (ESL) and Bilingual Education (Beginning September 1,
	<u>2018)</u>
27.430	Family and Consumer Sciences
27.440	Health Careers
27.450	Library Information Specialist
27.460	Technology Education
27.470	Technology Specialist
27.480	Work-Based Learning Teacher/Coordinator
27.490	Gifted Education Teacher
27.495	Gifted Education Specialist

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

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. 18586, effective December 1, 2003; amended at 28 Ill. Reg. 4553, effective February 24, 2004; amended at 28 Ill. Reg. 7002, effective April 29, 2004; amended at 37 Ill. Reg. 16764, effective October 7, 2013; amended at 40 Ill. Reg. _______, effective ______.

SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in specific teaching fields on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them.

- a) Except as provided in Section 27.350 and Section 27.425 of this Part, beginning July 1, 2003, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part.
- b) Except as provided in Section 27.350 and Section 27.425 of this Part, beginning on July 1, 2004, the examinations required for issuance of an endorsement in any field covered by this Part shall be based on the relevant standards set forth in this Part.
- c) On or before February 1, 2018, the standards set forth in Sections 27.100 and 27.130 will be replaced by the standards set forth in Part 21 (Standards for Endorsements in the Middle Grades) both for the approval of any teacher preparation program or course of study in the middle grades and the basis of the examinations required for issuance of an endorsement for teaching literacy (e.g., English language arts) or mathematics in the middle grades.

(Source:	Amended	l at 40 Ill. 1	Reg. ,	effective

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SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.350 General Curricular Standards for Special Education Teachers

This Section establishes standards relative to the general curriculum that shall apply to the issuance of special education teaching endorsements pursuant to Article 21-21B of the School Code [105 ILCS 5/Art. 21-21B]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. Beginning July 1, 2005, approval of any teacher preparation program in special education shall be based on the congruence of that program's or course's content with the standards identified in this Section, and beginning on October 1, 2006, the examination(s)examinations required for issuance of a special education teaching certificate endorsement shall cover the standards included in this Section.

a) Mathematics

The competent special education teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics, probability and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations.

- 1) Knowledge Indicators The competent special education teacher:
 - A) understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to analyze mathematical ideas, solve problems, and investigate real-world situations.
 - B) understands approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to interpret and communicate mathematical information, reasoning, concepts, applications, and procedures.
 - C) understands concepts of math including numeration, geometry, measurement, statistics/probability, and algebra.
- 2) Performance Indicators The competent special education teacher:
 - A) demonstrates proficiency in mathematics.
 - B) selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks

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- D) evaluates general curricula and determines the scope and sequence of the academic content area of mathematics.
- E) utilizes resources and materials that are developmentally and functionally valid.
- F) applies principles of instruction for generalized math skills to teaching domestic, community, school, recreational, or vocational skills that require mathematics.
- G) plans and implements individualized, systematic instructional programs to teach priority mathematic skills.
- H) incorporates the Illinois Learning Standards in areas of mathematics in the development of instruction and IEPs.

b) Reading

The competent special education teacher has a general understanding of reading and reading instruction and knows how to assess, teach, and support the education of students with disabilities.

- 1) Knowledge Indicators The competent special education teacher:
 - A) knows theoretical models and philosophies of reading education and their relevance to instruction.
 - B) knows the scope and sequences for reading instruction at all developmental levels.
 - C) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
 - D) understands the differences between reading skills and strategies and the role each plays in reading development.
 - E) knows a wide range of high-quality literature for students.
 - F) understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
 - G) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
 - H) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

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- plans and models the use of comprehension strategies across content areas.
- 2) Performance Indicators The competent special education teacher:
 - A) adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, those for whom English is a second language, those with disabilities, and those who speak non-standard dialects).
 - B) locates, evaluates, and uses literature for readers of all abilities and ages.
 - C) uses various tools to estimate the readability of texts.
 - D) uses technology to support reading and writing instruction.
 - E) determines strengths and needs of individual students in the areas of reading, writing, and spelling.
 - F) determines students' reading levels (independent, instructional, frustrational).
 - G) gathers and interprets information for diagnosis of the reading problems of individual students.
 - H) develops individual educational plans for students with severe learning problems related to literacy.
 - I) interprets and explains diagnostic information for classroom teachers, families, and other specialists to use in planning instructional programs.
 - J) designs, implements, and evaluates appropriate reading programs for small groups and individuals.
 - K) incorporates the Illinois Learning Standards in areas of reading in the development of instruction and IEPs.

c) Natural and Social Sciences

The competent special education teacher understands the fundamental concepts and principles related to the natural and social sciences.

- 1) Knowledge Indicators The competent special education teacher:
 - A) understands scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems.

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- B) understands principles and procedures, including safety practices, related to the design and implementation of scientific investigations and the application of inquiry skills and processes to develop explanations of natural phenomena.
- C) understands the relationship among the social science disciplines.
- D) understands that science is a process involving observation, inference, and experimentation.
- E) understands the relationship between the social sciences and other learning areas.
- 2) Performance Indicators The competent special education teacher:
 - A) demonstrates and uses appropriate strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning.
 - B) selects and uses a wide range of instructional resources, modes of inquiry, and technologies to support learning in the natural and social sciences.
 - C) develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
 - D) models the rights and responsibilities of citizenship in a democratic society.
 - E) models and teaches the appropriate use of scientific methods (e.g., gathering, organizing, mapping, interpreting, and analyzing).
 - F) incorporates the Illinois Learning Standards in areas of natural and social science in the development of instruction and IEPs.

(Source: Amended at 40 Ill. Reg. , effective	
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SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.420 English as a New Language (ENL)

As used in this Section "ENL teacher" refers to bilingual education teachers and teachers of English as a second language.

a) Content Knowledge – The competent ENL teacher has a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the

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<u>discipline(s)disciplines</u> and creates learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity.

- 1) Knowledge Indicators The competent ENL teacher:
 - A) understands the main concepts, assumptions, debates, principles, and theories central to the teaching of students for whom English is a new language.
 - B) understands how students' conceptual frameworks and previous experiences relate to a domain of knowledge and can influence their learning.
 - C) understands the relationship between content-area domains and instruction for ENL learners.
 - D) understands the process involved in second language acquisition and in learning content through a second language (ESL and bilingual teachers) and in learning content through a non-English language (bilingual teacher).
 - E) understands the relationship between proficiency in English and the non-English language to life and career applications.
 - F) understands the structure of the English language (ESL and bilingual teachers) and the structure of the non-English language (bilingual teachers).
- 2) Performance Indicators The competent ENL teacher:
 - A) evaluates teaching resources and curriculum materials for their comprehensibility, inclusivity, accuracy, and appropriateness for students for whom English is a new language.
 - B) uses differing viewpoints, theories, "ways of knowing," methods of inquiry, complexities of language, and choices of language (bilingual teacher) in teaching subject matter concepts.
 - C) engages students in generating and testing knowledge using a variety of methods that are appropriate for students for whom English is a new language.
 - D) designs learning experiences to promote students' skills in the use of appropriate technologies in all areas of study.
 - E) anticipates and adjusts instruction to facilitate optimal learning for all students, deliberately attempting to challenge all students and holding them to high expectations.

- F) uses a variety of instructional strategies, including language scaffolding and various modalities of learning to help students develop in-depth conceptual understanding and applications of subject matter.
- G) facilitates learning experiences that make connections to English, students' proficiency in two or more languages, other content areas, and life and career experiences.
- H) considers the students' native language, prior knowledge, and educational background in the design, planning, and delivery of instruction for ENL learners.
- I) facilitates students' transfer of knowledge and strategies from one language to another.
- b) Human Development The competent ENL teacher understands how individuals grow, develop, and learn and provides effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands that students construct knowledge, acquire skills, and develop habits of mind through the use of their native language and through a second language.
 - B) understands that factors such as the students' cultures, socioeconomic status, previous experiences, and emotional and cognitive development can influence learning.
 - C) understands that human development, the neural system, and the range of individual variation within each domain are mediated by language and culture.
 - D) understands how the acculturation process affects students' development.
 - E) understands that educational systems vary and that differences in approaches to learning and performance interact with development.
 - F) understands how to include student development factors and the students' social, cultural, and educational backgrounds in order to make appropriate instructional decisions and promote a multicultural school climate
 - 2) Performance Indicators The competent ENL teacher:
 - A) analyzes individual and group performance in order to design instruction that meets learners' current needs.

- B) provides opportunities for students to reflect and build upon their prior knowledge to gain in-depth academic knowledge, concepts, skills, cultural competence and language proficiency in English and the non-English language.
- C) introduces concepts and principles at different levels of competency, taking into consideration language and culture so that the concepts and principles are meaningful to students at their varying levels of development and need.
- D) incorporates students' home language and culture in the design, planning, and implementation of a multicultural school climate.
- c) Diversity The competent ENL teacher understands how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and creates instructional opportunities that are adapted to diverse learners.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands various disabilities as they may affect the learning of students from culturally diverse backgrounds.
 - B) understands how individual experiences, talents, prior knowledge, language, culture, and family and community values influence students' learning.
 - C) understands differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
 - D) understands cultural dynamics and community diversity through a well-grounded framework.
 - E) understands the process of acculturation and the instructional strategies that can be used to facilitate the learning of culture for all students.
 - 2) Performance Indicators The competent ENL teacher:
 - A) creates a learning community in which individual and cultural differences are respected and celebrated.
 - B) uses multiple cultural perspectives and individual students' experiences to inform and enrich instruction.
 - C) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students based on their individual learning differences or needs.

- D) seeks and uses information about students' families, culture, and communities as a basis for connecting instruction to students' experiences.
- E) identifies when and how to access appropriate services or resources to assist students with exceptional learning needs.
- F) uses strategies to mediate cross-cultural conflicts and teach collaborative skills to students.
- G) evaluates and uses appropriate materials that feature multiple perspectives and authentic information and that are free of bias.
- H) implements instructional experiences that facilitate students' adaptation to U.S. society while validating and maintaining the students' own cultures.
- d) Planning and Instruction The competent ENL teacher understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D), curriculum development, subject-area content, learning theory, language acquisition, and student development and knows how to incorporate this knowledge in planning and instruction.
 - B) understands how to develop short- and long-range plans consistent with curriculum goals, learners' diversity (including linguistic and cultural aspects), and learning theory.
 - C) understands how to take into account the students' language proficiency, interests, and career needs in planning instruction.
 - D) understands when and how to adjust plans based on students' responses and other contingencies, such as prior content-area knowledge and level of English proficiency.
 - E) understands how to integrate technology into classroom instruction and student assessment.
 - F) understands how to review and evaluate instructional materials.
 - G) understands that a student's native language is a valuable tool for advancing learning.

- H) understands how to use the student's native language to advance learning (bilingual teacher).
- 2) Performance Indicators The competent ENL teacher:
 - A) establishes high expectations for students' learning in content areas, in English (ESL and bilingual teacher) and in the non-English language (bilingual teacher).
 - B) applies principles of scope and sequence when planning curriculum and instruction.
 - C) creates short- and long-term plans to achieve expectations for student learning.
 - D) creates multiple learning activities that allow for variation in students' learning styles, performance modes, and levels of English language proficiency.
 - E) incorporates students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
 - F) creates approaches to learning that are interdisciplinary and address various modalities of learning.
 - G) develops plans based on students' responses and provides for different pathways based on students' needs.
 - H) uses teaching resources and materials that are inclusive and non-biased and that have been evaluated for accuracy and usefulness.
 - I) accesses and uses a wide range of information, instructional technologies, and approaches in assessment and instruction.
 - J) creates the opportunity for meaningful communication that allows students to interact with subject matter while building proficiency in English (ESL and bilingual teachers) and the non-English language (bilingual teachers).
 - K) uses content as a means for language learning and language development.
 - L) creates real-world experiences for students.
 - M) provides meaningful classroom experiences that are developmentally appropriate for ENL students who have exceptional needs.

- e) Learning Environment The competent ENL teacher understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands principles of and strategies for effective classroom management by minimizing inter- and intra-group friction and fostering understanding and respect among all cultural groups.
 - B) understands how individuals influence groups and how groups function in a multicultural environment.
 - C) understands how to help students work cooperatively and productively in groups so that all students feel empowered.
 - D) understands cultural and linguistic factors that influence motivation and engagement in the learning process to help students become self-motivated.
 - 2) Performance Indicators The competent ENL teacher:
 - A) creates an atmosphere where students from linguistically and culturally diverse backgrounds feel welcomed, valued, respected, confident, and challenged.
 - B) uses strategies to create a smoothly functioning learning community in which culturally and linguistically diverse students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
 - C) analyzes the classroom environment to enhance social relationships, students' motivation, mutual respect, cooperation, and support for students from linguistically and culturally diverse backgrounds.
 - D) organizes, allocates, and manages time, materials, and physical space in order to engage all students in productive tasks.
- f) Instructional Delivery The competent ENL teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands the cognitive processes associated with various kinds of learning and how these processes can be encouraged in students for whom English is a new language.

- B) understands principles, advantages, and limitations of various instructional strategies as applied to all content areas and learning styles.
- C) understands how to facilitate learning through the use of a wide variety of materials as well as human and technological resources for ENL students.
- D) understands the disciplinary and interdisciplinary approaches to learning as applied to individual instruction and how they relate to life and career experiences for ENL students.
- 2) Performance Indicators The competent ENL teacher:
 - A) evaluates how to achieve learning goals and make instructional modifications to meet students' needs.
 - B) uses appropriate teaching and learning strategies in English (ESL and bilingual teacher) and the students' native language (bilingual teacher) to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.
 - C) monitors and adjusts strategies in response to learners' feedback.
 - D) varies his/her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
 - E) diversifies instruction to meet the needs of a culturally and linguistically diverse student body.
 - F) uses a wide range of appropriate technologies to enhance students' learning and to build students' competencies and confidence in the use of such-these devices.
 - G) develops curriculum that demonstrates an interconnection among subject areas, English proficiency, and students' bilingualism that reflects life and career possibilities.
- g) Communications The competent ENL teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
 - 1) Knowledge Indicators The competent ENL teacher:

- A) understands communication theory, language development and the role of language learning as it pertains to first and second language acquisition.
- B) understands how cultural and gender differences can affect communication in the classroom.
- C) understands the social, intellectual, and political implications of language use.
- D) understands the importance of audience and purpose when selecting ways to communicate appropriately in both academic and social settings.
- E) understands that literacy is a developmental process and a necessary aspect of first and second language learning.
- F) understands approaches, methodologies, and strategies that promote first and second language acquisition.
- G) understands that language acquisition is a constructive process and that language learning is an interactive process.
- 2) Performance Indicators The competent ENL teacher:
 - A) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students in the language of instruction.
 - B) develops and effectively uses appropriate levels of instruction.
 - C) uses effective questioning techniques and stimulates discussion using the language of instruction for specific instructional purposes.
 - D) creates and modifies the learning environment to enable linguistically diverse students to use effective written, verbal, nonverbal, and visual communication in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).
 - E) models culturally sensitive behavior when practicing effective listening, conflict resolution, and group-facilitation skills.
 - F) uses a variety of communicative tools to make language comprehensible and to lower anxiety when eliciting student expression.
 - G) provides learning experiences that use conventional and technological means of communication.

- h) Assessment The competent ENL teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands how to assess how well students are meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D).
 - B) understands the purposes, characteristics, and limitations of different kinds of assessments for students for whom English is a new language.
 - C) understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
 - D) understands how to use assessment results to reflect on and modify teaching.
 - E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).
 - 2) Performance Indicators The competent ENL teacher:
 - A) appropriately uses assessment results to diagnose learning difficulties and design teaching strategies to meet the learning needs of students for whom English is a new language.
 - B) uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
 - C) involves students in self-assessment activities to help them become aware of their strengths and needs and encourage them to establish goals for learning.
 - D) maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
 - E) uses appropriate technologies to monitor and assess students' progress.
 - F) involves students in appropriate instructional activities that allow for the assessment and development of social skills.
- i) Collaborative Relationships The competent ENL teacher understands the role of the community in education and develops and maintains collaborative relationships with

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colleagues, parents/guardians, and the community to support students' learning and well-being.

- 1) Knowledge Indicators The competent ENL teacher:
 - A) understands the community the school serves to better communicate with parents.
 - B) understands the benefits, barriers, and techniques involved in establishing and fostering relationships with parents/families.
 - C) understands school- and work-based learning environments and the need for collaboration with community businesses and agencies to promote cooperation among educational partners.
 - D) understands collaborative skills that are necessary to interact on behalf of students.
- 2) Performance Indicators The competent ENL teacher:
 - A) fosters collaboration with others who affect the ways the system meets students' needs.
 - B) creates forums and two-way communication vehicles to foster home and school links that build effective learning climates for ENL students and their families.
 - C) seeks opportunities and develops relationships with parents, guardians, and extended family to acquire an understanding of the students' lives and culture.
 - D) joins collaborative groups that form partnerships with local businesses and agencies to seek equitable learning opportunities for students.
 - E) uses a variety of means to communicate educational goals, standards, and implications of instructional activities and student assessment results to parents, students, colleagues, collaborative partners, and the educational community at large.
 - F) works with colleagues in an interdisciplinary manner to develop an integrative, pluralistic learning environment that values the background of all students.
- j) Reflection and Professional Growth The competent ENL teacher is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

- 1) Knowledge Indicators The competent ENL teacher:
 - A) understands that reflection is an integral part of professional growth and improvement of instruction.
 - B) understands how his/her own philosophy, culture, and experiences affect the instruction of culturally and linguistically diverse learners.
 - C) understands a variety of self-assessment strategies.
 - D) understands the research in the field of ESL and bilingual education on language learning and on the cognitive/academic development of ENL learners.
 - E) understands where to find resources for professional development in the field.
 - F) understands the need to continually analyze, evaluate, and use research-based best practices.
- 2) Performance Indicators The competent ENL teacher:
 - A) uses classroom observation, on-goingoing assessment, pedagogical knowledge, and research as sources for reflection, evaluation, and revision of practice.
 - B) examines and evaluates his/her own strengths and weaknesses and employs that knowledge in planning for instruction.
 - C) analyzes varied perspectives and keeps abreast of significant developments and debates in the field of teaching ENL learners.
 - D) interacts with other professionals, explores new resources, studies the professional literature, participates in advanced educational programs, and contributes to the advancement of the profession of teaching ENL learners.
- k) Professional Conduct and Leadership The competent ENL teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.
 - 1) Knowledge Indicators The competent ENL teacher:
 - A) understands the unique characteristics of the bilingual/ESL education profession and the ethical considerations that apply to educators.

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- B) understands the goals of diverse programs and services, how they are organized, and how they operate within the local school context for ENL students.
- C) understands school and district policies and procedures for serving ENL students.
- D) understands the Illinois mandate for assessing and providing services to ENL learners.
- E) understands the importance of active participation and leadership in professional education organizations.
- 2) Performance Indicators The competent ENL teacher:
 - A) provides leadership to administrators and instructional staff on ways to meet the needs of ENL learners for academic success and comfort in their new educational and social setting.
 - B) espouses the value of multilingualism and serves as an advocate for the appropriate use of the non-English language in the school setting.
 - C) seeks to ensure that proper identification, assessment, placement, referral, and reclassification procedures are followed and that ENL students receive appropriate and equitable services and meaningful instruction.
 - D) advocates for equal access to extracurricular and enrichment activities for ENL learners and participates in and leads student organizations.
 - E) engages families of ENL learners in ways that enable and empower them to advocate on their own behalf.
 - F) reviews existing structures and policies; challenges ideas, requirements, and curricular assumptions that may inhibit effectiveness, equity, school quality, and learning; and initiates and develops curricular and staff development projects and programs that enhance learning for ENL students.
 - G) contributes knowledge and expertise about teaching ENL learners to the profession and actively influences norms in the school, encouraging collaboration and professionalism within a multicultural context.
 - H) meets with local education agencies, professional organizations, and/or community organizations to advocate for ENL learners.

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I) follows codes of professional conduct, school policy, and procedures, respecting the boundaries of professional responsibilities when working with students, families, colleagues, and community organizations.

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Section 27.425 English as a Second Language (ESL) and Bilingual Education (Beginning September 1, 2018)

No later than September 1, 2018, all approved teacher preparation programs that offer coursework and clinical experiences leading to the receipt of an ESL/bilingual education endorsement shall submit the course of study for ESL and/or bilingual education with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after September 1, 2018 shall provide evidence of congruence with the standards identified in this Section.

- <u>a)</u> The standards set forth in this subsection (a) shall apply to ESL.
 - 1) ESL Language and Literacy Domain
 - <u>A)</u> <u>Language as a System The competent ESL teacher:</u>
 - i) demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
 - <u>ii)</u> demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
 - B) Language Acquisition and Development The competent ESL teacher understands and applies theories and research in first and second language acquisition to support his or her ELs' English language and literacy development across content areas.
 - C) Language in Society The competent ESL teacher is reflective and responsive regarding both his or her own beliefs and common assumptions about how policies and power shape and mutually interact with language use, attitudes and societal norms, and ultimately affect education for ELs.
 - 2) ESL Culture Domain
 - A) <u>Culture Research and Theory The competent ESL teacher demonstrates</u> and applies knowledge of current research, principles and theories of culture applied to the context of teaching and learning.

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- B) <u>Cultural Awareness The competent ESL teacher demonstrates an awareness of and reflects on his or her personal beliefs, socioeconomic and cultural background, and intercultural experiences.</u>
- <u>Cultural Responsive Instruction The competent ESL teacher understands the differences between home and school cultures and builds connections between them by implementing culturally and linguistically responsive strategies to support student achievement.</u>
- D) Culture and Language The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.
- <u>Effects of Discrimination The competent ESL teacher demonstrates</u> and applies knowledge about the negative effects of prejudice, stereotyping, and discrimination on teaching and learning.

3) ESL Instruction Domain

- <u>A)</u> <u>Planning for age appropriate Standards-based ESL and Content</u> Instruction – The competent ESL teacher:
 - <u>i)</u> demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs.
 - <u>ii)</u> demonstrates understanding of diverse international approaches to teaching language and content.
 - <u>plans instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds.</u>
 - iv) utilizes appropriate pedagogy to plan instruction for students.
 - v) demonstrates how to access and incorporate students' prior knowledge and experiences, including students' primary language, for instructional purposes.
- B) Implementing and Managing Standards-based ESL and Content The competent ESL teacher:
 - i) Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.

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- ii) Understands and provides access to the core curriculum, including through the use of the student's primary language.
- <u>C)</u> <u>Using Resources Effectively in ESL Instruction The competent ESL teacher:</u>
 - i) Evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
 - <u>Uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.</u>

<u>4)</u> <u>ESL Assessment Domain</u>

- A) Issues of Assessment for ELs The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations.
- B) Language Proficiency Assessment The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.
- Content Subject and Classroom-based Assessments The competent ESL teacher demonstrates knowledge, understanding, and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

5) ESL Professionalism Domain

- A) ESL Research and History The competent ESL teacher:
 - i) demonstrates knowledge of history, research and current policies and practices in the field of EL education and applies this knowledge to meeting the needs of ELs.
 - <u>ii)</u> demonstrates knowledge of both additive and subtractive theories of bilingual education and understands the effects of these practices on students, families and communities.

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- B) Professional Development, Partnerships and Advocacy The competent ESL teacher participates in professional growth opportunities, collaborates and builds partnerships with other professionals and community organizations, and advocates for ELs.
- <u>C)</u> Partnerships and Advocacy with Families The competent ESL teacher:
 - i) demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful.
 - <u>ii)</u> demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families.
- <u>D)</u> Empowerment The competent ESL teacher demonstrates an understanding of the relationship between language and power.
- b) In addition to the standards listed in subsection (a), the standards set forth in this subsection (b) shall apply to bilingual education.
 - 1) Bilingual Language and Literacy Domain

The competent bilingual education teacher demonstrates social and academic language competencies in both languages in order to maximize biliteracy and bicultural development in their students.

2) Bilingual Instruction Domain

<u>Planning for Standards-based ESL and Content Instruction – The competent bilingual education teacher:</u>

- A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.
- B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.
- C) knows and understands research-based models of bilingual education and their features, including components, goals, benefits, limitations and factors that determine the implementation of a particular bilingual program in a school or district.

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- D) is able to teach literacy in the primary language while developing the EL's literacy in the target language by making appropriate instructional modifications across the curricula.
- <u>E)</u> demonstrates knowledge of selection of instructional materials for the bilingual classroom and ensures materials and resources are appropriate for the program model and local context.
- 3) Bilingual Assessment Domain

Issues of Assessment for ELs – The competent bilingual education teacher:

- A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.
- B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.

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ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith Ph.D., State Superintendent of Education FROM:

Jason Helfer Ph.D., Deputy Superintendent for Teaching and Learning #

Agenda Topic: School Improvement Grant 1003(g) Amendment of Awards for Final

Dispersal of Funds

Materials: Breakdown of Award Change by Cohort by Fiscal Year

Staff Contact(s): A. Rae Clementz, Principal Consultant, System of Support and District

Intervention

Marci Johnson, Project Administrator, Office of Deputy

Superintendent/Chief Education Officer

Purpose of Agenda Item

The Division of System of Support and District Intervention requests the Board to authorize the State Superintendent to enter into revised grant agreements for the provision of School Improvement Grants (SIG) 1003(g) exceeding \$1,000,000 over the life of the grant, for:

- 1) Sustainability activities to recipients of a previous SIG competition, approved by the Board on June 20, 2013 (Cohort 4 – 4 Schools, 3 Districts):
- 2) Implementation and sustainability activities to recipients of a previous SIG competition, approved by the Board on June 19, 2014 (Cohort 5 – 16 Schools, 9 Districts); and
- 3) Implementation and sustainability activities to recipients of a previous SIG competition. approved by the Board on December 16, 2015 (Cohort 6 – 5 Schools, 5 Districts).

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

The School Improvement Grant 1003(g) amendments and grants will support the following Agency goals:

- Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .
 - 1. All Kindergarteners are assessed for readiness.

 - Ninety percent or more 3rd grade students are reading at or above grade level.
 Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
 - 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
 - 5. Ninety percent or more students graduate from high school ready for college and career.
- Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
- Goal 3: Every school will offer a safe and healthy learning environment for all students.

Recipient Districts and Schools engage in comprehensive school-wide transformation efforts that improve student achievement, teacher and administrator talent, and school culture and

climate. They serve as functional models of systemic change and school improvement best practices for the agency as it develops its school improvement supports under the new Every Student Succeeds Act (ESSA).

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to enter into revised grant agreements for the provision of School Improvement Grants (SIG) 1003(g) exceeding \$1,000,000 over the life of the grant, to entities that have:

- 1) Completed three years of implementation activities (Cohort 4 4 Schools, 3 Districts);
- 2) Completed two years of implementation activities (Cohort 5 16 Schools, 9 Districts); and
- 3) Completed one year of planning and pre-implementation activities (Cohort 6-5 Schools, 5 Districts).

Background Information

School Improvement Grants (SIG) were authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). In December 2015, the School Improvement Grant 1003(g) program was eliminated through the authorization of the Every Student Succeeds Act (ESSA); however, all available federal SIG 1003(g) allocations must be expended in accordance with previously authorized SIG rules. Updated rules were introduced in February, 2015 that allowed for SIG grants to be awarded to schools for up to five years of consecutive funding, two years of which could be for sustainability activities. The rules state that, at a state's discretion, schools that had been previous recipients could be awarded additional funds without requiring them to participate in a new competition, provided that no school received more than five years of consecutive funding, of no more than \$2,000,000 per year, and no less than \$50,000 per year.

Through an Illinois SIG State Application approved by United States Department of Education (ED) on August 31, 2015, SIG schools that were initially funded in FY 2013 were awarded a continuation grant for sustainability activities of \$500,000 for FY 2016. These continuation grants were approved by the Illinois State Board of Education on September 17, 2015. The State Application also established a final cohort of SIG schools, Cohort 6, which began initial funding during FY16 under a five year grant period. Two final SIG 1003(g) allocations totaling \$38,856,359 and which must be spent in accordance with SIG 1003(g) rules are available to Illinois to support and complete all currently approved programs. Funds from existing SIG federal allocations and these final allocations would go to Cohorts 4, 5, and 6 to provide implementation and sustainability funding.

The SIG 1003(g) program and its grantees are an immense resource for school improvement practice in Illinois. Funded schools and districts enable the agency to identify structural barriers that must be removed in order to enable transformation, resources and competencies that must strengthened, and the role of local context in sustaining or hindering programmatic efficacy. By providing continuation grants to previous awardees, the agency will gain deeper insight into the key levers of change that districts find provide the most return on investment, and their scalability and portability to other schools and communities. This data will be critical as the agency develops new school improvement supports under the Every Student Succeeds Act.

SIG schools and their work have a history of informing statewide initiatives; for example, implementation of the Performance Evaluation Reform Act (PERA), where SIG schools were developing and piloting PERA-compliant evaluation systems up to three years in advance of the PERA legislation. Similarly, the agency will connect and disseminate the innovative work being

done by these SIG schools on comprehensive instructional reform, teacher collaboration, recruitment and retention of talented teachers, data-driven instruction, governance, operational flexibility, family and community engagement, and program monitoring to districts throughout the state. Grantees will create a network of model schools from which productive school improvement efforts can be constructed.

These amended award amounts are recommended in order to fully expend all available SIG 1003(g) funds, to support the schools' transformation efforts to the greatest extent possible, and provide a deliberative transition to agency programming and policy under ESSA.

Financial Background

The School Improvement Grant 1003(g) (SIG) has used a federally approved competitive grant process to award sub-grants per Board Approval. Under the original term of the grant, funds were available to recipients for no more than three years of continuous funding. Five cohorts of grant recipients have been approved who received funds under these rules: Cohort 1 (FY 2010 – FY 2012), Cohort 2 (FY 2011 – FY 2013), Cohort 3 (FY 2013 – FY 2015), Cohort 4 (FY 2014 – FY 2016) and Cohort 5 (FY 2015 – FY 2017).

Under the new SIG rules introduced in February, 2015, and with Board approval in September, 2015, Cohort 3 was granted a fourth year of funding for sustainability. In addition, a sixth and final competition was run and grantees approved by the board on December 16, 2015 (Cohort 6), with a five-year timeline that included one year of planning activities, a minimum of three years of full implementation, and one year of sustainability activities.

All SIG awards are renewed yearly, based on evidence of progress towards the student achievement and/or school improvement goals outlined in the approved SIG application. Sustainability grants are contingent upon a sufficient appropriation for the program and a satisfactory sustainability plan.

The Board is requested to:

- 1. Provide sustainability funds to FY 2014 competition recipients (Cohort 4 4 Schools, 3 Districts) for a total of \$2,000,000, which will extend their grant cycle through FY 2017.
- 2. Provide sustainability funds to FY 2015 competition recipients (Cohort 5 16 Schools, 9 Districts), for a total of \$10,903,760, which will extend their grant cycle through FY 2019.
- 3. Increase the award amount of FY 2016 competition recipients (Cohort 6 5 Schools, 5 Districts) to the requested amounts for FY 2017, FY 2018, FY 2019, and FY 2020, from \$20,475,108, to a total of \$34,586,363.

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

	Current Contract Federal Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY14	\$7,333,333	\$0	\$7,333,333
FY15	\$28,240,124	\$0	\$28,240,124
FY16	\$30,740,125	\$0	\$30,740,125
FY17	\$26,065,160.35	\$5,041,072.65	\$31,106,233
FY18	\$5,158,369.35	\$11,541,072.65	\$16,699,442
FY19	\$5,158,369	\$8,444,833	\$13,603,202
FY20	\$2,500,000	\$1,988,037	\$4,488,037
Total	\$105,195,480	\$27,015,015	\$132,210,496

This change in award is broken down by Cohort in the tables below:

Summary Detail - Cohort 4

District	School	Initial Award	Change	Total
City of Chicago SD 299	Bronzeville Scholastic	\$4,000,000	\$500,000	\$4,500,000
City of Chicago SD 299	Kelly High School	\$6,000,000	\$500,000	\$6,500,000
City	of Chicago SD 299 District Total	\$10,000,000	\$1,000,000	\$11,000,000
Danville CCSD 118	Danville High School	\$6,000,000	\$500,000	\$6,500,000
	Danville CCSD 118 District Total	\$6,000,000	\$500,000	\$6,500,000
Rock Island SD 41	Rock Island High School	\$6,000,000	\$500,000	\$6,500,000
	Rock Island SD 41 District Total	\$6,000,000	\$500,000	\$6,500,000
	TOTAL	\$22,000,000	\$2,000,000	\$24,000,000

Summary Detail Cohort 5

District	School	Initial Award	Change	Total
Bloom THSD 206	Bloom High School	\$5,853,060	\$793,584	\$6,646,644
	Bloom THSD 206 District Total	\$5,853,060	\$793,584	\$6,646,644
Brooklyn USD 188	Lovejoy Elementary School	\$1,987,320	\$793,584	\$2,780,904
	Brooklyn USD 188 District Total	\$1,987,320	\$793,584	\$2,780,904
City of Chicago SD 299	Burke Elementary School	\$3,000,000	\$793,584	\$3,793,584
City of Chicago SD 299	Hirsch Metropolitan High School	\$2,407,245	\$793,584	\$3,200,829
City of Chicago SD 299	Holmes Elementary School	\$3,000,000	\$793,584	\$3,793,584
City of Chicago SD 299	Horace Mann Elementary School	\$4,500,000	\$793,584	\$5,293,584
City of Chicago SD 299	Marshall High School	\$3,750,000	\$793,584	\$4,543,584
С	ity of Chicago SD 299 District Total	\$16,657,245	\$3,967,920	\$20,625,165
East St Louis SD 189	Lincoln Middle School	\$5,250,000	\$793,584	\$6,043,584
East St Louis SD 189	Mason-Clark Middle School	\$5,250,000	\$793,584	\$6,043,584
	East St Louis SD 189 District Total	\$10,500,000	\$1,587,168	\$12,087,168
JS Morton HSD 201	JS Morton High School	\$5,972,748	\$793,584	\$6,766,332
	JS Morton HSD 201 District Total	\$5,972,748	\$793,584	\$6,766,332
Kankakee SD 111	Lafayette Primary School	\$3,000,000	-\$1,000,000	\$2,000,000
	Kankakee SD 111 District Total	\$3,000,000	-\$1,000,000	\$2,000,000
Meridian CUSD 101	Meridian Elementary School	\$4,500,000	\$793,584	\$5,293,584
Meridian CUSD 101	Meridian High School	\$2,250,000	\$793,584	\$3,043,584
	Meridian CUSD 101 District Total	\$6,750,000	\$1,587,168	\$8,337,168
North Chicago SD 187	Neal Math and Science Academy	\$4,500,000	\$793,584	\$5,293,584
I	North Chicago SD 187 District Total	\$4,500,000	\$793,584	\$5,293,584
Rock Island-Milan SD 41	Frances Willard Elementary	\$3,000,000	\$793,584	\$3,793,584
	Rock Island Academy	\$4,500,000	\$793,584	\$5,293,584
Ro	ck Island-Milan SD 41 District Total	\$7,500,000	\$1,587,168	\$9,087,168
	TOTAL	\$62,720,373	\$10,903,760	\$73,624,133

Note: The decrease in award for Kankakee School District 111, Lafayette Primary School, is a result of District restructuring that resulted in closure of the school.

Summary Detail Cohort 6

District	School	Initial Award	Change	Total
City of Chicago SD 299	Gage Park High School	\$4,682,601.21	\$2,817,398.79	\$7,500,000
	City of Chicago SD 299 District Total	\$4,682,601.21	\$2,817,398.79	\$7,500,000
East St Louis SD 189	Bush Elementary School	\$4,821,721.74	\$1,803,278.26	\$6,625,000
	East St Louis SD 189 District Total	\$4,821,721.74	\$1,803,278.26	\$6,625,000
Rockford SD 205	Kennedy Middle School	\$5,631,894.15	\$1,154,367.85	\$6,786,262
	Rockford SD 205 District Total	\$5,631,894.15	\$1,154,367.85	\$6,786,262
Sandoval CUSD 501	Sandoval High School	\$2,293,001.70	\$3,882,099.30	\$6,175,101
	Sandoval CUSD 501 District Total	\$2,293,001.70	\$3,882,099.30	\$6,175,101
Springfield SD 186	Matheny-Withrow Elementary School	\$3,045,889.20	\$4,454,110.80	\$7,500,000
	Springfield SD 186 District Total	\$3,045,889.20	\$4,454,110.80	\$7,500,000
	TOTAL	\$20,475,108	\$14,111,255	\$34,586,363

Business Enterprise Program (BEP)

Not Applicable

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

Policy Implications: None

Budget Implications: The SIG 1003(g) Program is funded entirely by federal Title I School

Improvement 1003 (g) funds. **Legislative Action:** None **Communication:** None

Pros and Cons of Various Actions

Pros: Federal School Improvement Grant 1003 (g) funds will assist the state's lowest performing schools that have demonstrated the greatest need for the funds and the strongest commitment to use the funds to substantially raise the achievement of their students. Increasing the awards to Cohort 6 recipients will ensure compliance with the federal requirement that the award "is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements" (Federal Register, February 9, 2015). Sustainability grants enable schools to sustain positive improvements and further increase the capacity of school staff and leadership. By making continuation awards, the agency builds a pool of experienced districts and schools that will serve as case studies, models, and exemplars on how to best utilize the new school improvement funds available under ESSA. Making continuation awards with all remaining SIG funds enables the state to fully meet its funding commitment to presently awarded schools, disseminate school improvement best practices, and provide a coordinated transition to ESSA programming.

Cons: Failure to award all available funds may result in loss of the funds, and increase the risk associated with future awards to the state of Illinois.

Superintendent's Recommendation

I recommend the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into amended Grant Agreements with previously approved grantees [Cohort 4 – 4 Schools, 3 Districts; Cohort 5 – 16 Schools, 9 Districts; Cohort 6 – 5 Schools, 5 Districts], increasing in total amount to \$132,210,496, effective July 1, 2017 through August 31, 2020.

Next Steps

Upon Board authorization, Agency staff will notify grantees of the amended award and will execute agreements according to the provisions of the SIG 1003(g) program. Agency staff will organize a grantee convening to promote the dissemination of school improvement evidence.

Breakdown of Award Change by Cohort by Fiscal Year

Materials:

Cohort 4 Award Change by Fiscal Year

	FY 1	4	FY1	5	FY16		FY17		Total	
District	School	Initial	Change	Initial	Change	Initial	Change	Initial	Change	Total
City of Chicago SD 299	Bronzeville Scholastic HS	\$1,333,333	\$0	\$1,333,333	\$0	\$1,333,334	\$0	\$0	\$500,000	\$4,500,000
City of Chicago SD 299	Kelly High School	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$500,000	\$6,500,000
City of Chicago SD 299 District		\$3,333,333	\$0	\$3,333,333	\$0	\$3,333,334	\$0	\$0	\$1,000,000	\$11,000,000
Danville CCSD 118	Danville High School	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$500,000	\$6,500,000
	Danville CCSD 118 District Total	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$500,000	\$6,500,000
Rock Island SD 41	Rock Island High School	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$500,000	\$6,500,000
	Rock Island SD 41 District Total	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$500,000	\$6,500,000
	TOTAL	\$7,333,333	\$0	\$7,333,333	\$0	\$7,333,334	\$0	\$0	\$2,000,000	\$24,000,000

Cohort 5 Award Change by Fiscal Year

		FY15		FY16		FY		F	Y18	F	Y19	T
District	School	Initial	Change	Initial	Change	Initial	Change	Initial	Change	Initial	Change	Total
Bloom THSD 206	Bloom High School	\$1,951,020	\$0	\$1,951,020	\$0	\$1,951,020	\$0	\$0	\$500,000	\$0	\$293,584	\$6,646,644
Bloom Tow	nship HS District 206 District Total	\$1,951,020	\$0	\$1,951,020	\$0	\$1,951,020	\$0	\$0	\$500,000	\$0	\$293,584	\$6,646,644
Brooklyn USD 188	Lovejoy Elementary School	\$662,440	\$0	\$662,440	\$0	\$662,440	\$0	\$0	\$500,000	\$0	\$293,584	\$2,780,904
	Brooklyn USD 188 District Total	\$662,440	\$0	\$662,440	\$0	\$662,440	\$0	\$0	\$500,000	\$0	\$293,584	\$2,780,904
City of Chicago SD 299	Burke Elementary School	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$500,000	\$0	\$293,584	\$3,793,584
City of Chicago SD 299	Hirsch Metropolitan High School	\$802,415	\$0	\$802,415	\$0	\$802,415	\$0	\$0	\$500,000	\$0	\$293,584	\$3,200,829
City of Chicago SD 299	Holmes Elementary School	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$500,000	\$0	\$293,584	\$3,793,584
City of Chicago SD 299	Horace Mann Elementary School	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$500,000	\$0	\$293,584	\$5,293,584
City of Chicago SD 299	Marshall High School	\$1,250,000	\$0	\$1,250,000	\$0	\$1,250,000	\$0	\$0	\$500,000	\$0	\$293,584	\$4,543,584
Ci	ty of Chicago SD 299 District Total	\$5,552,415	\$0	\$5,552,415	\$0	\$5,552,415	\$0	\$0	\$2,500,000	\$0	\$1,467,920	\$20,625,165
East St Louis SD 189	Lincoln Middle School	\$1,750,000	\$0	\$1,750,000	\$0	\$1,750,000	\$0	\$0	\$500,000	\$0	\$293,584	\$6,043,584
East St Louis SD 189	Mason-Clark Middle School	\$1,750,000	\$0	\$1,750,000	\$0	\$1,750,000	\$0	\$0	\$500,000	\$0	\$293,584	\$6,043,584
	East St Louis SD 189 District Total	\$3,500,000	\$0	\$3,500,000	\$0	\$3,500,000	\$0	\$0	\$1,000,000	\$0	\$587,168	\$12,087,168
JS Morton HSD 201	JS Morton High School	\$1,990,916	\$0	\$1,990,916	\$0	\$1,990,916	\$0	\$0	\$500,000	\$0	\$293,584	\$6,766,332
JS M	orton HS District 201 District Total	\$1,990,916	\$0	\$1,990,916	\$0	\$1,990,916	\$0	\$0	\$500,000	\$0	\$293,584	\$6,766,332
Kankakee SD 111	Lafayette Primary School	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	-\$1,000,000	\$0	\$0	\$0	\$0	\$2,000,000
	Kankakee SD 111 District Total	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	-\$1,000,000	\$0	\$0	\$0	\$0	\$2,000,000
Meridian CUSD 101	Meridian Elementary School	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$500,000	\$0	\$293,584	\$5,293,584
Meridian CUSD 101	Meridian High School	\$750,000	\$0	\$750,000	\$0	\$750,000	\$0	\$0	\$500,000	\$0	\$293,584	\$3,043,584
	Meridian CUSD 101 District Total	\$2,250,000	\$0	\$2,250,000	\$0	\$2,250,000	\$0	\$0	\$1,000,000	\$0	\$587,168	\$8,337,168
North Chicago SD 187	Neal Math and Science Academy	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$500,000	\$0	\$293,584	\$5,293,584
N	orth Chicago SD 187 District Total	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$500,000	\$0	\$293,584	\$5,293,584
Rock Island-Milan SD 41	Frances Willard Elementary	\$1,000,000	\$0	\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$500,000	\$0	\$293,584	\$3,793,584
Rock Island-Milan SD 41	Rock Island Academy	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0	\$0	\$500,000	\$0	\$293,584	\$5,293,584
Roc	k Island-Milan SD 41 District Total	\$2,500,000	\$0	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$1,000,000	\$0	\$587,168	\$9,087,168
	TOTAL	\$20,906,791	\$0	\$20,906,791	\$0	\$19,906,791	-\$1,000,000	\$0	\$7,500,000	\$0	\$4,403,760	\$73,624,133

Note: The decrease in award for Lafayette Primary School is a result of District restructuring that resulted in closure of the school.

Cohort 6 Award Change by Fiscal Year

	FY1	6	FY	17	FY	′18	FY	′19	FY	'20	Total	
District	School	Initial	Change	Initial	Change	Initial	Change	Initial	Change	Initial	Change	Total
City of Chicago SD 299	Gage Park High School	\$500,000	\$0	\$1,227,533.74	\$772,466.26	\$1,227,533.74	\$772,466.26	\$1,227,533.74	\$772,466.26	\$500,000	\$500,000	7,500,000
City of C	chicago SD 299 District Total	\$500,000	\$0	\$1,227,533.74	\$772,466.26	\$1,227,533.74	\$772,466.26	\$1,227,533.74	\$772,466.26	\$500,000	\$500,000	7,500,000
East St Louis SD 189	Bush Elementary School	\$500,000	\$0	\$1,273,907.25	\$476,092.75	\$1,273,907.25	\$476,092.75	\$1,273,907.25	\$476,092.75	\$500,000	\$375,000	6,625,000
East S	t Louis SD 189 District Total	\$500,000	\$0	\$1,273,907.25	\$476,092.75	\$1,273,907.25	\$476,092.75	\$1,273,907.25	\$476,092.75	\$500,000	\$375,000	6,625,000
Rockford SD 205	Kennedy Middle School	\$500,000	\$0	\$1,543,964.72	\$267,110.28	\$1,543,964.72	\$267,110.28	\$1,543,964.72	\$267,110.28	\$500,000	\$353,037	6,786,262
Rockford SD 205 District Total		\$500,000	\$0	\$1,543,964.72	\$267,110.28	\$1,543,964.72	\$267,110.28	\$1,543,964.72	\$267,110.28	\$500,000	\$353,037	6,786,262
Sandoval CUSD 501	Sandoval High School	\$500,000	\$0	\$431,000.57	\$1,207,366.43	\$431,000.57	\$1,207,366.43	\$431,000.57	\$1,207,366.43	\$500,000	\$260,000	6,175,101
Sandoval CUSD 501 District Total		\$500,000	\$0	\$431,000.57	\$1,207,366.43	\$431,000.57	\$1,207,366.43	\$431,000.57	\$1,207,366.43	\$500,000	\$260,000	6,175,101
Springfield SD 186	Matheny Elementary School	\$500,000	\$0	\$681,963.07	\$1,318,036.93	\$681,963.07	\$1,318,036.93	\$681,963.07	\$1,318,036.93	\$500,000	\$500,000	7,500,000
Spri	ingfield SD 186 District Total	\$500,000	\$0	\$681,963.07	\$1,318,036.93	\$681,963.07	\$1,318,036.93	\$681,963.07	\$1,318,036.93	\$500,000	\$500,000	7,500,000
	\$2,500,000	\$0	\$4,041,072.65	\$9,199,442	\$4,041,072.65	\$4,041,072.65	\$9,199,442	\$4,041,072.65	\$2,500,000	\$1,988,037	\$34,586,363	

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith Ph.D., State Superintendent of Education FROM:

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning

Agenda Topic: **Advanced Placement Test Fee Program**

Materials: None

Staff Contact(s): Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item

College and Career Readiness requests the Board to authorize the State Superintendent to award a grant whereby eligible entities will receive reimbursement for the Advanced Placement (AP) Test Fees and International Baccalaureate (IB) Test Fees for low-income students.

College Board will receive an amount of \$2,184,700 for the reimbursement of test fees for Advanced Placement exams. College Board is the only entity that provides the Advanced Placement exams. College Board will receive a grant which exceeds \$1 million in total over the term of the grant.

Additionally, Chicago Public Schools and Peoria School District 150 will be reimbursed in the amounts of \$328,300 and \$14,700, respectively, for test fee reductions for the International Baccalaureate exams. These two districts are the only known entities requesting test fee reductions for IB exams.

The total federal grant award for a one-year period will not exceed \$2,527,700.

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

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

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein: Ninety percent or more students graduate from high school ready for college and career.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to approve the grant awards for FY16 with the total grant not to exceed \$2,527,700.

Background Information

Advanced Placement Test Fee Program funding will enable the Illinois State Board of Education (ISBE) to continue the significant achievement realized since it first implemented an advanced placement exam fee reimbursement program in 1999. In May 2000, 3,822 fee reimbursements were requested by Illinois. In May 2015, 49,413 AP test fee reductions were provided to students in Illinois. The number of applications for International Baccalaureate (IB) exam fee reimbursement also continues to increase as a result of ISBE efforts through the federal

Advanced Placement Test Fee Program. In 2015, there were 3,053 IB subject exams taken by low-income students compared to 446 exams in 1999. ISBE considers the participation of these students to be a significant step toward improving their educational opportunities. Moreover, the participation of Illinois in the *Lead Higher Initiative* supports the work of ISBE and local districts to increase access to educational opportunities through participation in AP and IB offerings. ISBE will continue to use AP Test Fee funding to extend the participation of low-income individuals in taking advanced placement or international baccalaureate exams. As a result, this one-year funding request totals \$2,527,700: \$2,184,700 for 2016 AP exams and \$343,000 for 2016 IB subject exams

Financial Background

Federal funds to support the Advanced Placement Test Fee Program, which includes International Baccalaureate, are provided by the United States Department of Education.

In FY 2014, a two-year Federal grant was awarded for a total amount of \$4,801,109, as shown in table below. Additionally, \$630,000 in State funding was available in FY 2015.

For FY 2016, ISBE will be awarded up to and not to exceed \$2,527,700 for a one-year period. The Grant Award Notification (GAN) is expected in September of 2016.

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

	Current/Previous Grant	Current/Previous Grant	Requested Additional	Requested Additional	Total Grant per Fiscal
	State Funding	Federal Funding	State Funding	Federal	Year
				Funding	
FY14	\$0	\$2,224,219	\$	\$	\$
FY15	\$630,000	\$2,576,890	\$	\$	\$
FY16	\$0	\$2,527,700	\$	\$	\$
FY17	\$	\$	\$	\$	\$
FY18	\$	\$	\$	\$	\$
Total	\$0	\$7,328,809			\$

Business Enterprise Program (BEP)

N/A

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

Policy Implications: Approval of the grant agreement will allow low-income students to continue taking Advanced Placements and International Baccalaureate exams at a reduced rate.

Budget Implications: Federal funds currently support this effort.

Legislative Action: None required. **Communication:** None required.

Pros and Cons of Various Actions

State Board approval allows the grant agreement to be executed in a timely manner so that funds can be reimbursed for exams taken by low income students during FY16.

Superintendent's Recommendation

I recommend the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a new grant agreement with:

- 1. College Board in the amount of \$2,184,700 for the reimbursement of test fees for Advanced Placement exams.
- 2. Chicago Public Schools in the amount of \$328,300, for reimbursement of test fees for International Baccalaureate exams, and
- 3. Peoria School District 150 in the amount of \$14,700 for reimbursement of test fees for International Baccalaureate IB exams.

Grant agreement effective date is May 1, 2016 to June 30, 2017 as a one-year grant for a maximum total not to exceed \$2,527,700.

Next Steps

Upon Board authorization, Agency staff will enter into a grant agreement with College Board for AP, Chicago Public Schools for IB, and Peoria School District 150 for IB test fee reimbursement.

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning #

Agenda Topic: Learning Technology Center Grants

Materials: None

Staff Contact(s): Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item

The College and Career Readiness Division request that the Board authorize the State Superintendent to renew the Learning Technology Center Grants for Kane County ROE, Boone/Winnebago Counties ROE, Peoria County ROE, Champaign/Ford Counties ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence Counties ROE, and the City of Chicago Public Schools #299 for FY17 for an additional year with the total of the grants not to exceed \$4,336,798.

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

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

The Learning Technology Centers (LTC) provide professional development and support in all aspects of technology integration for teachers, technology coordinators, and administrators. The LTCs also provide technology support for schools including online testing support (PARCC and the Illinois Science Assessment).

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to renew the Learning Technology Center grants with Kane County ROE, Boone/Winnebago Counties ROE, Peoria County ROE, Champaign/Ford Counties ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence Counties ROE, and the City of Chicago Public Schools #299 for FY17 for an additional year with the total of the grants not to exceed \$4,336,798.

Background Information

The Learning Technology Centers (then known as Learning Technology Hubs (LTH)) were established in 1996 as seven regional centers (Palatine Community Consolidated School District #15, LaSalle County ROE, Peoria County ROE, Champaign/Ford County ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence ROE, and the City of Chicago Public Schools #299) and charged with the mission of proactively supporting Illinois public schools by integrating technology and telecommunications in their school improvement plans, helping districts with long-range technology plans, and providing professional development in instructional technology, telecommunications, networking, and distance learning. Additionally they were charged with helping districts remain current with technology, linking with initiatives in

higher education, libraries, museums, business, and assisting districts expand their internet connectivity.

In 2001 the name of the hubs were changed to Learning Technology Centers (LTCs) and eight additional centers were added (Kane County ROE, DuPage County ROE, Lake County ROE, Will County ROE, Boone/Winnebago ROE, Carroll/JoDaviess/Stephenson ROE, Rock Island ROE). The Palatine Community Consolidated School District Hub was moved to Riverside-Brookfield Township School District 208. Additionally, the LTCs were instructed to help districts implement technology funding received through the No Child Left Behind Title II-D grant and to initiate trainings throughout the state to assist districts in obtaining the federal E-rate funding.¹

In FY 2014, the funding for the LTCs was reduced causing eight LTCs in the Northern portion of the state to merge returning the number of centers to seven. The Deputy Superintendent/Chief Education Officer and the Assistant Superintendent for Specialized Instruction Nutrition and Wellness met with various stakeholders to determine districts needs and the LTCs effectiveness in meeting those needs. They found that districts felt the Learning Technology Centers were doing well with helping districts with their technical problems including infrastructure, hardware/software, disaster recovery plans but felt they needed greater assistance with PARCC readiness, the flexibility to provide basic services to some districts and complex/advanced services to others, facilitating greater coordination with local technology coordinators, and develop and deliver more up-to-date, online professional development.

During the summer of 2014 the Deputy Superintendent/Chief Education Officer and the Chief Performance Officer met with the Learning Technology Centers and their fiscal agents to consider those findings and to begin the working of a new plan for the centers. The centers worked with the Regional Offices of Education and the Center for School Improvement to create a new plan. In FY 2015 the new LTC three-year plan was approved by the Chief Performance Officer. The updated goals include:

- Increasing the percentage of teachers, administrators, and technology coordinators that participate in instructional technology opportunities supporting teaching and learning;
- Ensure at least 50% of districts are technically ready and able to successfully implement online PARCC assessments; and
- Increase the percentage of districts with staff trained on ensuring security of student data.

The centers report on their progress quarterly (September, December, March, and June). They have created a centralized website http://www.ltcillinois.org/ that provides a home for resources such as videos created to help districts with technology portions of PARCC implementation.

Financial Background

The Learning Technology Centers Grant is a discretionary grant that is awarded on July1st. This is the third year of the four year grant awarded to the seven entities (Kane County ROE, Boone/Winnebago ROE, Peoria County ROE, Champaign/Ford County ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence ROE, and the City of Chicago Public Schools #299). The grant will continue to be renewed to the entities contingent upon program appropriation and

¹ This requires two application forms, a service start date form, a compliance form, and reimbursement forms that can overlap multiple years depending upon when service was provided - if any form is missed or isn't submitted in the correct timeframe, the district can lose all their funding.

the grantees abilities to meet their goals. Dependent upon program appropriation, it is expected that no more than \$1,473,000 will be released to the LTCs on July 1, 2016.

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

	Current Contract State Funding	Current Contract Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY15	\$1,389,998				\$1,389,998
FY16	\$1,473,800				\$1,473,800
FY17			\$1,473,000		\$1,473,000
Total	\$2,863,798		\$1,473,000		\$4,336,798

Business Enterprise Program (BEP)

Grants are exempt from the agencies BEP goal.

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

Policy Implications: Approval of the grant renewal will allow the LTCs to continue to provide technology services (both instructional technology and technology hardware) to the schools, teachers, and administrators of Illinois.

Budget Implications: State funding sources currently support this effort.

Legislative Action: None Communication: None

Pros and Cons of Various Actions

Pros: Approval of the grant with Kane County ROE, Boone/Winnebago Counties ROE, Peoria County ROE, Champaign/Ford Counties ROE, Madison County ROE,

Clay/Crawford/Jasper/Lawrence Counties ROE, and the City of Chicago Public Schools #299 will allow that services can be delivered to schools throughout Illinois.

Cons: Beyond the services mentioned above, the LTCs work closely with district technology coordinators to support the PARCC online grant. Without the help of the LTCs the district technology coordinators will be dependent upon the Pearson Call Center to help with all issues. These employees are not required to have a technology background and answer questions beyond technology issues.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew the Learning Technology Center grants with Kane County ROE, Boone/Winnebago Counties ROE, Peoria County ROE, Champaign/Ford Counties ROE, Madison County ROE, Clay/Crawford/Jasper/Lawrence Counties ROE, and the City of Chicago Public Schools #299 for FY17 for an additional year with the total of the grants not to exceed \$4,336,798.

Next Steps
Upon Board authorization, Agency staff will commence the process of renewing the Learning Technology Center grants in accordance with the approved motion and communicate this information with recipients.

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning

Agenda Topic: Renewal of Illinois Interactive Report Card Intergovernmental

Agreement with Northern Illinois University

Materials: Attachment A – previous IA funding amounts

Staff Contact(s): Brent Engelman, Division Administrator/Director of Information

Technology

Marci Johnson, Project Administrator

Purpose of Agenda Item

Information Technology Division requests the Board to authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Northern Illinois University (NIU) for the continued hosting, development, enhancement, maintenance and support of the Illinois Report Card and the My Illinois Interactive Report Card (My IIRC) for Fiscal Year (FY) 17 in the amount not to exceed \$1,744,959.10.

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

This Intergovernmental Agreement will support all three agency goals. The Illinois Report Card and the My IIRC provide a visualization of high quality education data that can be easily understood and acted upon by teachers in an effort to achieve educational equity and excellence for each and every student in Illinois. The Illinois Report Card and My IIRC also display information for the Five Essentials Survey which provides data on the perceptions of educators, parents, and students regarding the environment of the district and school.

- Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .
 - 1. All Kindergarteners are assessed for readiness.
 - 2. Ninety percent or more 3rd grade students are reading at or above grade level.
 - Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
 - 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
 - 5. Ninety percent or more students graduate from high school ready for college and career.
- Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
- Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Northern Illinois University (NIU) for the continued

hosting, development, enhancement, maintenance and support of the Illinois Report Card and the My Illinois Interactive Report Card (My IIRC) for Fiscal Year (FY) 17 in the amount not to exceed\$1,744,959.10.

Background Information

In 2004, NIU, in partnership with the Illinois State Board of Education (ISBE), designed and implemented an innovative website that provides the public with an array of informational tools to support district and school improvement in Illinois. The Illinois Report Card and My IIRC has several features including:

- Provides publicly accessible Interactive School and District Report Cards;
- Provides Individual Student Data Reports;
- Hosts the Continuous Improvement Platform Rising Star, the State's official system of record for District and School Continuous Improvement Planning; and
- Through Rising Star, provides the State's compliance and submission portal for Title I, Title III, Special Education Needs Assistance and Focused Monitoring, and Race to the Top.
- Hosts the 21st Century Community Learning Centers (21st CCLC) benchmarking tool.

In 2014, Education Commission of the States recognized The Illinois Report Card as the top school/district report card in the nation. The Illinois Report Card and My IIRC is located at www.illinoisreportcard.com

The scope of work (SOW) for FY 17 will be:

Upgrade My IIRC ESSA and ISBE CIP plans submission system.

The SOW provides build out of the submission system for upgraded ISBE Continuous Improvement Plans (CIP) and Special Education plans for FY17 and incorporating reporting and submission through My IIRC portal while offering districts more flexible, educator-centered planning.

Maintenance

Maintenance of the current platform for Rising Star

Information-Rich My IIRC Educator Dashboards

To date, the IllinoisReportCard.com has successfully incorporated a client-managed secure sign—on portal giving educators access to the My IIRC platform for district-level services and accountability requirements as provisioned by ISBE.

The current SOW builds out those additional essential resources and user data streams to move this process to full development, with significantly improved access through SSO (Single Sign On). Specifically proposed items include a systematic data dashboard plan, access to all state assessments, classroom level student-teacher rosters, along with essential train-the-trainer Professional Learning planning with ISBE staff and districts. This transition to an open standard for authorization (OAuth) based SSO application incorporating third-party vendors through ISBE warehouse represents an important step in streamlining user authentication and authorization.

21st CCLC Benchmarking Tool Enhancements

21st CCLC programs play a significant role in providing education and social services for students in after-school programs. For their part, the grant administrators of these programs have pressing needs for data and reporting metrics both for tracking progress of their students and for program evaluation. Enhancements to this benchmarking tool will provide grant administrators with this data. Further, Part IV B of ESSA also requires that states are able to track the relationship between services provided and student achievement.

Public Illinois Report Card

The NIU project team will continue to provide ISBE with innovations such as improved screen design, the ability for users to compare schools, growth metrics over time, 5Essentials school surveys, and enhanced post-secondary college and career readiness metrics. Also, the IRC will have usability testing and end-user training modules for users.

A key project priority for FY17 is the migration of the Report Card (RC) site and associated IIRC assets from the NIU technology environment to the ISBE Report Card data mart. Presently, the IIRC and ISBE data base teams have been building out the data mart to provision current Report Card data, with the focus on updating data base tables, metric indexes, procedures, and ETL packages.

The focus for FY17 will be to provision prior year Report Card data, followed by student-level data.

In the initial years of this project, having NIU ITS division serve as the Report Card hosting environment provided the requisite management and technology efficiencies. As this project has matured, however, building out the ISBE data mart and hosting environment will be essential moving forward to capture important security, technology, and organizational advantages.

NIU and ISBE continue to work closely on this work to connect it to the Educator Dashboard that is being created with the State Longitudinal Data System grant ISBE received last fall.

Financial Background

On June 29, 2012, the Illinois State Board of Education entered into an intergovernmental agreement with Northern Illinois University (NIU) to provide interactive school and district report cards; individual student data reports and school and district ePlans.

The contract was amended on February 4, 2013 to add to the refinement and maintenance of the IIRC and to include the support of the benchmarking tool used by the 21st CCLC grantees.

In June, 2014, NIU was awarded an RFSP to administer the Illinois Report Card. NIU was responsible for a scope of work including two main components: (1) support and maintenance of the Illinois Report Card (which includes hosting the Online Report Card website and producing At-a-Glance Report Cards for all schools and districts) and (2) designing and implementing enhancements to both the Online and At-a-Glance Report Cards.

This IGA will consolidate all of the agreements ISBE has with NIU to cover the maintenance of My IIRC, the Illinois Report Card and the enhancement of the My IIRC and Illinois Report Card. In FY 16 the total funding was \$1,902,179.35. The consolidation of contracts will result in a savings of \$157,220.25.

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

	Current Contract	Current Contract	Requested Additional	Requested Additional	Total Contract per Fiscal
	State	Federal	State Funding	Federal	Year
	Funding	Funding		Funding	
FY17	\$	\$	\$659,595	\$1,085,365	\$1,744,959.10
FY18	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$
Total	\$	\$			\$

Business Enterprise Program (BEP)

Not applicable

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

Policy Implications: None

Budget Implications: Funds will be used from Title I Administrative and School Improvement, Special Education IDEA, 21st Century Community Learning Center Administrative and State

General Revenue Funds
Legislative Action: None
Communication: None

Pros and Cons of Various Actions

Pros: Renewal of the Intergovernmental Agreement will ensure that federal and state accountability compliance and reporting submission for Illinois district and school continuous improvement planners will continue without any interruption of services.

Cons: Non-renewal of this agreement will create an interruption of services and hinder preparation for the implementation of ESSA requirements.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into an Intergovernmental Agreement (IGA) with Northern Illinois University (NIU) for the continued hosting, development, enhancement, maintenance and support of the Illinois Report Card and the My Illinois Interactive Report Card (My IIRC) for Fiscal Year (FY) 17 in the amount not to exceed \$1,744,959.10.

Next Steps

Upon Board authorization, Agency staff will enter into an Intergovernmental Agreement with Northern Illinois University.

Attachment A—Previous IA Funding Amounts

MY16681

						New/Renewal/Amendment					
<u>12a</u>		<u>Cur</u>	rently Funded Am	<u>ount</u>		<u>12b</u>		<u>Amount</u>			
		<u>State</u>	<u>Federal</u>	<u>Total</u>			<u>State</u>	<u>Federal</u>	<u>Total</u>		<u>Total</u>
		<u>\$0.00</u>	<u>\$996,455.35</u>	<u>\$996,455.35</u>	_		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		<u>\$996,455.35</u>
FY	16		\$996,455.35	\$996,455.35		16			\$0.00		\$996,455.35
FY				\$0.00					\$0.00		\$0.00
FY				\$0.00					\$0.00		\$0.00
FY				\$0.00					\$0.00		\$0.00
FY				\$0.00					\$0.00		\$0.00

MY13621

					New/Renewal/Amendment						
<u>12a</u>		Currently Funded Amount				<u>12b</u>		<u>Amount</u>			
		<u>State</u>	<u>Federal</u>	<u>Total</u>			<u>State</u>	<u>Federal</u>	<u>Total</u>		<u>Total</u>
		\$1,803,994.00	<u>\$1,516,297.00</u>	\$3,320,291.00			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		\$3,320,291.00
FY	13	\$810,191.00	\$384,808.00	\$1,194,999.00		13			\$0.00		\$1,194,999.00
FY	14	\$993,803.00	\$472,016.00	\$1,465,819.00		14			\$0.00		\$1,465,819.00
FY	15		\$159,330.00	\$159,330.00		15			\$0.00		\$159,330.00
FY	16		\$500,143.00	\$500,143.00		16			\$0.00		\$500,143.00
FY				\$0.00					\$0.00		\$0.00

MY15804

				New/Renewal/Amendment						
a <u>Currently Funded Amount</u>				<u>12b</u>		<u>Amount</u>				
	<u>State</u>	<u>Federal</u>	<u>Total</u>			<u>State</u>	<u>Federal</u>	<u>Total</u>		<u>Total</u>
	<u>\$0.00</u>	<u>\$603,963.00</u>	\$603,963.00			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		\$603,963.00
15		\$198,382.00	\$198,382.00		15			\$0.00		\$198,382.00
16		\$405,581.00	\$405,581.00		16			\$0.00		\$405,581.00
			\$0.00					\$0.00		\$0.00
			\$0.00					\$0.00		\$0.00
			\$0.00					\$0.00		\$0.00
		\$0.00 15	State Federal \$0.00 \$603,963.00 15 \$198,382.00	State Federal Total \$0.00 \$603,963.00 \$603,963.00 15 \$198,382.00 \$198,382.00 16 \$405,581.00 \$405,581.00 \$0.00 \$0.00	State Federal Total \$0.00 \$603,963.00 \$603,963.00 15 \$198,382.00 \$198,382.00 16 \$405,581.00 \$405,581.00 \$0.00 \$0.00	State Federal Total \$0.00 \$603,963.00 \$603,963.00 15 \$198,382.00 \$198,382.00 16 \$405,581.00 \$405,581.00 \$0.00 \$0.00 \$0.00 \$0.00	Currently Funded Amount 12b State Federal Total State \$0.00 \$603,963.00 \$603,963.00 \$0.00 15 \$198,382.00 \$198,382.00 15 16 \$405,581.00 \$405,581.00 16 \$0.00 \$0.00 \$0.00	Currently Funded Amount 12b Amount State Federal Total State Federal \$0.00 \$603,963.00 \$0.00 \$0.00 15 \$198,382.00 \$198,382.00 15 \$15 16 \$405,581.00 \$405,581.00 16 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00	Currently Funded Amount 12b Amount State Federal Total State Federal Total \$0.00 \$603,963.00 \$603,963.00 \$0.00 \$0.00 \$0.00 15 \$198,382.00 \$198,382.00 15 \$0.00 \$0.00 16 \$405,581.00 \$405,581.00 16 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00	Currently Funded Amount 12b Amount State Federal Total State Federal Total \$0.00 \$603,963.00 \$0.00 \$0.00 \$0.00 15 \$198,382.00 \$198,382.00 15 \$0.00 16 \$405,581.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education

Brent Engelman, Division Administrator/Director of

Information Technology

Agenda Topic: Renewal of Contract for Co-Project Manager of Illinois

Longitudinal Data System Project

Materials: None

Staff Contact(s): None

Purpose of Agenda Item

Information Technology Division requests the Board to authorize the State Superintendent to approve the renewal of the contract with Marucco, Stoddard, Ferenbach and Walsh, Inc. (dba MSF & W Consulting, Inc.). This contract began in FY11 under a State Longitudinal Data System (SLDS) grant. Over the life of the contract the total amount will exceed one million dollars totaling \$1,143,507 in FY17. This renewal option will extend from July 1, 2016 through June 30, 2017 with a contract maximum of \$191,232.00.

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

This contract renewal will support the following two agency goals. The integration of the Illinois Longitudinal Data System with other Information Technology strategic initiatives provide a technology solution that supports educators and the Agency with high quality data that can be understood and acted upon in order to achieve education equity and excellence for each and every student in Illinois.

- Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .
 - 1. All Kindergarteners are assessed for readiness.
 - 2. Ninety percent or more 3rd grade students are reading at or above grade level.
 - 3. Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
 - 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
 - 5. Ninety percent or more students graduate from high school ready for college and career.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to renew the contract with MFS&W.

Background Information

Building from existing investments, the projects associated with this contract will accelerate Illinois' movement from a compliance model of data management to a service model focused on utilization of data for state and local education system improvements. The State of Illinois has designed, built, and deployed the fundamental components of a statewide longitudinal data system that supports the use of data to improve education and workforce development systems. Illinois' ILDS development has been organized around and supported through comprehensive state legislation, prior Institute of Education Sciences (IES) grants, a multi-agency governance structure, and other aligned state and federal investments. In 2009, Illinois enacted Public Act 96-0107, the P-20 Longitudinal Education Data System Act, to establish the requirements and framework for the development of the state's longitudinal education data system.

The resource associated with this contract may be assigned to multiple project teams over the course of the contract. Each project team will maintain a project plan that includes clearly defined objectives, tasks, and timelines. The contractor will be required to provide weekly status reports and to attend weekly project status meetings. The contractor's progress and accomplishments will be continually measured/evaluated by ISBE management against the expectations to ensure that the contractor is performing efficiently.

Financial Background

This is a renewal for a fourth year with an option for a fifth year pending satisfactory performance of the contractor and sufficient appropriation. The hourly rate for FY17 is \$96/hour. The previous rates were \$89/hour for FY11-FY13, \$92/hour for FY14, \$94/hour for FY15, \$96/hour for FY16. This renewal option will extend from July 1, 2016 through June 30, 2017 with a contract maximum of \$191,232.00. This contract will be funded with state funds.

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

	Current Contract	Current Contract	Requested Additional	Requested Additional	Total Contract per Fiscal
	State	Federal	State Funding	Federal	Year
	Funding	Funding		Funding	
FY11		\$52,510			\$52,510
FY12		\$166,163			\$166,163
FY13		\$175,508			\$175,508
FY14		\$182,528			\$182,528
FY15		\$184,334			\$184,334
FY16	\$149,232	\$42,000			\$191,232
FY17			\$191,232		\$191,232
Total	\$149,232	\$803,043	\$191,232		\$1,143,507

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

Policy Implications: The resource associated with this contract will be instrumental in the development and implementation of the ISBE Data Governance Program.

Budget Implications: The contract will be funded with state GRF funds. The amount of this

contract is \$191,232. **Legislative Action:** None **Communication:** None

Pros and Cons of Various Actions

Pros: Renewal of this contract will ensure that federal and state accountability compliance and the Illinois Longitudinal Data System continue to operate without any interruption of services. **Cons:**

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a one-year renewal contract from July 1, 2016 through June 30, 2017 with Marucco, Stoddard, Ferenbach and Walsh, Inc as Co-Project Manager of the Illinois Longitudinal Data System for Fiscal Year 2017 for an amount not to exceed \$191,232.00.

Next Steps

Upon Board authorization, Agency staff will approve the renewal of MSFW Contract for Co-Project Manager of Illinois Longitudinal Data System

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith Ph.D., State Superintendent of Education FROM:

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning #

Agenda Topic: Statewide Evaluation of 21st Century Community Learning Centers

Program

Materials: None

Staff Contact(s): Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item

The College and Career Readiness Division request that the Board authorize the State Superintendent to award the 21st Century Community Learning Centers Statewide Evaluation contract to Education Development Center, Inc. for a period of five years with the total of the grants not to exceed \$1,499,860.

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

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

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein: Ninety percent or more students graduate from high school ready for college and career.

Expected Outcome(s) of Agenda Item

It is expected the Board will authorize the State Superintendent to award the 21st Century Community Learning Centers Statewide Evaluation contract to Education Development Center, Inc. for a period of five years with the total of the grants not to exceed \$1,499,860.

Background Information

The purpose of the 21st Century Community Learning Centers Program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer literacy and related educational development opportunities to the families of students. Learning centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of highquality services to support student learning and development. Services include tutoring and mentoring, homework help, academic enrichment such as hands-on science or technology programs, music, arts, sports, community service opportunities, and cultural activities. At the same time, the centers assist working parents by providing a safe environment for their children during non-school hours or periods when school is not in session. Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services
 to help students, particularly students in high-poverty areas and those who attend
 low-performing schools, meet state and local student performance standards in core
 academic subjects such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for literacy and related educational development through GED classes and EL classes and support.¹

The 21st CCLC initiative serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and to support their overall development. In particular, 21st CCLC funds are used to create and expand before- and afterschool programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers.

Up to five percent of ISBE's 21st CCLC allocation may be used for administrative and support activities associated with implementing a high-quality program. These funds may be used to plan the grant competition, manage a peer-review process, award the grants, and monitor progress. State-level funds also may be used to strengthen the programs by providing training and technical assistance to the local grantees and conducting program evaluations.

The purpose of this RFSP was to select a qualified offeror to continue and to enhance the statewide evaluation efforts that have been underway since 2006. The evaluation will support ISBE's efforts to meet its seven identified objectives for the 21st CCLC Program, which are listed below.

- Participants will demonstrate an increased involvement in school activities and participation in other subject areas such as technology, arts, music, theater, sports, and recreational activities.
- 2. Participants in the program will demonstrate increased academic achievement.
- 3. Participants in the program will demonstrate social benefits and exhibit positive behavioral changes.
- 21st CCLC Programs will work toward services that benefit the entire community by including families of participants and collaborating with other agencies and non-profit organizations.
- 5. These programs will serve children and community members with the greatest needs for expanded learning opportunities.
- 6. 21st CCLC Program personnel will participate in professional development and training that will enable them to implement an effective program. Professional development activities must be aligned with the No Child Left Behind Act definitions and National Staff Development Council's professional development standards.
- 7. 21st CCLC Program projects will use their funding most efficiently by coordinating and collaborating with other federal and state funding sources, agencies, and other

.

¹ The Every Students Succeeds Act (ESSA), the most recent authorization of ESEA, also includes provisions for 21st Century programming. Once the effective date occurs, 21st Century programs will also need to provide evidence that their programming has led to an increase in student achievement.

community projects to supplement the program and not supplant the funds and to eventually become self-sustaining.

Financial Background

ISBE receives approximately \$50 million annually from the Department of Education from Title IV, Part B of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001*, which authorizes the establishment of the 21st Century Community Learning Centers program (21st CCLC). From this amount, ISBE currently funds 123 subgrants at approximately 390 sites regionally dispersed throughout the state. Grantees are divided into cohorts designated by the fiscal year (FY) in which each grantee was competitively selected to participate in the program. The selected vendor must include all cohorts in the evaluation, beginning with those grantees selected for participation in FY 2013. Grantees selected for participation in the FY 2013 and 2015 cohorts were awarded a five (5)-year grant cycle. ISBE administers the 21st CCLC Program as a rolling cohort model with new grantees selected on an annual basis and running concurrently with grantees selected in preceding and succeeding years. In other words, beginning and ending dates are staggered among grantees depending on the first year of their respective grant period.

The Education Development Center, Inc. will be responsible for conducting a formative assessment of identified programs on an annual basis and a summative assessment of identified programs in their final year of the grant cycle.

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

	Current Contract State	Current Contract Federal	Requested Additional State Funding	Requested Additional Federal	Total Contract per Fiscal Year
	Funding	Funding	Otate i unuing	Funding	Tour
FY16				\$76,354	\$76,354
FY17				\$341,048	\$341,048
FY18				\$350,695	\$350,695
FY19				\$360,698	\$360,698
FY20				\$371,065	\$371,065
Total				\$1,499,860	\$1,499,860

Business Enterprise Program (BEP)

BEP Small Business Contracts are allowed as part of this contract and award. The Education Development Center, Inc. will contract with Multilingual Connections, LLC to translate surveys, interview transcripts and reports as necessary for a total of \$11,243 in each renewal year. EDC will contract with Victoria Legal + Corporate Services, Inc. to transcribe interviews from site visits for a total of \$14,990 in each renewal year.

EDC will contract with E. Benson Associates, Inc. to conduct site visits and write site visit summaries for a total of \$37,475 in each renewal year.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications Policy Implications: Approval of the contract will allow the 21st Century Community Learning Centers to continue to provide a statewide evaluation as required by the U.S. Department of Education.

Budget Implications: Federal funding sources currently support this effort.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: Approval of the contract will allow the 21st Century Community Learning Centers to continue to provide a statewide evaluation as required by the U.S. Department of Education. **Cons:** If this contract is not awarded, the 21st Century Community Learning Centers will be in noncompliance with federal requirements to conduct an annual statewide evaluation. An additional RFSP process will need to be implemented, causing additional time, effort, and expense for the agency.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to to award the 21st Century Community Learning Centers Statewide Evaluation contract to Education Development Center, Inc. for an initial term of upon execution to June 30, 2017 with three renewals.

Next Steps

Upon Board authorization, Agency staff will commence the process of awarding the 21st Century Community Learning Centers Statewide Evaluation contract in accordance with the approved motion and communicate this information with recipient.

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith Ph.D., State Superintendent of Education
Karen Corken First Dentil C FROM:

Karen Corken, First Deputy Superintendent KLC

Strategic Plan Progress Report – 2016 Agenda Topic:

Materials: DRAFT Strategic Plan Progress Report to Governor Rauner and the

Illinois General Assembly

Staff Contact(s): Karen Corken, First Deputy Superintendent

Purpose of Agenda Item

The Division of Public Information requests that the Board review and approve a report on the progress of the Strategic Plan as required by PA 93-1036.

Relationship to/Implications for the State Board's Strategic Plan

The Strategic Plan Progress Report is used by the Board and agency to guide us in our work and to examine the agency's accomplishments. It allows us to review our work and frame it against the Strategic Plan to ensure actions we undertake align with our guiding principles and agency goals: all kindergartners are assessed for readiness, 90 percent or more third-grade students are reading at or above grade level, 90 percent or more fifth-grade students meet or exceed expectations in mathematics, 90 percent or more of ninth-graders are on track to graduate with their cohort, 90 percent or more students graduate from high school ready for college and career, all students are supported by highly prepared and effective teachers and school leaders, and every school offers a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item

The Board is expected to review and approve the report on the progress of the Strategic Plan.

Background Information

The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing five-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Superintendent's Recommendation

The Superintendent recommends approval of the draft Strategic Plan Progress Report. After discussion in open session, the Board will direct staff to make any additional revisions prior to the deadline for submittal. Pending that discussion, the Superintendent recommends the following motion be adopted:

The State Board of Education hereby approves the draft 2016 Strategic Plan Progress Report as presented (or as revised per discussion in the June Board meeting).

<u>Next Steps</u>
Upon Board authorization, Agency staff will forward the approved Strategic Plan Report to the Governor and General Assembly as required by PA 93-1036.

NOT APPROVED



Illinois State Board of Education















June 2016

PROGRESS REPORT

COMPREHENSIVE STRATEGIC PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

James T. Meeks, Chairman • Tony Smith, Ph.D., State Superintendent

STATE BOARD OF EDUCATION





Tony Smith, P.h.D.State Superintendent of Education

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

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

The Board appoints the State Superintendent of Education, who may be recommended by the Governor. Currently there is one vacancy.



James T. Meeks
Chairman
Chicago



Steven R. Gilford
Vice Chair
Evanston



Melinda A. LaBarre Secretary Springfield



Curt Bradshaw
Naperville



Lula Ford

Chicago



Craig Lindvahl
Effingham



Eligio Cerda Pimentel
Oak Park



John W. Sanders

Marion



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-000 www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D. State Superintendent of Education

June 30, 2016

The Honorable Governor Bruce Rauner
The Honorable Members of the Illinois General Assembly
Illinois Statehouse
Springfield, Illinoi



Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2016 Report

Dear Governor Rauner and Members of the General Assembly:

Each year, the Illinois State Board of Education (ISBE) updates its continuing, five-year comprehensive strategic plan for elementary and secondary education, per the Education Reform and Accountability Act of 2004. ISBE's Comprehensive Strategic Plan for Elementary and Secondary Education, also known as our Progress Report, is designed to inform you about how the agency concentrates its efforts and resources to fulfill our Board's mission and goals.

Our State Superintendent, Board Chairman, and four new Board members completed their first full year with the agency during the 2015-16 school year. This change in leadership provided a great opportunity to reexamine how our agency can provide the most support to districts so they can best serve children and families. ISBE now has five key areas of focus to guide the agency s initiatives.

KEY AREAS OF FOCUS

- Funding: Establish an adequate and equitable education finance system
- Quality: Common definition of, and fair access to, quality education
- Autonomy: Maximize district autonomy to provide quality education to all families.
- Competency: Encourage competency-based learning.
- Community: Districts and schools as centers of healthy communities.

In September, the State Board amended its strategic plan to improve student success in Illinois by refocusing on specific, high-reaching goals that are measurable.

ISBE'S VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

ISBE'S MISSION



Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE'S GOALS

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

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

While ISBE has long sought to have every student graduate college and career ready, we believe we need to make this goal more personalized and concrete. We now have an extraordinary opportunity to redesign how to support every public school system in Illinois to bring these goals to life.

We understand these goals are ambitious and some districts are far closer to achieving them than others. But using more specific indicators to measure our success will help us better understand the quality of teaching and learning happening in individual school districts. We can then pinpoint what specific, ta geted supports and resources are needed to close achievement gaps and help every student reach these levels of success.

The Board is now in a great position to create a problem-solving culture that builds on the good work already occurring and eliminates what's holding our districts back from tapping into our students' full potential.

There are several data points and accomplishments that tell the story of our progress to date and the direction we want to go moving forward. These highlights are detailed throughout this report. We also want to take the opportunity to highlight several achievements that ISBE, our students, educators, and communities have made together to continue our momentum forward –

• Illinois was selected to participate in the K-12 Broadband and Digital Learning Policy Academy to help the state expand students' and teachers' access to digital technologies. The academy is led by a partnership between the National Governors Association and national



nonprofit Education SuperHighwa . High-quality broadband access in schools creates rich digital learning environments in which students can develop 21st-century skills, take advantage of open education resources, and become college and career ready.

- ISBE secured a \$100,000 grant to develop a detailed action plan to better prepare students for career success and, in turn, improve the economic opportunities available to all youth across the state. Illinois is among 24 states and the District of Columbia that received grants for this work through phase 1 of the New Skills for Youth grant opportunity. These grants are one piece of a \$75 million, five-year initiative developed by JPMo gan Chase, in partnership with the Council of Chief State School Officers and Advance CTE. They are aimed at increasing economic opportunity for young people by strengthening career-focused education.
- Illinois became the first state to partner with the Lead Higher Initiative in a statewide challeng to close equity gaps for lower-income students and students of color in its high schools' most rigorous courses. Lead Higher represents a groundbreaking initiative to increase Advanced Placement (AP) and International Baccalaureate course access by 100,000 low-income students and students of color over the next three years. Through a competitive national process, Lead Higher chose Illinois for its commitment to close gaps by 2019.
- Illinois ranks 11th in the nation for the percentage of 2015 graduates 25 percent who scored at least a 3 on the rigorous College Board AP exams during their high school career. The national average is 22.4 percent, according to the latest AP Cohort Data Report. Illinois also continues to report record numbers of graduates taking AP exams, with a total of 48,627 graduates (nearly 38 percent) taking at least one AP exam, more than double the number of graduates who took the exam in 2005. The percentage of Illinois graduates who scored a 3 or higher grew by 11.7 percentage points from 13.3 percent in 2005 to 25 percent in 2015. Illinois is fourth in the nation for the largest percentage point increase over the last decade.
- ISBE has awarded \$20.4 million in School Improvement Grants (SIG), which will be distributed to five schools across the state over the next five years to help them impleme comprehensive programs to improve student performance and college readiness. The SIG program is designed to help the state's lowest-performing schools that demonstrate the greatest need for the funds and the strongest commitment to using the dollars to provide adequate re sources in order to substantially raise their students' achievement levels.
- The Institute of Education Sciences awarded ISBE a \$7 million grant to develop its Illinois Statewide Longitudinal P-20 Data System (ILDS). The ILDS will help track the progress of Illinois students as they move from prekindergarten through postsecondary education and into the workforce. Over time, the data collected will provide an in-depth, comprehensive picture of individual students' progress and, ultimately, will help policymakers decide where to invest time, energy, and resources to most effectively improve student achievement.



• Illinois was one of eight states selected to receive a State Educational Agency grant from the federal government. This five-yea, \$42,286,226 award will support the development and growth of new, high-quality public school options, including charter schools, across the state.

We are grateful to have the full support of our Board as we've set out to meet new, higher expectations and reexamine how ISBE can best support districts to meet the needs of children and their families. We will hold ourselves accountable for ensuring that our organization adapts and changes to make each system support steady growth and progress toward our new outcome measures. We are also proud to be able to partner with the Governor's office, the legislature, and the multiple state agencies tasked with addressing our children's educational needs from birth to career. Together, we all share responsibility for how well our young people are prepared when they enter the workforce. We appreciate your continued support and investment in a promising future for each child in our care. Their success will pay dividends toward Illinois' long-term growth and vitality.

Sincerely,



Tony Smith, Ph.D.

State Superintendent of Education



James T. Meeks

Chairman





Progress Report

Comprehensive Strategic Plan for Elementary and Secondary Education

June 2016



Executive Summary

As required by Public Act 93-1036, the Illinois State Board of Education's 2016 Comprehensive Strategic Plan is the agency's 12th report. The first plan focused on ISBE s three primary goal areas: enhancing literacy, improving educator quality for all children, and expanding data-driven management and school support practices. Since 2005, agency staff members revisit the plan each year to review the agency's accomplishments and to update and refine strategies to ensure every student in the state is prepared for success. During the 2015-16 school year, the State Board amended its strategic plan to create a new vision for public education, establishing a new mission and refocused goals.

On May 1, 2015, longtime educator and administrator Tony Smith, Ph.D., became the 28th Illinois State Superintendent of Education. State Superintendent Smith identified five key area of focus to guide the agency's initiatives and strategic goals going forward:

KEY AREAS OF FOCUS

- *Funding:* Establish an adequate and equitable education finance system
- *Quality:* Common definition of, and fai access to, quality education.
- *Autonomy:* Maximize district autonomy to provide quality education to all families.
- *Competency:* Encourage competency-based learning.
- *Community:* Districts and schools as centers of healthy communities.

Funding

An adequate and equitable education finance system is crucial to support the needs of Illinois children and families. It is also the greatest investment we can make in building a stronger workforce that can support a thriving economy. Illinois' education finance system, howeve, is known as one of the most inequitable in the nation. The State Board believes the state needs a system that aligns funding with need, taking into account the diverse needs and characteristics of Illinois' 850-plus school districts. ISBE is committed to being a good partner in this reform and taking advantage of the chance to create a better system by working together with the Governor and legislators.

Quality

The State Board is streamlining its efforts to develop a clear consensus of what constitutes "quality" and clarifying expectations for schools to best ensure students stay on the path for success from cradle to career. ISBE's review and update of all learning standards is ongoing. The result of this work is expectations for all students that focus on real-world application and critical thinking to better prepare them for the next grade level and, ultimately, college and careers. With the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, the state has a new assessment that aligns with the rigor and scope of the Illinois Learning Standards. The more detailed data made available from the PARCC test results is a valuable tool to help improve the quality of instruction and help educators and parents work together to provide appropriate interventions for students.



ISBE has also partnered with the Illinois
Department of Juvenile Justice to create highquality educational options for youth who are
incarcerated and for those who will transition
back to their home communities. The agency also
continues to collaborate with other state agencies
to development and implement the Illinois
Statewide Longitudinal P-20 Data System (ILDS).
This system will help track the progress of
students as they advance from prekindergarten
through postsecondary education. ILDS data will
help administrators, policymakers, teachers, and
parents alike make better informed decisions about
where to invest time, energy, and resources to
better support students.

Autonomy

ISBE understands that local school leaders and educators are best positioned to understand their staff and students' unique needs, challenges, and achievements. The agency wants to provide mandate relief in order to maximize individual school districts' autonomy, thus providing innovative leaders the freedom they need to transform struggling schools, provide access to educational opportunities for students, and share their success stories and experiences. To enhance local autonomy, ISBE is leading a legislative effort to create Districts of Innovation in Illinois. The proposed School Districts of Innovation Act (Senate Bill 3422) would allow districts to use their tools and resources in ways they know work best for children and families. It would also strengthen the capacity for districts and regional offices to serve as peer coaches and mentors. In order for a district to be identified as a District of Innovation, it would develop its innovation plan with the input from a variety of stakeholders. The innovation plan represents a communitywide commitment to increase student outcomes through the activities described in a District of Innovation plan. Districts of Innovation would then have the

freedom to use groundbreaking teaching and learning methods to improve student achievement and prepare students for college and careers.

Competency

The State Board believes the high school experience should allow students to demonstrate their mastery of appropriate concepts and skills. The agency supports the proposed Postsecondary and Workforce Readiness Act (House Bill 5729), which includes development of a pilot program for competency-based high school graduation requirements. Students would earn a high school diploma based on what they know and how they apply this knowledge and not the amount of "seat time" in the classroom. ISBE has partnered with education organizations to create improved pathways to college and careers to meet the statewide goal that 60 percent of Illinoisans earn a high-quality, postsecondary certificate or degree by the year 2025.

Community

ISBE wants to facilitate meaningful connections locally with schools, other agencies, and their community and it members. The agency has proposed establishing a Healthy Community Incentive Fund, which would support grants to community partnerships, with school districts as the lead applicants among local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. The Healthy Community Incentive grant funds would help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the broad spectrum of individual children's needs.

The new Every Student Succeeds Act (ESSA) will also help Illinois increase and improve its supports for schools to promote the



development of healthy communities. The state will have greater freedom under this federal law to develop a thoughtful state plan to better serve all students, especially those considered most at risk. ISBE also continues to administer the 5Essentials Survey to collect feedback about individual schools' climate and culture. Survey results help drive school improvement by providing data on proven school components that improve outcomes for students. By turning these insights into targeted actions, schools' use of 5Essentials data helps build collaborative, healthy communities for all children.

Considering these areas of focus, the State Board amended its strategic plan during its retreat in September 2015 to create a new vision and mission statement with specific, more personalized goals that are measurable.

ISBE'S VISION

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

ISBE'S MISSION

Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE'S GOALS

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

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

The State Board believes these high-reaching goals will help the agency better focus its efforts on understanding and supporting the quality of teaching and learning in individual districts. The first step this past school year was identifying these goals and building a consensus on the kind of high-quality public education system Illinois students and their families deserve. These goals build off of many initiatives currently in place to ensure that students are college and career ready. Over the next school year, agency staff will examine and refine what data points and results they can use to measure ISBE's headway toward achieving these goals.

Kindergarten Readiness

Kindergarten readiness plays a crucial role in putting children on track for academic success throughout their elementary, postsecondary, and higher education careers. During the 2015-16 school year, more than 3,800 teachers from 547 school districts were trained on the Kindergarten



Individual Development Survey (KIDS) instrument. KIDS is a tool for collecting comparable and meaningful school readiness data on all kindergartners. By using this instrument, teachers are able to collect information about what children are able to do to. Information from KIDS will provide parents, school, districts, communities, and state leaders information on key indicators of readiness for elementary school. ISBE continues to work with its partner, WestEd, to further develop and modify the KIDS instrument, train teachers, and develop statewide communications and implementation strategies. Full implementation of the KIDS instrument is slated for the 2017-18 school year.

ISBE also continues to support and promote the importance of early childhood education through a variety of initiatives, including the agency's four-year, \$80 million federal Preschool Expansion Grant. This grant supports expansion of preschool to vulnerable students who lack access to other programs. The State Board is collaborating with other state agencies to ensure that Illinois is able to serve children and families across the continuum and strengthen communities through a range of collaborative efforts, including the Early Childhood Leadership Team, Early Learning Council, and the Governor's new Children's Cabinet.

Third-Grade Reading

Illinois students in grades 3-8 and high school took the PARCC assessment for the first time in spring 2015. Under the state's previous assessments, a student's results were reported as one of three mastery levels: not having met expectations, having met expectations, or exceeding expectations. The PARCC assessment reflects student readiness across five ne , more nuanced performance levels. Students scoring a 4 or 5 demonstrate a thorough understanding of

grade-level standards and are on track to being ready to enter college or the workforce. Students receiving a 3 are approaching expectations, but may need limited additional assistance mastering specific aspects of the content. Students receiving a 1 or 2 require additional assistance in mastering the content and are in need of greater supports.

The 2015 PARCC test results show that 32 percent of third-grade students achieved a level 4 score in English language arts, meaning they met expectations. Three percent earned a level 5 score, exceeding expectations. Another 24 percent of third-grade students approached expectations by earning a level 3 score.

The PARCC assessment aligns to higher standards, asks students to demonstrate their understanding in a different way, and reflects student performance across five performance levels. Therefore, these results provide a brand new baseline for measuring student progress moving forward. The PARCC results will help ISBE provide districts with the appropriate supports as they work with their students as well as give the agency a better understanding of schools' strengths and areas that need improvement. Such data is a valuable tool to promote literacy and help all third-grade students, as well as all elementary students, master grade-level reading skills.

ISBE grant programs, including the 21st Century Community Learning Centers (CCLC) Grant, also provide enrichment and additional supports to improve reading and literacy. The CCLC grant program provides academic and enrichment opportunities for children in prekindergarten through 12th grade that focus upon supporting student academic achievement for those standards in core academic disciplines. ESSA also provides new, flexible federal grants to support well-rounde students, while preserving and improving 21st CCLC programs.



Fifth-Grade Math

According to the 2015 Illinois Report Card, the first ARCC test results showed that 24 percent of fifth-grade students earned a level 4 score and met expectations in math, while 3 percent scored a level 5, exceeding expectations. Another 30 percent of fifth-grade students approached expectations in math by earning a level 3 score.

To support standards-aligned math professional development for teachers, the federal Illinois Math and Science Partnership Grant encourages partnerships between science, technology, engineering, and mathematics (STEM) departments at higher education institutions and high-need school districts. The grant currently serves more than 750 K-12 math and science educators across the state. More than 42,700 students have received services during the 2015-16 school year. ISBE content specialists have designed Math Shift Kits to promote high-quality math instruction in the classroom aligned with the Illinois Learning Standards in math. The Math Shift Kits aim to help teachers know and understand the shifts in mathematics instruction predicated upon the Illinois Learning Standards in math. ISBE has also taken the lead in creating state-developed model math units to help students master concepts at each grade level as schools put the math standards into practice in the classroom. Math resources have also been expanded to include an "Illinois Teach and Talk" website that promotes mathematical discourse in the classroom.

Ninth-Graders on Track

According to the 2015 Illinois Report Card, 83 percent of the state's freshmen were considered "on track" for high school graduation. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and

providing tutoring, additional instruction, and other individualized services.

The Illinois Virtual School (IVS) is a statewide learning resource that provides increased learning opportunities to help students stay on track and become college and career ready. The virtual school allows students to enroll in courses they could not fit into their daily school schedule. It also enables students to take courses that are not offered by the school in which they are enrolled. The IVS is also an option to retain students looking for online learning opportunities or who may have previously dropped out of school. ISBE's Career and Technical Education (CTE) programs also help high school students develop the academic, career, and technical skills needed to stay on track to graduate prepared for postsecondary success. During the 2014-15 school year, more than 95.4 percent of the seniors who concentrated in CTE courses (those who complete more than three credits in one CTE area) graduated from high school and 85.2 percent of special needs CTE concentrating students graduated.

Graduates Ready for College and Career

The 2015 Illinois Report Card shows 86 percent of high school students graduated in four years, while 88 percent graduated within five years. College remediation and enrollment rates, however, suggest that graduates are not ready for what is next once they pursue college and/or enter the workforce. The 2015 Report Card also shows that 49 percent of the students in Illinois' class of 2013 who attended a state community college were enrolled in remedial courses. Seventy percent of students who graduated with a regular high school diploma from a public high school in Illinois were enrolled in a two- or four-year college within 12 months, according to the latest Report Card. That percentage jumps to 73 percent when looking at 16 months after high school graduation.



To provide students greater access to higher education opportunities, Illinois is committed to providing a college entrance exam at no cost to all 11th-grade students. Last fall, ISBE selected the College Board's SAT as the state's college entrance exam. The SAT, which is closely aligned to the Illinois learning Standards, is able to measure what students are learning and determine their level of readiness for their next step after high school. The agency plans to administer the SAT in spring 2017.

Illinois' ongoing update of all content standards, including in science, social science, and the fine arts, will help ensure that all students graduate from high school ready for the rigors of college and careers. ISBE's CTE programs also play a key role in strengthening students' technical skills, helping them meet learning standards expectations, and closing achievement gaps to prepare students for college and careers. The agency has also secured a \$100,000 career readiness grant to develop a detailed action plan to better prepare students for transitioning from school to career. ISBE has also formed partnership with higher education and business organizations to define, align, and create quality high school and community college Programs of Study as they relate to career pathways.

Illinois agencies and businesses have also partnered to implement the Illinois Pathways Initiative, which creates complementary community and state-level approaches to address the skills gap faced by employers. The initiative also led to the creation and support of STEM Learning Exchanges to help high schools and community colleges meet the demand of high-skill STEM industries. Illinois was also the first state selected to partner with the Lead Higher Initiative in a statewide challenge to close equity gaps in high school Advanced Placement and International Baccalaureate courses.

Prepared and Effective Teachers

Over the past 10 years, the percentage of teachers with a graduate degree has increased more than 10 percent, with 61 percent of teachers holding a master's degree or higher, according to the 2015 Report Card. The statewide teacher retention rate is 85 percent, compared to 86 percent in 2014. Stability in the teaching staff often helps to foster a collaborative environment in which teachers work together to advance student achievement.

ISBE's Center for Educator Effectiveness continues its work to strengthen educator preparation programs in Illinois. To improve the quality of educator preparation programs, the Educator Licensure division has introduced rules that include new accountability components for program reporting. The division is also collaborating with other organizations to develop a data collection system and an accountability system for the state's educator preparation programs. Additionally, the division is revising standards for educator preparation programs to ensure candidates are receiving the knowledge and skills to be outstanding teachers.

Illinois districts also continue to implement new comprehensive educator evaluation systems that incorporate student growth and professional practice, as required under the Performance Evaluation Reform Act (PERA). Implementation has been phased in since 2013, and all school districts must include student growth as one portion of their educator evaluation ratings no later than the 2016-17 school year. PERA emphasizes ISBE's belief that districts are in the best position to determine their approach to teacher evaluation insofar as PERA allows districts to develop and implement their own evaluation systems that meet minimum state standards. A district defaults to the state model regarding the use of data and indicators of student growth for those aspects that cannot be agreed upon.



Safe and Healthy Learning Environment

Illinois was among the first states to set standards for Social and Emotional Learning (SEL). The SEL standards and grade-level performance descriptors for grades K-12 explain the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills, and demonstrate decision making and responsible behaviors. Illinois is also a national leader in valuing student health and the positive effects it has on learning and development. Full implementation of the revised Illinois Learning Standards for physical development and health took place over the 2015-16 school year. These standards promote healthy development and foster workplace skills, including identifying short- and long-term goals, utilizing technology, following directions, and working cooperatively with others.

ISBE believes in using a multi-tiered system of support (MTSS) to train and support districts on evidence-based practices that best serve students' needs and help create healthy school climates.

In Illinois, MTSS is defined as a framework for continuous improvement that is systemic, prevention-focused, and data-informed in order to provide a coherent continuum of supports responsive to meet the needs of all learners. To support MTSS in school districts, ISBE has developed the new Illinois Multi-Tiered System of Supports Network (IL MTSS-N). IL MTSS-N supports districts by addressing students' academic, social-emotional, and behavioral needs in a holistic manner to help school districts improve student outcomes.

ESSA also presents an opportunity to increase and improve support for schools and foster the development of healthy communities. The law will help Illinois increase support for its most vulnerable students, with a strong emphasis on identifying homeless youth and eliminating the barriers they experience in school. ISBE and local school districts will also have to develop, review, and revise policies to address existing obstacles in identifying, enrolling, and retaining homeless students in school, including those related to fees, fines, and absences

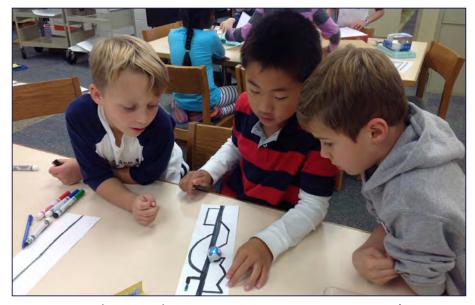


Photo Courtesy District 103 (www.d103.org) - By tapping into their imaginations, students from Half Day's School in Lincolnshire designed and built unique creations as part of a Cardboard Challenge, inspired by Caine's Arcade.



Section One:

Key Areas of Focus



Funding: Establish an adequate and equitable education finance system.

An adequate and equitable education finance system is essential to the health of children and families and the long-term economic well-being of the state. Illinois' education finance system is routinely referenced as one of the most inequitable in the country due to its overreliance on property taxes. Additionally, fiscal year 2016 represented the fifth consecutive year that General State Aid was substantially underfunded.

The way the education finance system is structured in Illinois has produced extraordinary distress on districts. Districts have managed this difficult situation by finding more and more way to reduce costs. Illinois districts may be running efficientl, but too often it is at the expense of providing a high-quality, effective education. Districts have been forced to reduce staff, forgo supplies, delay necessary building repairs and maintenance, and eliminate programs for students. These cuts are taking away valuable opportunities from students

Unfortunately, decreased spending is still not enough to keep districts financially afloat. ISB s 2016 Financial Profile report analysis found that 499 or 58.6 percent of school districts are expected to deficient spend, based on districts budget submissions for fiscal year 2016. Many districts also continue to borrow to maintain daily operations, with districts issuing \$307.2 million in debt in their operating funds in FY 2015 – and they still must continue to make difficult choices to cut spending.

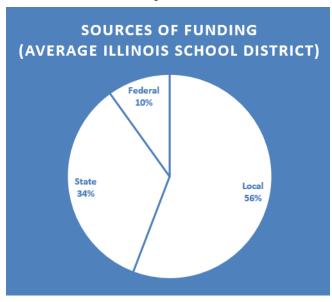
This data is deeply troubling. Such financial hardship affects many students who rely on public school services the most. This reality strengthens

ISBE's commitment to establishing a more equitable education finance system.

Illinois needs a funding system that aligns financial support with need, while taking into account the differences among its 850-plus school districts. Schools' unique student populations and the amount of local resources available to them must be given due consideration. ISBE is committed to being a good partner in this reform and taking advantage of the chance to create a better system.

ISBE will work to bridge the many efforts to improve the funding system that are underway. The main point of emerging consensus is to create a universal investment with clear expectations of results. It is also to acknowledge that some students are situated nearer – or further – from opportunity and therefore need different amounts of support to reach the same goal.

Figure One



Source: Illinois State Board of Education 2015 Annual Report



Last fall, the State Board adopted more specific, high-reaching agency goals that are measurable.

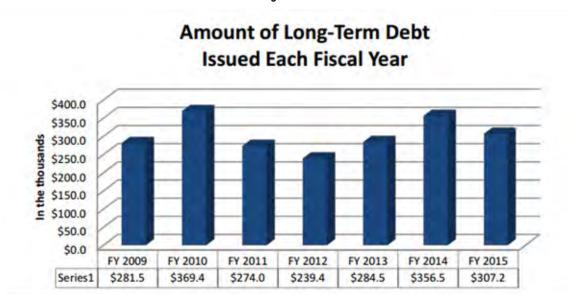
These goals are:

- Every child in each public school system in the state of Illinois deserves to attend a system wherein...
 - All kindergartners are assessed for readiness.
 - Ninety percent or more of third-grade students are reading at or above grade level.
 - Ninety percent or more of fifth grade students meet or exceed expectations in mathematics.
 - Ninety percent or more of ninth-graders are on track to graduate with their cohort.
 - Ninety 90 percent or more of students graduate from high school ready for college and career.
 - All students are supported by highly prepared and effective teachers and school leaders.
 - Every school offers a safe and healthy learning environment for all students.

Illinois' education finance system should be aligned with these goals and ensure that no child is shortchanged because of their family's income level or ZIP code

The State Board views itself as an advocate to support districts across the state as they strive to continually improve educational opportunities for students. The agency wants to ensure school districts and other education service providers have more resources and support to meet the unique needs of each and every child throughout all communities in the state.

Figure Two



Source: Illinois State Board of Education 2016 Financial Profile



measure this readiness. They will also help us build the right environment to support our students and teachers in achieving readiness.

This spring, Illinois also administered a new online science assessment to students in grades 5 and 8 and once at the high school level. The Illinois Science

Assessment is aligned to the Illinois Learning Standards in science, based on the Next Generation Science Standards. The exam, which used an open-source technology platform, is an important tool to help support the more engaged, handson science learning and teaching taking place in schools across the state

ISBE also remains committed to providing a college entrance exam at no cost to all 11th-grade students, a practice that has afforded opportunities and provided access to higher education to students for whom this otherwise would not have been a reality.

ISBE has also begun working collaboratively with the Illinois Department of Juvenile Justice (IDJJ) to create high-quality educational options for youth who are incarcerated and youth who will be transitioning back to their home communities. These options will prepare them for future employment and the continuation of their education to support their goals and dreams. The mission for the partnership of ISBE and IDJJ is to reduce recidivism. IDJJ is making a philosophical shift from relying on incarceration as the solution, to emphasizing high-quality education as the springboard to changing the life trajectory for these youth. ISBE is proud to

"The move to the PARCC test is an important shift for Illinois' students. It asks a new question, a question about readiness as opposed to mastery."

partner with IDJJ to help these individuals become more deeply engaged civically and set them up for academic success while at Illinois Youth Centers and beyond. This partnership will change the system in a way that offers the greatest benefit to these youth.

ISBE and IDJJ will make it a priority to identify and serve these children. Together, ISBE and IDJJ will:

- Create an enriching learning environment with varied educational offerings to further inspire current and future learning and open up career opportunities.
- Develop the ability to cater to the individual learning needs of each child.
- Improve the provision of services to students with disabilities and ensure sustainability.
- Emphasize education in developing solutions for these youth.
- Help attract the highest-quality staff and teachers.
- Creatively and collaboratively pursue alternative education providers and programs as innovative options to improve the educational impact and outcomes.

IIIlinois has an opportunity to do historical things and improve the life and outcomes for these young people.

The state is also improving its data collection to track students throughout each step of their academic career to their chosen career field.



Quality: Common definition of, and fair access to, quality education.

In order to develop a common understanding of and expectations for what constitutes "quality," the Illinois State Board of Education is streamlining its efforts from early childhood services to higher education and workforce training. ISBE is committed to supporting all students to meet higher expectations aimed at preparing them to be successful in college and their chosen career path.

This past year, ISBE continued to update all learning standards to focus on real-world application, helping students meet the challenges of higher learning and the workplace in the 21st century. Enhanced physical education standards, which the Board adopted in 2014, were implemented during the 2015-16 school year. These standards are based upon neuroscience research that links physical activity with improved academic performance.

ISBE also adopted revised social science standards in 2015, with full implementation scheduled for the 2017-18 school year. These standards are based on recommendations from a task force led by the Illinois Civic Mission Coalition. They seek to cultivate civic-mindedness and emphasize historical thinking, economic decision making, and geographic reasoning, utilizing psychological and sociological concepts across all disciplines and grade levels. New fine arts standards are also planned for full implementation during the 2017-18 school year. Arts Alliance Illinois, a statewide advocate for arts education, has led this initiative in partnership with ISBE staff to bring together educators, organizations, and advocates from across the state to develop arts standards that reflect best practices

The State Board is pleased to have modern, comprehensive learning standards that are applicable and relevant to the issues and experiences students will encounter in their personal, professional, and civic lives. By improving content standards, ISBE is strengthening its investment in each child served in Illinois schools.

Illinois' transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) test provides another tool to assist in improving the quality of education for all students by providing better information used in the design and delivery of high-quality instruction for all children. PARCC was administered statewide for the second time in spring 2016. ISBE continually strives to strengthen statewide assessments so that educators have high-quality, comparable assessments that will allow them to target the needs of and provide supports for all students as they become ready for college and/or careers.

In the past, assessments focused on what students have done — whether they have learned or mastered what has been taught. The move to the PARCC test is an important shift for Illinois' students. It asks a new question, a question about readiness as opposed to mastery. Put differently, the next generation of assessments provides data on both what a student knows and, more significantl, what she or he is ready to learn. There are many data points, from employment rates to college remediation rates, which suggest students may do well along their preK-12 journey but they are not ready for what's next once they pursue college and/or enter the workforce. The PARCC test results provide a new baseline to



ISBE – in collaboration with six other state agencies, including the Illinois Board of Higher Education and the Illinois Community College Board – continues to develop and implement the Illinois Statewide Longitudinal P-20 Data System (ILDS). The ILDS partner agencies plan to produce technology tools, reports, and research datasets in five areas of initial focus: early childhood, high school to college success, community college feedback, career pathways,

and college/career certificate completion. Further, the ILDS will enhance ISBE data collection to support teachers, administrators, agency staff, parents, and policymakers in making informed and effective data-driven decisions aligned with the Board's mission and goals.

In fall 2015, ISBE received a \$7 million grant from the Institute of Education Sciences to fund the ILDS development. The ILDS will help track the progress of Illinois students as they move from prekindergarten through post-

secondary education and into the workforce.

Over time, the data collected will provide an in-depth, comprehensive picture of individual students' progress. It will ultimately help policymakers, school leaders, teachers, and parents decide where to invest time, energy, and resources to most effectively improve student achievement.

An effort is underway to give these stakeholders and members of the public quick and easy access to ILDS information through the Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) project.

This project is funded by the U.S. Department of

Education Statewide Longitudinal Data System grant program. This improved data access will support and strengthen state and local resource allocations, instruction, and learner outcomes. Illinois Data FIRST will connect resource allocation information to student outcomes and educator information and significantly expand the use of ILDS for intuitive and "real-time" instructional feedback.

"The ILDS will help track the progress of Illinois students as they move from prekindergarten through postsecondary education and into the workforce."

Illinois Data FIRST has two components: Fiscal Equity and Return on Investment (ROI) and Instructional Support. The ROI component will strengthen the ability of the state, school districts, and early childhood centers to use ILDS information more accurately to allocate resources to improve educational outcomes. The Instructional Support component will help Illinois adopt a service model of data management focused on the use of data to meet state and local district goals. The integration of Illinois Data FIRST with other Information Technology

strategic initiatives provides a technology solution that supports educators with high-quality data that can be understood and acted upon in order to achieve equity and excellence for each and every student in Illinois.

ISBE is implementing high-quality learning standards and assessments and maximizing our resources through partnerships with other agencies to streamline and coordinate efforts. The agency is in a strong position to provide all children access to a first-rate public education system throughout their academic careers.



Autonomy: Maximize district autonomy to provide quality education to all families.

The State Board recognizes that teachers, principals, superintendents, and school boards best understand the unique needs, challenges, and achievements of their schools and students. Since 2009, more than 130 additional statutes have been applied to school districts, resulting in roughly 200 more reporting requirements.

ISBE also conducted a workflow study in fall 2015 that determined the amount of time spent on regulation was disproportionate to the time spent on service and support for school districts. ISBE wants to focus on more deeply supporting Illinois schools and districts. The agency also wants to provide mandate relief to maximize school districts' autonomy to give innovative leaders the freedom they need to transform struggling schools and share their achievements.

ISBE is now leading a legislative effort to create Districts of Innovation in Illinois. This spring, ISBE initiated the introduction of Senate Bill 3422 (SB 3422) by Sen. Karen McConnaughay to create the School Districts of Innovation Act. This legislation would give school districts greater independence to apply innovative practices that improve student academic performance and benefit the whole child by removing obstacles that currently exist in laws or rules. Districts could use groundbreaking ways of teaching and learning to improve student achievement and ensure that students graduate from high school ready for college and careers.

SB 3422 would set up a process for a school district to be designated as a District of Innovation. These districts would identify

ambitious, achievable performance goals aligned with the five goals adopted by the State Board of Education. These performance goals must incorporate ways to show measurable improvement in specific areas of student performance. District of Innovation plans would be prepared by a local innovation committee made up of school board representatives, a principal, teachers, support staff, parents, a student, and

community.
Innovation plans
would be developed
with and certified
by the Regional
Superintendent of
Schools and would
contain requests for
exemptions from
specific statutory
and regulatory
mandates directly
related to the
success of the plan.

the broader school

"Since 2009, more than 130 additional statutes have been applied to school districts, resulting in roughly 200 more reporting requirements."

With this effort and our new, refocused goals and mission statement in place, ISBE is in a great position to create a problem-solving culture that builds on the good work already taking place in districts and mitigates regulations that inhibit autonomy and keep districts from tapping into their students' full potential. ISBE believes that teachers, principals, superintendents, and community members are in the position to best determine and provide the highest-quality education and care for each child in its public school system.



Competency: Encourage competency-based learning.

ISBE believes that it must rethink how students are taught and demonstrate knowledge in order to adequately prepare for today's world. Education should not focus on how long students are in the classroom, but on what they know and if they are mastering the appropriate concepts. Therefore, the Board is partnering with other organizations, including Advance Illinois and the Northern Illinois University Education Systems Center, to transform the high school experience in Illinois to create new and improved pathways to college and careers.

Expectations for what it means to be prepared for college and careers are varied and inconsistent. This lack of consensus hurts Illinois employers as they struggle to find the highly skilled and qualified job candidates their industries need to grow and be successful. ISBE is a member of the Illinois P-20 Council, which is made up of government, business, school board, higher education, union, and nonprofit representatives as well as teachers and parents. Its purpose is to develop a statewide system of quality education and support, from

birth to adulthood. The council has set a goal that 60 percent of Illinoisans earn a high-quality, postsecondary certificate or degree by the year 2025. This charge is challenging as roughly half of the state's graduates who attend community college must take remedial coursework in subjects including reading, mathematics, and

communications. To address this problem, House Resolution 477 was introduced in spring 2015 to create advisory committees to identify and build support for effective strategies to ensure more students are college and career ready.

These committees' recommendations, which were adopted by the P-20 Council's College and Career Readiness Committee, led to the introduction of House Bill 5729 this spring. This legislation creates the Postsecondary and Workforce Readiness Act and includes development of a pilot program for competency-based high school graduation requirements. The bill also creates transitional mathematics courses, reading and communication transitional competencies, and College and Career Pathway Endorsements.

School districts that wish to voluntarily participate in the pilot would have to create a plan for introducing standards-aligned competencies to replace existing high school graduation requirements. Students would earn a high school diploma based on what they know and are able to

do and not the amount of "seat time" spent in a classroom. In addition, districts would be encouraged to develop coursework that integrates academic standards with career coursework, leading to the development of rigorous and relevant courses and work opportunities. Educators and professionals from the field will jointly develop and implement this work.

"Education should not focus on how long students are in the classroom, but on what they know and if they are mastering the appropriate concepts."





Illinois Teacher of the Year (2015) Steven Elza and some of his students were in Springfield participating in the Illinois Association for Career and Technical Education Rally Day at the Illinois State Capitol last year.

House Bill 5729 would also establish a College and Career Expectations Framework that uses benchmarks from eighth through 12th grade for career exploration and development; college exploration, preparation, and selection; and to show students how to access financial aid opportunities. Additionally, the act defines high school coursework and criteria that will place students into college credit-bearing classes and provides for College and Career Pathway Endorsements on high school diplomas.

ISBE is proud to support this legislation and work toward ways school districts can embrace a competency-based approach at the high school level. Illinois' students have extraordinary talents and abilities. ISBE should work with districts to ensure the conditions for success of this work.

Districts should focus on awarding credit in ways indicative of the ways in which a student demonstrates what he or she knows, understands, and is able to do. ISBE is committed to collaborating with educators, families, business, higher education, and community partners to create a new high school experience that is more valuable to the individual student and that increases the likelihood that a high school is an asset in the local community for workforce development, community service, and youth leadership.



Community: Districts and schools as centers of healthy communities.

The world is rapidly changing. These changes can put enormous pressures on students. The Illinois State Board of Education believes the agency is in a strong position to address these modern stresses and support schools as places of deep belonging and connection. Illinois educators exhibit tremendous care and concern for their students and are in the position to best develop their talents and address areas of struggle.

Now more than ever, ISBE believes the role of schools and districts is to create and bolster healthy communities. ISBE's fiscal year 2017 budget request included \$15 million in new dollars for the Healthy Community Incentive Fund. This fund would support grants to community partnerships between school districts and local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. The grant funds would help coordinate, align, and leverage efforts to solve complex social problems within communities aimed toward serving the needs of the "whole child."

These grants would enable school districts to take a lead role in cross-organization collaboration and become centers of collective impact and responsibility to the children of the community. Addressing these issues would help ensure that students are present, focused, and ready to take advantage of high-quality instruction in the classroom. The Healthy Community grants would support schools that show need and collaboration in order to activate services that would improve outcomes for students.

ISBE also sees great opportunity in the Every Student Succeeds Act (ESSA) to increase and improve its supports for schools to promote the development
of healthy
communities.
The new
federal
education law
gives the state
and school
districts
opportunity to

"Now more than ever, ISBE believes the role of schools and districts is to create and bolster healthy communities."

better serve all students, especially those considered most at risk. ESSA grants Illinois greater freedom to develop a thoughtful state plan to ensure each child in the state's diverse student body has access to a high-quality education. The law will take effect in phases over the next two school years. State Board staff continues to carefully review the law to determine the full impact to the state's education system and any necessary changes to state law. ISBE also held a series of listening tours this spring to hear from the field about how to design a plan that works best for Illinois educators and students.

ESSA will provide additional supports for the state's most vulnerable students, including a stronger focus on homeless students. The bill emphasizes the continued need to remove barriers homeless students face in our schools. In particular, the law supports Illinois' ongoing work to ensure that very young homeless children have adequate access to public preschool programs. The law also equips Illinois to support English Learners (ELs) as they develop English language proficiency and meet academic standards. It ensures that schools have latitude to measure ELs in their native languages to appropriately gauge growth and achievement.



ESSA also ensures that Illinois must measure the performance of low-income, minority, and EL students. The Illinois Report Card will continue to provide communities this important information to drive school improvement efforts. Illinois also expects to have more flexibility to identify schools that have not met state-determined standards.

The law also maintains Title I-A funding, ensuring that Illinois' at-risk schools and students will continue receiving needed federal support. In FY 2016, Illinois will receive \$627,541,589 to support low-income students and schools.

ESSA also includes new Student Support and Enrichment Grants that specifically focus on well-rounded education, safe and healthy schools, and technology.



ISBE's 5Essentials Survey continues to provide valuable feedback about individual schools' climate and culture. This supports efforts to build collaborative, healthy communities for all children. The 2015-16 school year was the fourth administration of the online statewide survey. The 5Essentials is a research-based diagnostic assessment of school organization that promotes school improvement by providing educators –

and communities at large – with data on components of schooling that have been proven to connect to improved outcomes for students. Practitioners are able to use their individualized school-level report to better understand strengths and areas for improvement in their school and turn these insights into targeted actions.

All schools within a district are required by legislation to participate in the survey at least every other year to help provide a more complete picture of what happens in the classroom. In 2016, only districts participating in Race to the Top and those that did not participate in the survey the previous year (133 districts) were required to participate, though all districts had the option to participate and were strongly encouraged to do so. A total of 307 districts comprising 1,476 schools participated in the survey. The 5Essentials provides valuable data that can help schools continually assess their progress and build positive relationships within their communities.

"ISBE's **5Essentials Survey** continues to provide valuable feedback about individual schools' climate and culture."

Finally, members of ISBE's management team have read the report, "For Each and Every Child: Education Equity and Excellence," a product of a two-year effort by the Equity Commission (sponsored by the Office of Civil Rights).

Managers have since met to discuss how ISBE's internal structure supports or hinders the outcomes outlined in the document. Weaving the lessons from this report into our daily operations will further advance the State Board's efforts to make meaningful connections locally with other agencies and community members.



Section Two:

Progress on Agency Goals



Goal: All kindergartners are assessed for readiness.

RESULTS TO DATE

During the 2015-16 school year, 3,869 teachers from 547 school districts were trained on the Kindergarten Individual Development Survey (KIDS) instrument. These figures represent more than 70 percent of the school districts that enroll kindergartners. As part of the phased implementation, 1,020 Illinois teachers entered 26,792 KIDS records in 2015-16. These teachers represent 341 Illinois schools in 172 school districts

KIDS is a tool for collecting comparable and meaningful school readiness data on all kindergartners. The instrument enables teachers to use local assessment and instructional information about what children are able to do to report on measures of development. ISBE partnered with the WestEd Center for Child and Family Studies and the Berkeley Evaluation and Assessment Research Center at the University of California, Berkeley's Graduate School of Education to develop and administer KIDS. In November 2015, the KIDS Advisory Committee recommended the collection of 14 key measures that are foundational for school readiness and predictive of future academic success.

The KIDS Advisory Committee recommended the collection of these 14 key measures that are foundational for school readiness and predictive of future academic success:

- Curiosity and Initiative in Learning
- Self-Control of Feelings and Behavior
- Engagement and Persistence
- Relationships and Social Interactions with Familiar Adults
- Relationships and Social Interactions with Peers
- MATH 1 Classification
- MATH 2 Number Sense of Quantity
- MATH 3 Number Sense of Math Operations
- MATH 6 Shapes
- Communication and Use of Language (Expressive)
- Reciprocal Communication and Conversation
- Comprehension of Age-Appropriate Text
- Phonological Awareness
- Letter and Word Knowledge

PROGRESS AND INITAITIVES

Kindergarten readiness is an important foundation for meeting the milestones that will lead toward being college and career ready as well as becoming self-sufficient adults. ISBE remains committed to collecting data on the school readiness of all kindergartners that is meaningful and doable for school districts.

Information from KIDS will provide parents, schools, districts, communities, and state leaders information on key indicators of whether our youngest learners are prepared to enter elementary school. Given the importance of school readiness as part of the pathway to college and career readiness, school readiness data is an



important tool for the planning of services, distribution of resources, and development of programs so that all kindergartners enter school ready to learn and succeed.

To best ensure that KIDS is providing teachers and parents with actionable information, ISBE has continued to work with WestEd to further develop and modify the KIDS instrument, train teachers, and develop statewide

communications and implementation strategies. Full implementation of the KIDS instrument, with all schools collecting and reporting school readiness data for all kindergartners, is slated for the 2017-18 school year.

ISBE continues to support and promote the importance of learning in early childhood to prepare students for success in kindergarten and the rest of their elementary and secondary education. The State Board's fiscal year 2017 budget recommendation included a \$75 million increase in the Early Childhood Block Grant to restore the loss of funding since fiscal year 2009 and support the agency's four-year, \$80 million federal Preschool Expansion Grant. This grant supports expansion of preschool to vulnerable students who lack access to other programs. ISBE also has a strong partnership with the Governor's Office for Early Childhood Development on the Early Learning Challenge Grant and Preschool Expansion Grant Initiatives.

ISBE realizes it is not enough to have strong early childhood programs. Studies demonstrate

that gains made in early childhood must be followed by high-quality K-12 experiences to make a lasting impact. We understand the importance of high-quality, meaningful



experiences for all children in the early years that are bridged to kindergarten and the early elementary years to ensure a more seamless transition for children. That is only possible by aligning and integrating our

systems. This all commences with teaching and learning in early childhood.

ISBE is also engaging deeply with other state agencies to ensure that we are able to serve children and families across the continuum and strengthen communities through a range of collaborative efforts, including the early childhood Leadership Team, Early Learning Council, and now through the Governor's new Children's Cabinet.

Additionally, the Every Student Succeeds Act offers new opportunities and supports for early childhood programs. Illinois will be able to further work with school districts to strengthen and align early learning and K-12 programs, support early childhood professional development, and better evaluate local needs to expand opportunities for early learning. The law also supports Illinois' ongoing work to ensure that young homeless children have adequate access to public preschool programs.



Goal: Ninety percent or more of third-grade students are reading at or above grade level.

RESULTS TO DATE

The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment reflects student performance across five new performance levels. Students scoring a 4 or 5 demonstrate a thorough understanding of grade-level standards and are on track to being ready to enter college or the workforce. Students receiving a 3 are approaching expectations, but may need additional assistance mastering some aspects of the content. Students receiving a 1 or 2 need more assistance in mastering the content and are in need of greater supports.

Illinois students in grades 3-8 and high school took the PARCC assessment for the first time in spring 2015. In December, ISBE released the results from this first administration. The PARCC assessment aligns to higher standards, asks students to demonstrate their understanding in a different way, and reflects student performance across five performance levels. The 2015 PARCC scores provide a brand new baseline for measuring student progress moving forward.

Figure One provides data from the 2015 Illinois School Report Card on grade-level PARCC assessment performance in English language arts (ELA). Thirty-two percent of third-grade students achieved a level 4 score, meaning they met expectations. Three percent earned a level 5 score, exceeding expectations. Another 24 percent of third-grade students approached expectations by earning a level 3 score. Students who met or exceeded expectations are likely to be on track for the next grade level and, ultimately, for college and career readiness.

PROGRESS AND INITIATIVES

Under the Illinois Standards Achievement Test and Prairie State Achievement Examination, results were reported as having met or exceeded expectations or not. In distinction to this way of expressing mastery of content, PARCC, on the other hand, uses five performance levels, which range from 1 to 5. With these new performance levels, ISBE is now focusing on student performance on a continuum.

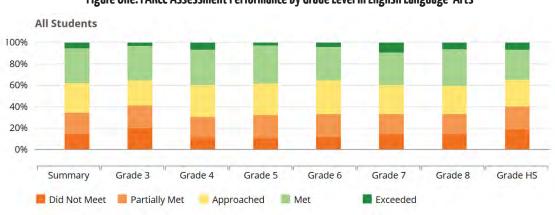


Figure One: PARCC Assessment Performance by Grade Level in English Language Arts

Source: 2015 Illinois Report Card (www.illinoisreportcard.com)



Level 3 is a key performance level as it represents that a student is becoming aware of what's ahead in the next grade level and, with more support, will be ready for what's coming next in the curriculum. This more distinctive performance level will help educators be more intentional in their design and delivery of instruction and give students the appropriate interventions to help them better understand content.

The information ISBE receives from the PARCC results will help determine how ISBE can provide districts with the appropriate supports as they work with their students. PARCC statewide data also identifies and celebrates Illinois successes, and provides a clearer picture of areas that need improvement. This data is therefore a valuable tool to promote literacy and help all third-grade students, as well as all elementary students, master grade-level reading skills.

ISBE grant programs also provide enrichment and additional supports to improve reading and literacy. Illinois' Agricultural Education program supports teaching agriculture literacy to students in grades K-8 through lessons and activities aligned to the Illinois Learning Standards in ELA, math, and science. The program also provides resources on these learning standards for educators

The 21st Century Community Learning Centers (CCLC) Grant provides academic and enrichment opportunities for children in prekindergarten through 12th grade in order to meet state and local student academic achievement standards in core academic disciplines, such as reading and math. These opportunities help bridge achievement gaps in high-poverty, low-performing schools.

The purpose of the 21st CCLC grant program is to serve schools where low-income students make up at least 40 percent of the population or schools that are eligible for Title I schoolwide programs. Title

I provides financial assistance to schools with high numbers of children from low-income families to ensure all students meet state academic standards.

The 21st CCLC program offers a variety of services to students and their parents/caregivers to promote social-emotional development and cultural enrichment, including drug and violence prevention lessons, counseling, art, Science, Technology, Engineering and Mathematics(STEM) programs, music and recreation classes, technology education, and character education. It also sponsors family events and provides literacy and related educational services for parents and caregivers to better engage families in school activities.

The 21st CCLC grants are awarded as federal appropriations are available. The latest competition took place in fiscal year 2015 and provided about \$25 million to support 87 after-school and extended day academic enrichment projects across the state.

The Every Student Succeeds Act (ESSA) also provides new, flexible federal grants to support well-rounded students, while preserving and improving 21st CCLC programs. The law expands the scope of activities for the program, including ensuring that students are exposed to college and career readiness activities. ESSA also includes provisions that will help Illinois continue to support gifted and talented students and promote their development and engagement in the classroom. States must now include information about how to plan to improve educator and school leaders' skills to help them identify gifted and talented students and provide appropriate instruction when applying for Title II professional development funds. States and districts are also now required to report student achievement data at the advanced level and not just performance at the proficient level and belo .



Goal: Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

RESULTS TO DATE

The Partnership for Assessment of Readiness for College and Careers (PARCC) exam reflects student performance across five more nuanced performance levels than the state's previous assessments. Students scoring a 4 or 5 demonstrate a thorough understanding of grade-level standards and are on the right track to being ready to enter college or the workforce. Students receiving a 3 are approaching expectations, but may need additional assistance mastering some aspects of the content. Students receiving a 1 or 2 need more assistance in mastering the content and are in need of greater supports.

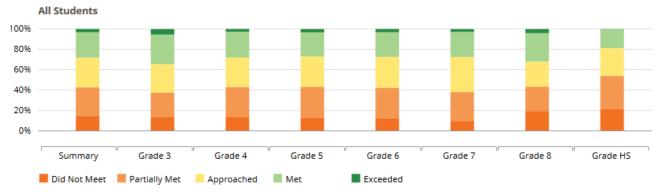
According to the 2015 Illinois Report Card, the first ARCC test results showed that 24 percent of fifth-grade students scored a level 4 and met expectations in math, while 3 percent earned a level 5 and exceeded expectations (Figure One: PARCC Assessment Performance by Grade Level in Math). Another 30 percent of fifth-grade students approached expectations in math by

scoring a level 3. Students who met or exceeded expectations are likely to be on track for the next grade level and, ultimately, for college and career readiness.

PROGRESS AND INITAITIVES

The Illinois Math and Science Partnership Grant is a federal formula grant program that supports partnerships between science, technology, engineering, and mathematics (STEM) departments at higher education institutes and high-need school districts. The grant currently serves more than 750 K-12 math and science educators across the state and provides 80 hours of researched, standards-aligned math professional development. A total of 42,702 students have received services through this grant in fiscal year 2016. ISBE awards approximately \$5 million total to grantees per grant year, with the current grant set to expire in August 2017. Grant awards are made to partnerships that include Regional Offices of Education, institutions of higher learning, highneeds local education agencies, and businesses.





Source: 2015 Illinois Report Card (www.illinoisreportcard.com)



ISBE content specialists have designed Math Shift Kits to help support high-quality math instruction in the classroom that is aligned with the Illinois Learning Standards in math. The Math Shift Kits are designed to help teachers know and understand the shifts in mathematics instruction with the current math standards. The kits include PowerPoint presentations, handouts, research, and advice on how teachers can use the information to gain a better understanding of how best to implement the standards.

Illinois adopted its current math standards, based on the Common Core Standards, in 2010. The math standards generate major instructional shifts in *focus*, *coherence*, and *rigor*. They *focus* on the skills that students truly need to master at each grade level in order to succeed in subsequent grades, resulting in fewer standards but more teaching time for those standards that do remain. The standards are *coherent* both within a single grade and across grades. Therefore, new concepts build upon previously learned concepts so that math topics are linked to one another.

The standards and their expectations become more focused as a child progresses in his or her schooling. Finally, the standards are *rigorous* because they support conceptual understanding, procedural skill and fluenc , and application with equal intensity. This conceptual understanding means students comprehend the actual mathematical process behind their work instead of simply memorizing multiplication tables or using "tricks" to get a solution. Resources for the Math Shift Kids are available at http://education.illinoisstate.edu/casei/math/ and have been put in place to facilitate professional development without teachers having to leave the building and forfeit classroom time.

ISBE has also taken the lead in creating state-developed model math units to help students master concepts at each grade level as schools put the math standards into practice in the classroom. The nationally recognized units were the first of their kind. They were developed by a statewide team of educators in response to legislation that called for more math resources and support. The models are available at www.isbe.net/common_core/htmls/math-model-units.htm.

The models inspire teachers to dig deeper into math content and create better lessons, which help provide students a strong, deep foundation in math as they improve their skills. They help teachers develop lesson plans that meet internationally benchmarked math standards. The models are not a complete curriculum, but instead are a blueprint for instruction, lesson planning, and assessments. Districts may choose to adopt or adapt the models as they develop their full curricula. The ongoing math model project will focus on developing additional grade level resources based on input from teachers, instructional coaches, administrators, higher education faculty, and national experts through the process.

Math resources have also been expanded to include an "Illinois Teach and Talk" website (www.ilteachandtalk.org/) at for K-8 math teachers that promotes mathematical discourse in the classroom. The website provides sample math talks aligned to the standards and designed for a 15-minute introduction to math lessons. A series of Math Talk workshops was provided statewide during the 2015-16 school year to support the importance of math discourse in the classroom and highlight the website.



Goal: Ninety percent or more of ninth-graders are on track to graduate with their cohort

RESULTS TO DATE

The 2015 Illinois Report Card reports the number of freshmen "on track" in a high school and at the district level (Figure One: Freshman on Track). For 2015, 83 percent of the state's freshmen were considered on track. Students identified as on track have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester "F" in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation.

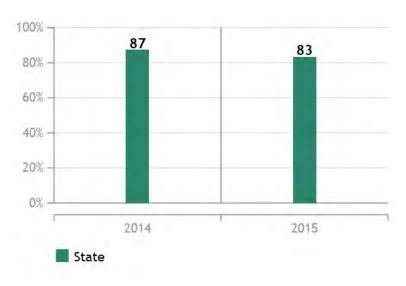
The "freshmen on track" metric is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by

identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services.

PROGRESS AND INITIATIVES

The Illinois Virtual School (IVS) is a statewide learning resource that provides increased learning opportunities to help students stay on track and become college and career ready. Teacherfacilitated courses are available online to public, private, and home-schooled students in grades 5-12 and cover a number of curricular areas, including language arts, mathematics, science, social studies, business and economics, and career planning. Upon completion of an IVS course, students and their schools receive a Completion Certificate, and the school determines the fina grade and awards course credit.

Figure One: Freshmen on Track



Source: 2015 Illinois Report Card (www.illinoisreportcard.com)



The virtual school allows students to enroll in courses they could not fit into their daily school schedule. It also enables students to take courses that are not offered by their local "face-to-face" school, such as Advanced Placement, world languages, and other enrichment opportunities.

The IVS is also an option to retain students looking for online learning opportunities or who may have previously dropped out of school. IVS has recently expanded its course access for high school students and provides credit recovery options to help them graduate on time. IVS' credit recovery courses are proficiency-based and are intended for students who failed a course and need to retake it in order to recover credit. The courses include prescriptive pretests to identify what a student has learned previously and areas of deficiency for each unit of content. An individual learning plan is automatically generated based on the results of each unit pretest.

ISBE's Career and Technical Education (CTE) programs have also made strides in helping high school students develop the academic, career, and technical skills needed to stay on track to graduate prepared for postsecondary success. In fiscal year 2015, 46.3 percent of all Illinois high school students participated in CTE programs, a slight decrease from the 2013-14 school year and an increase of 6.6 percent from 2012-13. During the 2014-15 school year, 826 high schools in Illinois offered at least one program in CTE, and 434 high schools provided approved CTE programs in at least four different content areas. More than 95.4 percent of the seniors who concentrated in CTE courses (those who complete more than three credits in one CTE area) graduated from high school and 85.2 percent of special needs CTE concentrating students graduated. Among those CTE concentrators, 66.8 percent went on to enroll in postsecondary education, according to the National Student Clearinghouse.

"The virtual school allows students to enroll in courses they could not fit into their daily school schedule. It also enables students to take courses that are not offered by their local 'face-to-face' school, such as Advanced Placement, world languages, and other enrichment opportunities."

Additionally, Career and Technical Student Organizations (CTSOs) are co-curricular entities that provide secondary students with activities that expand classroom instruction to strengthen academic and technical skills. CTSOs apply knowledge and skills from the classroom through various competitive events. Participating students also receive opportunities for personal growth, leadership development, and career exploration. During the 2014-15 school year, 34,393 students across the state were members of a staterecognized CTSOs. These included the Business Professionals of America, Future Business Leaders of America, Future Healthy Professionals, and the Family, Career, and Community Leaders of America. Students in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficac, and employability skills than other students, according to the National Coordinating Council for CTSOs.

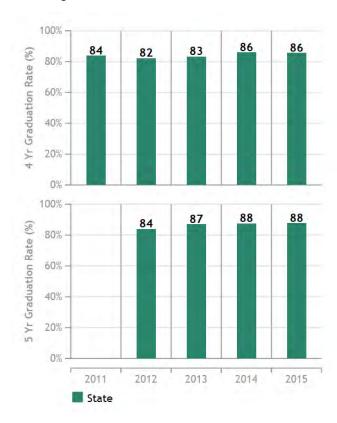


Goal: Ninety percent or more students graduate from high school ready for college and career.

RESULTS TO DATE

The 2015 Illinois Report Card provides the fouryear and five-year graduation rate (Figure One: Four- and Five-Year Graduation Rates). A five year graduation rate was not measured before 2012. It illustrates completion of high school by students who require up to one additional year of instruction.

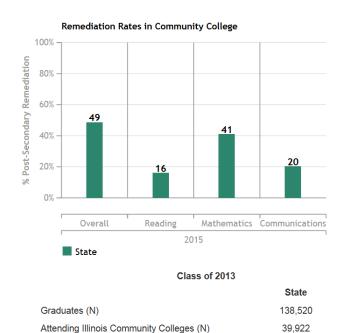
Figure One: Four-Year and Five-Year Graduation Rates



Source: 2015 Illinois Report Card (www.illinoisreportcard.com)

The 2015 Illinois Report Card provides that 49 percent of the students in Illinois' class of 2013 who attended a state community college were enrolled in remedial courses (Figure Two: Remediation Rates in Community Colleges). Figure Two includes information on the percentage of students who enrolled in any remedial course (e.g., any course that the community college identifies as remedial) and the percentage of students taking courses in the content areas of reading, mathematics, or communication skills (writing and speaking). This data does not include students from a high school in which fewer than 10 students enrolled in community college.

Figure Two: Remediation Rates in Community College



Source: 2015 Illinois Report Card (www.illinoisreportcard.com)

Attending Illinois Community Colleges (%)

Enrolled in Remedial Courses (N)

Enrolled in Remedial Courses (%)

28.8%

19,427 48.7%



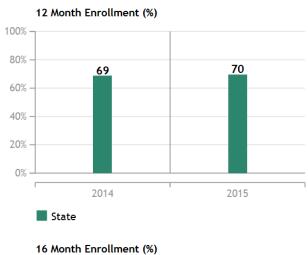
Remediation, sometimes called developmental education, is designed to help students achieve a level of college and career readiness that will enable them to succeed in core academic subjects such as reading, math, and science. Community colleges require students to take remedial courses if they are judged to need additional preparation in order to earn credit from college-level studies. Almost 50 percent of the students in the class of 2013 entering community colleges in Illinois were placed in developmental education in at least one subject. These courses incur tuition costs, but do not earn college credit. Students may be identified as needing remedial courses during high school or through college placement tests. Working with their local community colleges, some Illinois high schools are teaching college-level remedial courses to high school seniors and are seeing dramatic reductions in the number of students needing remediation at the college level. Figure Three illustrates the percentage of students statewide who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months (Figure Three: Postsecondary Enrollment).

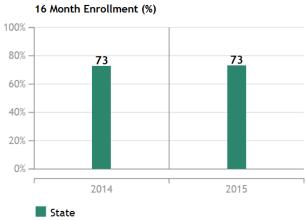
Figure Three data includes the National Student Clearinghouse (NSC) for higher education enrollment and the ISBE Student Information System for high school graduation. The NSC captures data from more than 95 percent of institutions nationwide and its data is commonly used across states.

Young adults who earn college credit are more likely to be employed and stay employed. According to the U.S. Department of Labor, in 2012 the employment rate for young adults was 87 percent for those with at least a bachelor's

degree, compared with 75 percent for those who completed some college, and 64 percent for high school graduates.

Figure Three: Postsecondary Enrollment





Source: 2015 Illinois Report Card (www.illinoisreportcard.com)

PROGRESS AND INITIATIVES

Illinois is committed to providing a college entrance exam at no cost to all 11th-grade students, a practice that has provided access to higher education to students for whom this otherwise would not have been a reality.

ISBE released a Notice of Award to the College Board in November 2015 to administer the SAT after an intensive, multi-month process reviewing sealed proposals from vendors seeking to



administer the assessment for college entrance to all 11th-grade students in Illinois¹.

The SAT is a better tool to measure what students are learning and determine their level of readiness after graduation as it is more closely aligned to the Illinois Learning Standards. The SAT is also aligned with agency goals, particularly that 90 percent or more of students graduating from high school are ready for college and career.

Illinois' ongoing update of all content standards will also help ensure that all students graduate from high school ready for the rigors of college and careers. The Illinois Learning Standards in science, adopted in 2014, are based on the Next Generation Science Standards (NGSS) and identify the science and engineering practices and content that all K-12 students should master in order to prepare for postsecondary success. ISBE believes the need for highquality science education is essential. Students require the kind of preparation that not only supports their learning now, but gives them tools and skills necessary to succeed in a rapidly

and continuously changing world. The NGSS were built upon a vision of high-quality teaching and learning for all students to achieve this goal. The standards were also benchmarked against countries whose students perform well in science and engineering fields.

A strong science education equips students with skills that are necessary in many careers. Students need the right foundation to tackle long-term and difficult issues that face our generation and future generations. The Illinois Learning Standards in science are preparing students to enter the workforce with enhanced communication, problem-solving, and critical thinking skills. All of these skills are vital for remaining competitive and successful in a global economy.

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In 2015, ISBE adopted revised social science standards, with full implementation scheduled for the 2017-18 school year. The Illinois social science standards are designed to ensure that all students have the opportunity to develop the knowledge, dispositions, and skills necessary for success in college, career, and civic life in the 21st century. The goal of the standards is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate. The proposed standards cultivate civic mindedness, historical thinking, economic decision making, geographic reasoning, and psychological and

sociological intellect across all disciplines and grade levels.

These standards were based on recommendations from a task force led by the Illinois Civic Mission Coalition.

¹ After ACT filed an unsuccessful protest to the procurement process, ISBE began negotiating a contract with the College Board for spring 2016 in Februar . However, ISBE lacked an appropriation for administering assessments due to the budget impasse. For spring 2017, ISBE plans to provide two options for an SAT administration date from which districts will be able to choose.



"Illinois is a national leader in efforts to connect students to meaningful career credentials through structured pathways."

New fine arts standards are now the last learning area to be addressed as part of the goal to update content standards and make them more relevant. Arts Alliance

Illinois, a statewide advocate for arts education, has led this initiative in partnership with ISBE staff. The new standards will address the curricular areas of visual arts, music, theater, dance, and media arts and will emphasize learning through the artistic process instead of stressing only the artistic product developed by the student. Standards under each of these curricular areas emphasize learning through the artistic process instead of stressing only the artistic process instead of stressing only the artistic product developed by the student. Four artistic processes are addressed in the standards: creating, performing/producing/presenting, responding, and connecting. Implementation is slated for the 2017-18 school year.

ISBE's Career and Technical Education (CTE) programs also play a key role in strengthening students' technical skills, helping them meet learning standards expectations, and closing achievement gaps to prepare students for college and careers. CTE funds are used to support the integration of academic skills into CTE courses, the development of career pathways/programs of study, educational and community involvement, career development, student support services, professional development, course sequencing, program improvement activities, technical skill attainment, district technical assistance, teacher recruitment, and articulation with post-secondary institutions (including dual credit opportunities).

In March, ISBE secured a \$100,000 career readiness grant to develop a detailed action plan to better prepare students for careers. The grant is part of phase one of New Skills for Youth, a collaboration of the council of Chief State School Officers, JPMo gan Chase, and Advance CTE that supports states as they work to align careerfocused education with high-skill, high-demand jobs. Along with grant funds, Illinois will receive expert technical assistance and peer support from other grantees to perform a diagnostic assessment of our career preparation system and prepare for implementation of a new action plan. The money and resources build upon the agency's efforts to help more students access robust, quality career pathways in Illinois.

Illinois is a national leader in efforts to connect students to meaningful career credentials through structured pathways. ISBE has partnered with the Illinois Community College Board, the Department of Commerce, and the Office for Community College Research and Leadership at the University of Illinois to define, align, and create quality high school and community college Programs of Study as they relate to the career pathways in each career cluster.

Since 2011, Illinois agencies and businesses have partnered to implement the Illinois Pathways Initiative, which creates complementary community- and state-level approaches to address the skills gap faced by employers. Its mission is to empower and support all Illinois learners to explore, progress through, and transition from high-quality, structured career pathway systems into rewarding careers in critical growth areas for the state's future competitiveness.

The initiative organizes and delivers sector-based support for career pathway implementation in eight high-growth industry sectors for the Illinois economy. Illinois Pathways also includes the





Students at Wheeling High School in Illinois have the option to learn manufacturing skills, often landing in-demand jobs right after graduation. (Photo Courtesy Anne Ryan for USA TODAY)

establishment of a six-agency committee by intergovernmental agreement for career pathways support. The program helps bridge gaps between secondary and postsecondary education through piloted bridge programs and assistance that reduce the need for remediation.

One of Illinois Pathways' strategies was to create and support Science, Technology, Engineering, and Math (STEM) Learning Exchanges. These business-led, public-private partnerships were created as part of ISBE's federal Race to the Top program to help high schools and community colleges meet the demand of high-skill STEM industries. Each of the state's eight STEM Learning Exchanges focuses on an industry sector, including manufacturing, information technology, health science, energy, and finance. The exchanges provide e-learning curriculum resources, internships, student teamwork experiences, and professional development for educators. ISBE also funded the creation of a Pathways Resource Center (PRC) at the University of Illinois. The PRC has developed a number of specific resources for developing qualit, robust programs of study to put more students on career

pathways and improve their readiness to succeed in the workplace.

These programs not only provide students a way to develop a career plan, but give them the opportunity to participate in high-quality, work-based learning experiences that include, but are not limited to, job shadowing and internships in their pathway. These experiences will ensure that they graduate ready for college and careers as they transition to postsecondary opportunities.

Illinois was also the first state selected to partner with the Lead Higher Initiative in a statewide challenge to close equity gaps in high school Advanced Placement (AP) and International Baccalaureate (IB) courses. Through this partnership, ISBE will receive the tools and resources to strengthen efforts to identify students, in particular underrepresented students, who are eligible for AP and IB coursework and give them greater support. Seven Illinois school districts have already committed to close their AP and IB gaps by fall 2016, and 15 more have been selected for the 2016-17 Lead Higher district cohort.



Goal: All students are supported by highly prepared and effective teachers and school leaders

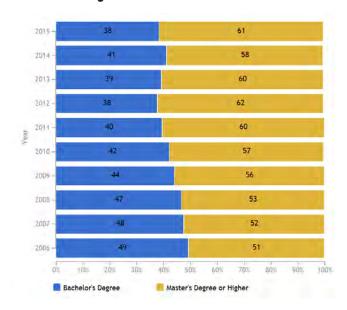
RESULTS TO DATE

State Teacher Education

The 2015 Illinois Report Card reports the percentage of teachers who hold a bachelor's degree or master's degree (Figure One: State Teacher Education). Over the past 10 years, the percentage of teachers with a graduate degree has increased more than 10 percent.

Individuals interested in becoming a teacher in Illinois must complete a teacher education program approved by ISBE. Elementary school teachers must hold a bachelor's degree in elementary education while high school teachers need a bachelor's degree in a secondary subject area such as mathematics, science, or English. Some positions require a master's degree for certain positions.

Figure One: State Teacher Education

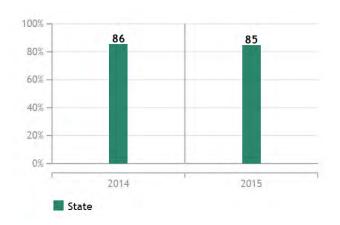


Source: 2015 Illinois Report Card (www.illinoisreportcard.com)

Teacher Retention

The 2015 Report Card shows the three-year average percentage of teachers retained in a district (Figure Two: Teacher Retention). Stability in the teaching staff often helps to foster a collaborative environment in which teachers work together to advance student achievement. However, some movement of teachers in and out of schools is normal.

Figure Two: Teacher Retention



Source: 2015 Illinois Report Card (www.illinoisreportcard.com)

PROGRESS AND INITIATIVES

ISBE's Center for Educator Effectiveness continues its work to strengthen educator preparation programs in Illinois. To improve the quality of educator preparation programs, the Educator Licensure division has proposed rules that include new accountability components for program reporting. Evidence of outcome measures (such as program completer rate, graduation rate, and employment rate in the licensure area) and impact measures (such as employer satisfaction,



program completer satisfaction, student learning and development, and observations of teaching effectiveness) will be required of each preparation program if the rules pass with no changes.

Educator Licensure is also working with Advance Illinois, Teacher Preparation Analytics, and Education First to develop a data collection system and an accountability system for educator preparation programs in Illinois. The Illinois team has formed a steering committee consisting of higher education and preK-12 education representatives as well as relevant organizations to build upon the data component in ISBE's proposed rules.

The division also continues to revise standards for educator preparation programs. Content tests for licensure candidates are continuously reviewed via standard-setting meetings to ensure preparation tests are accurately addressing the components candidates need to know in order to be excellent teachers. Principal tests, elementary education, and middle grades tests are currently being developed.

Illinois districts also continue to implement new comprehensive educator evaluation systems that incorporate student growth and professional practice. These new evaluation systems are required under the Performance Evaluation Reform Act (PERA), which was signed into law in 2010. Local districts also have the flexibility to design their own systems that meet state rules and the needs and culture of their schools and community.

While PERA requires that – for the first time – principal and teacher evaluations will be tied to indicators of student growth as a "significant factor," it does not make educators' jobs dependent on standardized test results. Rather, student growth is just one portion of a teacher's

performance evaluation rating; specificall, at least 25 percent in the first and second years of implementation. From the third year on, student growth must make up at least 30 percent of the rating.

Implementation has been staggered with all school districts to incorporate student growth into their educator evaluation ratings no later than the 2016-2017 school year. PERA also emphasizes the local control of districts throughout the development process. For teacher evaluation, a Joint Committee composed of equal representation selected by the district and its teachers or, where applicable, the teachers' exclusive bargaining representatives, designs its own evaluation system that meets minimum state rules. Districts could choose assessments from a pool of national, state, or locally developed tests to measure student growth. For those aspects of the evaluation plan that cannot be agreed upon, a district defaults to the state model regarding the use of data and indicators of student growth.

The new federal Every Student Succeeds Act (ESSA) will allow the state to support teachers to be more effective instructors by focusing on student access. The law provides greater flexibility for alternative approaches to the preparation of effective teachers. ISBE will also be able to develop alternative pathways for educator preparation, such as a teacher, principal, or other school leader preparation academy that utilizes Regional Offices of Education and school partners.

Under ESSA, foundational and other support services – from general to more intensive – will remain available to school districts via the Statewide System of Support from ISBE, their Regional Offices of Education/Intermediate Service Centers (ROEs/ISCs), and the Illinois Center for School Improvement (CSI).



Goal: Every school offers a safe and healthy learning environment for all students

RESULTS TO DATE

Social and Emotional Learning

Illinois was among the first states to set standards for Social and Emotional Learning (SEL). As a result of the children's Mental Health Act of 2003, ISBE adopted the Illinois SEL Standards, which describe the content and skills for students in grades K-12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12).

Physical Development and Health Standards

Illinois also continues to be a leader in valuing student health and the positive effects it has on learning and development. Full implementation of the revised Illinois Learning Standards for physical development and health took place over the 2015-16 school year. These updated standards are based on the recommendations of the Enhance Physical Education Task Force, which was created in 2012 to increase physical education's return on investment for learning and health.

The standards promote healthy development and foster workplace skills, including identifying short- and long-term goals, utilizing technology, following directions, and working cooperatively with others. Problem solving, communication, responsible decision making, and team-building skills are emphasized as well. In response to legislation, rules were also finalized in 2016 for

schools to use physical fitness assessments and begin collecting and reporting aggregate fitness information during the 2016-17 school year.

PROGRESS AND INITIATIVES

ISBE believes that the knowledge, skills, and attitudes addressed in social and emotional learning are essential to success in school and life overall. Illinois' SEL standards and gradelevel performance descriptors explain the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills, and demonstrate decision making and responsible behaviors. ISBE's Comprehensive System of Learning Supports website (www.isbe.net/learningsupports/) provides information for implementing the SEL standards as well as resources on school climate, bullying prevention, and new research-based resources on childhood trauma. ISBE encourages school districts to utilize these tools to help build healthy school climates.

To further achieve this goal, ISBE believes in using a multi-tiered system of support (MTSS) to train and support districts on evidence-based practices that

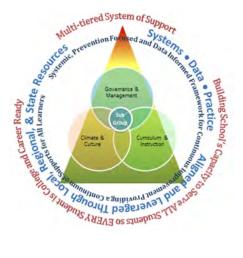
"ISBE believes that the knowledge, skills, and attitudes addressed in social and emotional learning are essential to success in school and life overall."



best serve students' needs. In Illinois, MTSS is defined as a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of all learners. An appropriate analogy is to picture the MTSS framework as a bookshelf on which books, or evidence-based

practices to support students, are located. There are promotion/prevention practices for all students, early intervention practices for some students, and intensive individualized practices for a few students. Access to the resources on any shelf is not determined solely by categories such as disability, poverty, or English Learner, but rather the individual needs of each student. This distinction is key as a student within any category of need may require very different supports from his or her peers and these same supports may also be necessary for a student not identified in one of these categories.

To support MTSS in school districts, ISBE has developed the new Illinois Multi-Tiered System of Supports Network (IL MTSS-N). IL MTSS-N supports districts by addressing students' academic, social-emotional, and behavioral needs in a holistic manner to help school districts improve student outcomes. It is funded through a combination of State Personnel Development Grant Part D funds and Individuals with Disabilities Education Act Part B Discretionary funds. IL MTSS-N provides a technical assistance arm that can provide coherent improvement strategies to school districts and help them meet federal special education requirements. In order to build districts' capacity to implement a multi-tiered system of support, IL MTSS-N addresses the need to align the systems of governance and management,



climate and culture, and curriculum and instruction in a district. This work is further supported by aligning and leveraging local, regional, and state resources to build the capacity of schools to serve all students. Schools will receive professional learning services that will focus on improving student performance in grades K-12 through the

implementation of an MTSS for learning supports, instruction, intervention, and assessment, including Response to Intervention, with an emphasis on district and school leadership teams; scientific, research-based reading, math, social emotional, and behavioral curricula and instruction at grades K-12; data-based decision making; universal screening and progress monitoring; and family/ caretaker involvement.

The Every Student Succeeds Act (ESSA) also presents an opportunity to increase and improve support for schools and foster the development of healthy communities. The law will help Illinois increase support for its most at-risk and vulnerable students and ensure schools are adequately meeting their unique needs. ESSA puts a stronger focus on homeless students, with an emphasis on identifying homeless youth and continuing to remove the barriers that these students face in our schools. Homeless children and youth must be enrolled in school immediately, even if the student has missed the application or enrollment deadlines during any period of homelessness. ISBE and local school districts will also have to develop, review, and revise policies to address existing obstacles in identifying, enrolling, and retaining homeless students in school, including those related to fees, fines, and absences





NOT FOR PUBLIC RELEASE

₱ PROGRESS REPORT

COMPREHENSIVE STRATEGIC PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

Published by the Public Information Division, June 2016



ILLINOIS STATE BOARD OF EDUCATION June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Agenda Topic: 2017 Board Meeting Dates

Materials: Proposed 2017 Calendar

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item

The purpose of this agenda item is for the Board to review proposed dates for 2017. Other boards and advisory groups are beginning to schedule their 2017 meeting dates and wish to work around meetings of the State Board of Education.

Relationship to/Implications for the State Board's Strategic Plan

Action at meetings of the State Board of Education allows for the implementation of all aspects of the Board's Strategic Plan.

Background Information

We are proposing that during the months of February, April, June, August and October for a meeting to be held via video conference. We have prepared the 2017 proposed calendar to have meetings held throughout the geographic areas of the state.

Two-day meetings are recommended in January and September (Board Retreat).

Throughout the year opportunities will be scheduled for the Board to interact with the Student Advisory Council at Board Meetings.

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

Policy Implications: None Budget Implications: None Legislative Action: None

Communication: Staff will make logistical arrangements and be in communication with the

Board.

Pros and Cons of Various Actions

The approval of the proposed calendar will allow staff to plan for the 2017 Board dates and make plans accordingly.

Superintendent's Recommendation

The Superintendent leaves this to Board discussion. Sample motion follows:

The State Board of Education hereby approves the 2017 dates for State Board of Education meetings.

Next Steps

Staff will make logistical arrangements for 2017 meetings of the Illinois State Board of Education.

PROPOSED 2017 STATE BOARD OF EDUCATION MEETINGS

- State Board of Education meetings in Springfield are held in the 4th Floor Board Room at 100 North First Street, Springfield, Illinois.
- Video Conference Meetings are held in Springfield, Chicago and Marion.

•

Springfield, IL

Springfield: Illinois State Board of Education 100 N. First St. 3rd Floor Chicago:
Illinois State Board of Education
100 W. Randolph
Suite 14-300
Chicago, IL

Marion:
Healthcare and Family Services
3419 Professional Park Dr.
Marion, IL

NOTE: Please watch for the meeting posting for a possible change in the start time of these regular meetings.

PROPOSED 2017 Board of Education Meeting Schedule Please check back to the ISBE website (<u>www.isbe.net/calendar</u>) for final meeting postings.	
January 18-19	Springfield (2 day meeting)
February 22	Video Conference (Springfield, Chicago, Marion)
March 15	Springfield
April 13 (Thur)	Video Conference (Springfield, Chicago, Marion)
May 24	Springfield
June 14	Video Conference (Springfield, Chicago, Marion)
July	No Board Meeting
August 16	Video Conference (Springfield, Chicago, Marion)
September 13-14	Board Strategic Agenda Planning Session (2 day meeting, Springfield)
October 18	Video Conference (Springfield, Chicago, Marion)
November 17 (Fri)	Chicago (as needed)
December 13	Springfield

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Jason Helfer, Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Passing Scores for Elementary Education (197-200) Tests

Materials: Memo: Standard Setting Results (Appendix A)

Recommended Passing Scores (Appendix B)

Staff Contacts: Emily Fox, Division Administrator, Educator Licensure

Purpose of Agenda Item(s)

The purpose of this agenda item is to approve the passing score for the Elementary Education (197-200) subtests that constitute the Elementary Education (701) assessment. The test will be used for individuals who wish to obtain an elementary education endorsement valid for grades 1 through 6.

Relationship to Implications for the State Board's Strategic Plan

The setting of a passing score supports Goal 2, ensuring that every student will be supported by highly prepared and effective teachers and school leaders.

In order to ensure Goal 2 of the State Board's strategic plan is met, candidates in teacher preparation programs are required to successfully complete a series of licensure exams including a test of basic skills, an assessment of content knowledge, and a performance assessment which requires that an individual is able to demonstrate her/his ability to plan, deliver, and assess instruction. More specifically, a content test, focused on the candidate's specific area of preparation, must be successfully completed prior to student teaching successful completion of the content test provides assurance that, prior to licensure, educators have demonstrated a level of mastery of the content necessary to begin a career as a teacher.

Background Information

On August 13, 2013, the State Board of Education approved rules for 23 Illinois Administrative Code Part 20 regarding new standards for elementary education. The new standards focused on preparing students for the 1-6 grade span rather than the K-9 grade span, and specifically focused on literacy and mathematics skills that teachers must possess before entering the classroom. Part 20 standards for elementary education recognized that the academic and social-emotional developmental needs of students in the elementary grades differed from those of students in the middle grades; therefore, the rules created separate endorsements that allow for the focused preparation of a teaching force attuned to the distinct needs of each student group. The rationale for this shift in preparation philosophy was well documented and supported by the Association for Childhood Education International (ACEI) and the Association for Middle Level Education (AMLE).

To address the new standards, a new elementary content test has been developed by the Evaluation Systems Group of Pearson. The Elementary Education (701) content test consists of four subtests: Language and Literacy (197), Mathematics (198), Science/Social Science (199), and Fine Arts/Physical Development/Health (200). Each subtest is scored separately, and a passing score must be achieved on each subtest to result in an overall passing score on the Elementary Education (701) test. Thus, the score recommendations are only for the subtests (197-200.) Subtests 197, 198, and 199 consist of 60 multiple-choice questions and subtest 200 consists of 50 multiple-choice questions, for a total of 230 multiple-choice questions for all four subtests combined. The Elementary Education (701) test replaces the Elementary/Middle Grades (110) test, which was the test aligned to standards for K-9 elementary educators (23 Illinois Administrative Code Part 26.)

The standards on which the assessments are based are contained in 23 Illinois Administrative Code Parts 20 and 26. The standards in Part 20 were revised in 2013 and elementary education preparation programs were required to align their programs to the revised standards.

On April 14, 2016, two panels of Illinois educators participated in a passing score review conference for the new elementary education assessment. The first panel (13 members) worked on subtests one and two while the second panel (11 members) was assigned to subtests three and four. The standard setting process resulted in separate cut score recommendations for each of the four elementary education subtests. Evaluation Systems Group of Pearson, the Illinois Licensure Testing System (ILTS) testing contractor, provided training in the passing score recommendation process.

Panelists were first instructed on the expectations of the "Just Acceptably Qualified Candidate" (JAQC). Panelists were provided with detailed descriptors of "JAQC" and were asked to refer to the descriptors throughout the one-and-a-half day conference.

The Just Acceptably Qualified Candidate (JAQC)—Elementary Education (Grades 1-6):

- Is a competent instructor and is capable of understanding the connection among content areas in elementary education.
- Has the knowledge and skills necessary to positively contribute to student learning and achievement and is intently focused on the safety and well-being of students
- Fulfills all the requirements of the Illinois Elementary Education teaching license/endorsement including a competent understanding of student development, learning, and motivation; the relevance of assessments in the classroom and their professionalism in an educational environment
- Is able to teach all grade levels (1-6) while utilizing teaching techniques that demonstrate analysis of ideas, problems and real-world situations.
- Is able to teach all ability levels from the academically advanced students at the highest grade level covered by the license/endorsement to the least academically proficient students
- Is capable of interpreting and communication information, reasoning, concepts and procedures across content areas of elementary education.

 Is prepared to teach all classes and subject matter covered by the elementary education license/endorsement

The one-day meeting held in Springfield, Illinois, included a simulated test taking activity where panel members reviewed and answered items on the first operational test forms for each subtest. Panelists were then provided orientation and training for three rounds of standard setting judgments for the multiple choice items on each test.

A modified Angoff standard-setting model was used for establishing the recommended raw passing scores for each subtest. This standard-setting model conforms to accepted industry practice and is used by the State Board of Education in establishing passing scores for all licensure tests. The method relies on raters estimating the difficulty of each item for a hypothetical group of minimally competent or (just acceptably qualified) examinees. Raters were asked to estimate the percent of just acceptably qualified examinees that would get each item correct.

Each rater's estimated passing standard for the total test was then calculated by combining their estimates for each individual item. As a final step, each panelist had an opportunity to make a total test score recommendation based on the calculation of his or her individual item estimates. The median of all panelists' final test score recommendations was presented as the overall panel-based cut score recommendation. Evaluation Systems provided the Illinois State Board of Education (ISBE) with a data report that included tables with the panel-based passing score recommendations (Appendix A.) Evaluation Systems also provided Standard Error of Measurement (SEM) adjustments to the panel, based on passing score recommendations (Appendix B.)

On June 3, 2016, the State Educator Preparation and Licensure Board (SEPLB) recommended approval of the panel recommendation for the elementary education (197-200) cut scores.

Expected Outcome(s) of Agenda Item: It is expected that the Board will approve the recommended passing scores for the Elementary Education (197-200) tests.

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

Policy Implications: Approving the cut scores will ensure that the Elementary Education assessment is aligned with the state standards for elementary education (23 Illinois Administrative Code 20 and 26). All institutions of higher education with approved 1-6 elementary education preparation programs have provided evidence of program alignment with the state elementary education standards when their programs were approved by the State Educator Preparation and Licensure Board and the State Board of Education. The approval process began in 2013 and is ongoing.

Budget Implications: None **Legislative Action:** None

Communications: Information regarding the new cut scores will be communicated with the

field.

Pros and Cons of Various Actions:

The Elementary Education exam was released in March 2016. Since that time, teacher candidates have completed the exam and additional teacher candidates continue to register for the exam. Until a cut score is approved, those candidates who have completed the test will be unable to enroll in

student teaching. A passing score on the content test is required prior to student teaching per 23 Illinois Administrative Code 25.720.

Superintendent's Recommendation:

I recommend the following motion be adopted:

The State Board of Education hereby approves the following passing scores for the Elementary Education (197-200) subtests:

Subtest 1: Language and Literacy (197): A score of 30

Subtest 2: Mathematics (198): A score of 28

Subtest 3: Science and Social Science (199) A score of 26

Subtest 4: Fine Arts, Physical Development and Health (200): A score of 21

Next Steps:

ISBE staff will provide information concerning the cut score to institutions of higher education with approved 1-6 elementary education teacher education programs.



M E M O

TEST SECURE CONFIDENTIAL

Evaluation Systems Pearson

P.O. Box 340813 Sacramento, CA 95834-0813 Telephone: (916) 928-0244

To: Amy Cosgriff, ISBE

Kristi Reller, ISBE

From: Todd Robbins

CC:

Date: April 27, 2016

Subject: Standard Setting Results for the ILTS Elementary Education Assessment and

Final ISBE cutscore Signoff

This memo provides the results of the ILTS Elementary Education standard setting committee meetings that took place on Thursday April 14, 2016 in Springfield, Illinois. The memo begins with an overview of the standard setting process followed by the results for each of the ILTS Elementary Education Assessment's subtests. The final section provides tables for the final ISBE cutscore recommendations. The ISBE approved cutscores will be implemented for the June 24, 2016 score report release date.

Committee Composition:

Two standard setting panels were established for the Elementary Education Assessment. The first panel (13 members) worked on subtests one and two while the second panel (11 members) was assigned to subtests three and four. The standard setting process resulted in separate cutscore recommendations for each of the four subtests.

Seeking diversity in ethnicity, gender, and school setting (e.g., urban, rural, small, large), the panels were composed of Illinois public school teachers who are endorsed and practicing in the field of elementary education, and educator preparation faculty who are preparing future Illinois elementary education teachers. All panelists were reviewed and approved by ISBE staff prior to serving on the panels (see Table 1 for the composition of the panels).



Table 1: Committee Composition

Test Field	Faculty	Public School Teacher	Race/Ethnicity
Elementary Education (Grades 1-6) Subtest1: Language and Literacy Subtest 2: Mathematics	6	8	Black/African American= 2 Hispanic or Latino=1 White=7 Not Reported=4
Elementary Education (Grades 1-6) Subtest 3: Science and Social Science Subtest 4: Fine Arts, Physical Development and Health	4	6	Asian=1 White=7 Not Reported=2

Simulated Test Taking

Following an initial 45 minute general orientation, panel members broke out into two groups and were instructed to familiarize themselves with the knowledge and skills associated with the test items by first reviewing the frameworks, then taking the subtests. Panel members were provided the first operational test forms for two subtests and were asked to read and answer the questions on each subtest and then verify the correct answers by using the answer keys provided to them.

The Just Acceptably Qualified Candidate

Following the simulated test-taking activity, panel members participated in a discussion to assist them in conceptualizing a hypothetical group of "just acceptably qualified candidates" (JAQCs). They discussed the level of professional knowledge and skills this group of candidates would need to perform the job of an entry-level elementary education teacher in Illinois public schools. The discussion included a focus on the level of knowledge and skills required to be a competent educator in Illinois and positively contribute to student learning. This discussion was also aided by the ISBE performance definition of the "just acceptably qualified" entry level elementary education teacher that was distributed and reviewed with panelists. The facilitators also encouraged a discussion about the test objectives and how the JAQC's would perform on the test items.



Round 1 and Round 2 Standard Setting Item-by Item Ratings (Expected Performance)

Following the JAQC discussions, panelists moved to the Round 1 and Round 2 item rating activities. In Rounds 1 and 2, committee members were provided training on how to make judgments for each scorable multiple-choice question regarding the expected performance level of "just-acceptably qualified" entry-level elementary education candidates in Illinois. These "just-acceptably qualified candidates" are the candidates who are just above the boundary line between qualified and unqualified candidates.

When thinking about the expected performance level of the "just acceptably qualified candidate in Illinois," panelists were asked to rate how this hypothetical group of individuals would perform by answering the following question for each scorable item on the first test form.

Imagine a hypothetical group of individuals who are just at the level of professional knowledge and skills required to perform the job of an entry-level teacher in Illinois public schools.

What percentage of this group would answer the item correctly?

```
0\% - 10\% = 1 51\% - 60\% = 6

11\% - 20\% = 2 61\% - 70\% = 7

21\% - 30\% = 3 71\% - 80\% = 8

31\% - 40\% = 4 81\% - 90\% = 9

41\% - 50\% = 5 91\% - 100\% = 10
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Once the Round 1 ratings were complete, Evaluation Systems analyzed the data and provided panelists with summaries of their Round 1 results for each subtest. After discussing the rating summaries, committee members had an opportunity to make revisions to their Round 1 item level judgments during Round 2 based upon instructions and training provided by the facilitators.

Round 3-Standard Setting Confirmatory Ratings (Expected Performance)

In Round 3, the results of the Round 2 ratings were provided to each panelist. The Round 2 individual item ratings which were calculated into test-based passing scores for each subtest. These results were described and discussed in preparation for a final Round 3 test-level rating. The facilitators explained how to read and interpret the Round 2 Multiple-Choice Item-Based Passing Score Summaries. Based on the information



provided in Round 3, panel members were then asked to provide Round 3 multiplechoice passing score judgments for each subtest by responding to the question below.

> Imagine a hypothetical individual who is just at the level of professional knowledge and skills required to perform the job of an entry-level teacher in Illinois public schools.

What is the number of multiple-choice items on the test that would be answered correctly by this individual?

Conference Evaluation

At the conclusion of the meetings, panel members completed an evaluation form that asked them to provide their professional judgments about the training they received and any comments regarding the Standard Setting Conference proceedings.

Round 3 Results and Standard Error of Measurement

Based upon the results of the Round 3 test-based judgments, panel-recommended passing scores were calculated for each subtest (see Table 2 below). Standard Error of Measurement adjustments are also provided above and below the panel recommended cutscore for each subtest.

Each time an examinee takes a test, there is a random chance that the score will be slightly different, and applying the standard error of measurement (SEM) is one way to take this into account. The standard error allows educational analysts to determine a range of scores an examinee would receive if tested repeatedly without studying or remediation between tests. By adjusting the committee-recommended passing score to account for statistical error, a policy board can adjust for the likelihood of "false positive" or "false negative" results.

Table 2 provides information on SEM adjustments for each ILTS Elementary Education subtest for ISBE consideration. The panel recommended cutscores (PRCs) are provided for each test along with cutscores at 1 and 2 SEM adjustments above and below the panel recommendations. Please note that the final approved custscores will be converted to the 100-300 scale with a 240 scaled score representing the approved raw cutscore for each subtest.

We are not able to provide impact data that would show the percent of candidates who passed at the panel recommended custscores and the custscores at 1 and 2 SEMs above and below the panel recommendation. To date, less than 30 Illinois candidates have taken the new Elementary Education assessment. Given the non-compensatory nature of



this assessment (candidates must meet or surpass a separate cutscore for each subtest in order to pass the Elementary Education assessment), pass rates for the entire assessment will be lower than the pass rates for any one single subtest (similar to what is seen on the ILTS TAP).

Table 2
Panel-Recommended Custscores (PRC) with SEM ADJUSTMENTS
*Subtests 1-3 consist of 48 scorable items
*Subtest 4 consists of 40 scorable items

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
Subtest 1: Language and Literacy (197)	27	30	33/48	36	40
Subtest 2: Mathematics (198)	25	28	32/48	35	38
Subtest 3: Science and Social Science (199)	23	26	29/48	33	36
Subtest 4: Fine Arts, Physical Development and Health (200)	17	21	24/40	27	30



ISBE Final Approved Custscores

Illinois State Board of Education Elementary Education Passing Score Approvals

Language and Literacy (197)	Multiple-Choice
ISBE-approved Passing Score:	out of 48 multiple-choice items.
Approved by the Illinois State E	Board of Education:
Signature	Date
Mathematics (198)	Multiple-Choice
ISBE-approved Passing Score:	out of 48 multiple-choice items.
Approved by the Illinois State E	Board of Education:
Signature	Date



Science and Social Science (199)	Multiple-Choice
ISBE-approved Passing Score:	out of 48 multiple-choice items.
Approved by the Illinois State E	Board of Education:
Signature	Date
Fine Arts, Physical Development and Health (200)	Multiple-Choice
ISBE-approved Passing Score:	out of 40 multiple-choice items.
Approved by the Illinois State E	Board of Education:
Signature	Date

Recommendations-Cut Scores for New ELED 1-6 Exam

One Option to Consider

Set cutscores at minus 1 SEM below the committee recommendations and revisit
the cutscores in one year.

Rationale:

- a. This is s new assessment with a non-compensatory design. Candidates and EPPs would have some time to adjust to the new standards, requirements, and assessment format (non-compensatory design).
- b. Very few candidates have taken these subtests and there is no data on their performance.
- c. Very few Grades 1-6 EPP programs are currently up and running. At this time no candidates have completed a new Grades 1-6 program.
- Pass rate data would be available in one year when cutscores could be revisited.

Panel-Recommended Custscores (PRC) with SEM ADJUSTMENTS *Subtests 1-3 consist of 48 scorable items *Subtest 4 consists of 40 scorable items

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
Subtest 1: Language and Literacy (197)	27	30	33/48	36	40
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Subtest 4: Fine Arts, Physical Development and Health (200)	17	21	24/40	27	30

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education

Jason Helfer. Ph.D., Deputy Superintendent for Teaching and

Learning #

Agenda Topic: Passing Scores for SAT

Materials: Recommended Passing Scores (Appendix A)

Staff Contacts: Emily Fox, Division Administrator, Educator Licensure

Purpose of Agenda Item(s)

The purpose of this agenda item is to approve the passing score for the SAT exam for individuals who wish to use the SAT as a test of basic skills in lieu of the Test of Academic Proficiency (TAP 400). Successful completion of a test of basic skills is required for licensure.

Relationship to Implications for the State Board's Strategic Plan

The setting of a passing score supports Goal 2, ensuring that every student will be supported by highly prepared and effective teachers and school leaders.

In order to ensure Goal 2 of the State Board's strategic plan is met, candidates in teacher preparation programs are required to successfully complete a series of licensure exams including a test of basic skills, an assessment of content knowledge, and a performance assessment which requires that an individual is able to demonstrate her/his ability to plan, deliver, and assess instruction. Specifically, a test of basic skills, focused on a candidate's knowledge of fundamental skills in reading comprehension, language arts, and writing, must be successfully completed prior to student teaching.

Background Information

On June 21, 2012, the Illinois State Board of Education adopted a policy to allow candidates for entry into educator preparation programs and applicants for Illinois educator licenses to use a minimum composite score received on the ACT® or SAT® in lieu of passing the Illinois test of basic skills (i.e., Test of Academic Proficiency).

Beginning July 24, 2012, The SAT could be honored in place of the Test of Academic Proficiency (TAP 400) as a test of basic skills per 23 Illinois Administrative Code 25.620. The established passing composite score for the SAT was 1030. The writing portion was later added as a required component effective June 2, 2014. (The ACT or an out-of-state test of basic skills are other options a candidate may utilize in lieu of the TAP 400.)

In March 2016, the format, scoring scale, and question types of the SAT were revised to better focus on the skills and knowledge that matter most for college and career success. Moreover, essay results are now optional and reported separately, as well as that the critical reading and writing have been combined into one "evidence-based reading and writing" section. Board-approved scores for the pre- March 2016 tests are a minimum composite score (consisting of critical reading and math) of 1030 and a minimum of 450 on the writing portion of the exam.

College Board has provided the public with score alignments between the old and new SAT tests. The proposed new cut scores are 1110 (evidence-based reading and writing, and mathematics) and 26 (writing and language.) (See Appendix A.) On June 3, 2016, the State Educator Preparation and Licensure Board (SEPLB) approved the recommendation for the new SAT cut score based on College Board's alignment information.

<u>Expected Outcome(s) of Agenda Item</u>: It is expected that the Board will approve the recommended cut scores of 1110 (evidence-based reading and writing and mathematics) and 26 (writing and language) for the SAT test.

<u>Analysis and Implications for Policy, Budget, Legislative Action and</u> Communications

Policy Implications: Approving the passing scores will ensure that the SAT can continue to be honored as a test of basic skills for licensure, as set forth in 23 Illinois Administrative Code 25.720.

Budget Implications: None **Legislative Action:** None

Communications: Information regarding the new passing scores will be communicated

with the field.

Pros and Cons of Various Actions:

The new SAT was first offered in March 2016. Since that time, candidates have completed the exam and additional candidates continue to register for the exam. Until passing scores are approved, those candidates who have completed the new test in lieu of the TAP 400 will be unable to enroll in student teaching. A passing score on a test of basic skills is required prior to student teaching per 23 Illinois Administrative Code 25.720.

Superintendent's Recommandation:

I recommend the following motion be adopted:

The State Board of Education hereby approves the SAT passing scores of 1110 for evidence-based reading and writing and mathematics and 26 for writing and language.

Next Steps:

ISBE staff will provide information concerning the revised passing scores to institutions of higher education.

Recommended New Cut Score: SAT (in lieu of TAP)

Prior to March 5th, 2016: Composite score of 1030 (Critical Reading + Mathematics = 1030 or higher) and a minimum score of 450 on Writing

After March 5th, 2016: Composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test

Concordance Tables

Released: May 9, 2016

New SAT to Old SAT Concordance Table (1600 Scale)

			Tab	le 2			
New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Score (400-1600)	New SAT Total Score (400-1600)	Old SAT Total Scor (400-1600
400	400	720	620	1040	960	1360	1300
410	410	730	630	1050	970	1370	1310
420	410	740	640	1060	980	1380	1320
430	420	750	660	1070	990	1390	1330
440	430	760	670	1080	1000	1400	1340
450	430	770	680	1090	1010	1410	1350
460	440	780	690	1100	1020	1420	1370
470	450	790	700	1110	1030	1430	1380
480	450	800	710	1120	1040	1440	1390
490	460	810	720	1130	1060	1450	1400
500	470	820	730	1140	1070	1460	1410
510	470	830	740	1150	1080	1470	1420
520	480	840	750	1160	1090	1480	1430
530	490	850	760	1170	1100	1490	1450
540	490	860	780	1180	1110	1500	1460
550	500	870	790	1190	11 20	1510	1470
560	510	880	800	1200	1130	1520	1490
570	510	890	810	1210	1140	1530	1500
580	520	900	820	1220	1150	1540	1510
590	530	910	830	1230	11 60	1550	1530
600	540	920	840	1240	11 70	1560	1540
610	540	930	850	1250	11.80	1570	1560
620	550	940	860	1260	1190	1580	1570
630	560	950	870	1270	1200	1590	1580
640	560	960	880	1280	1210	1600	1600
650	570	970	890	1290	1220		
660	580	980	900	1300	1230		
670	580	990	910	1310	1250		
680	590	1000	920	1320	1260		
690	600	1010	930	1330	1270		
700	600	1020	940	1340	1280		
710	610	1030	950	1350	1290		

New SAT Writing and Language Test to Old SAT Writing Section Concordance Table

			Tab	e 4			
New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)	New SAT Writing and Language Test (10-40)	Old SAT Writing Section (200-800)
10	200	18	320	26	450	34	630
11	220	19	340	27	470	35	650
12	230	20	350	28	490	36	680
13	240	21	370	29	510	37	710
14	260	22	380	30	530	38	740
15	270	23	400	31	550	39	760
16	280	24	420	32	570	40	790
17	300	25	430	33	600		

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith Ph.D., State Superintendent of Education FROM:

Robert Wolfe, Chief Financial Officer Zw

Agenda Topic: **Certification of Streator Elementary School District 44 in Financial**

Difficulty

Materials: None

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services

Purpose of Agenda Item

The purpose of this agenda item is to request the Board to certify Streator Elementary School District 44 in Financial Difficulty as per Section 1A-8 of the School Code [105 ILCS 5/1A-8].

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

The financial condition of school districts is directly related to all three goals. Districts with adequate funding and in sound financial condition are more readily able to achieve each goal.

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

- 1. All Kindergarteners are assessed for readiness.
- Ninety percent or more 3rd grade students are reading at or above grade level.
 Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
- 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
- 5. Ninety percent or more students graduate from high school ready for college and career.
- Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
- Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item

It is expected the Board will approve the certification of Streator Elementary School District 44 in Financial Difficulty in accordance with Section 1A-8 of the School Code and to require the district to submit a financial plan within 45 days to the State Board for State Board approval.

Background Information

To certify a school district in Financial Difficulty, after proper investigation, one of the following criteria must be met:

1. The district has issued school or teacher orders for wages as permitted in Sections 8-16, 32-7.2 and 34-76 of this Code.

- 2. The district has issued tax anticipation warrants or tax anticipation notes in anticipation of a second year's taxes when warrants or notes in anticipation of current year taxes are still outstanding, as authorized by Sections 17-16, 34-23, 34-59 and 34-63 of this Code, or has issued short-term debt against two future revenue sources, such as, but not limited to, tax anticipation warrants and General State Aid certificates or tax anticipation warrants and revenue anticipation notes.
- 3. The district has shown a negative ending fund balance for two consecutive years on its annual financial report for the aggregate totals of the Educational, Operations and Maintenance, Transportation, and Working Cash Funds.
- 4. The district refuses to provide financial information or cooperate with the State Superintendent in an investigation of the district's financial condition.
- 5. The district is likely to fail to fully meet regularly scheduled, payroll-period obligations when due, debt service payments when due or both.

Streator Elementary School District 44 meets criteria 3.

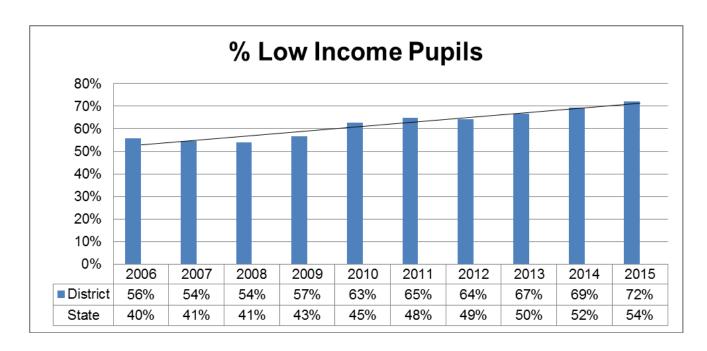
If a district is certified in Financial Difficulty, the State Board may require the district to submit a financial plan within 45 days after certification. The district's budget is required to be consistent with the financial plan submitted to and approved by the State Board. If the State Board determines that the district has failed to comply with its approved financial plan, the State Board may rescind the plan and appoint a Financial Oversight Panel for the district. A district certified in Financial Difficulty cannot issue debt unless it is approved by the State Board.

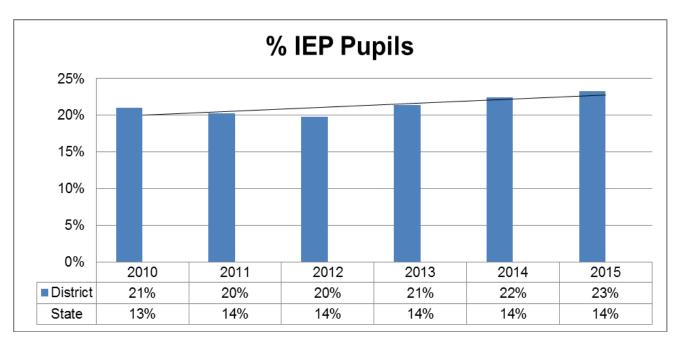
Demographics of the Streator Elementary School District:

Streator Elementary School District 44 is an elementary district serving approximately 1,800 children in LaSalle County. It is one of largest elementary districts in the county. Their students feed into Streator Township High School District 40.

The demographics of the community have been changing in recent years. The 2002 School Report Card reflected the district served 46.5% low income pupils. In 2015 that amount had increased to 72% of their student population. The 2002 School Report Card also reflects the district served 1.4% English Learners (EL). By 2015 the percentage had grown to 8% of the student population. The percentage of Individualized Education Program (IEP) students served remains consistent between 21% and 23% of the student population.

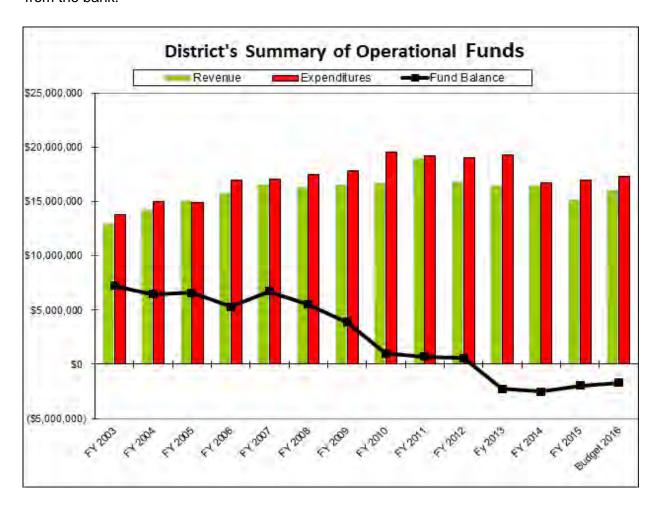
Demographics	Streator ESD 44	State Averages
Enrollment	1,806	
Low Income %	72.0%	54.2%
IEP %	23.3%	14.1%
EL %	8.0%	10.3%
Meets or Exceeds Testing	20.7%	32.9%
Total Tax Rate	\$3.52	\$3.92
Operating Tax Rate	\$2.78	\$3.52
Average Teacher Salary	\$53,408	\$62,069
Average Administrator Salary	\$93,683	\$100,720





Summary of District's Finances

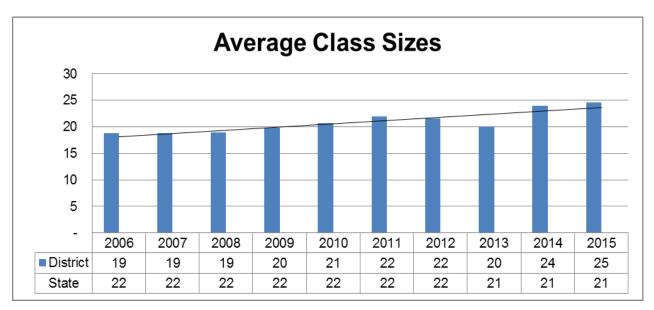
The district has been experiencing structural deficits in the Operational Funds since 2003, with the exception of FY 2005. In FY 2005, the district realized an operational surplus of approximately \$137,000. To obtain necessary cash flow, the district has issued working cash bonds, funding bonds and has obtained a line of credit (similar to Tax Anticipation Warrants) from the bank.



Enrollment increased from FY 2006 through FY 2011. In FY 2012 through FY 2015, enrollment steadily decreased. The number of teachers has remained consistent until FY 2014 and FY 2015. In FY 2014, the district closed a school and staff was reduced. In FY 2015, staffing positions were reduced through attrition and a reduction in force. The student to teacher ratio has remained fairly consistent, with a slight increase.

Trend of	Trend of Enrollment, FTE of Teacher, and Student to Teacher Ratio						
Fiscal Year	Enrollment	FTE Teachers	Student to Teacher Ratio				
2006	1,903	130	14.6				
2007	1,905	131	14.5				
2008	1,911	135	14.1				
2009	1,947	135	14.4				
2010	1,966	132	14.9				
2011	2,029	128	15.8				
2012	1,997	125	16.0				
2013	1,957	124	15.8				
2014	1,850	114	16.2				
2015	1,806	101	17.9				

The enrollment is forecasted to decline 50 students in FY 2016 and another 20 students for each of the fiscal years 2017 and 2018. Throughout this time, class sizes have remained fairly consistent, with FY 2014 and FY 2015 seeing an increase.



Due to a contract negotiation in FY 2006, salaries and benefits increased \$1.4 million or 12.9% over the prior year's salaries and benefits.

Below is a summary of the personnel expenditure increases or decreases from year to year:

	Salary Increases /(Decreases)	Benefit Increases / (Decreases)	Total Personnel Increases /(Decreases)
FY02 vs FY03	248,869	240,429	489,298
FY03 vs FY04	186,211	207,808	394,019
FY04 vs FY05	457,962	(7,862)	450,100
FY05 vs FY06	506,654	895,179	1,401,833
FY06 vs FY07	247,349	(311,406)	(64,057)
FY07 vs FY08	430,380	70,972	501,352
FY08 vs FY09	(162,802)	223,567	60,765
FY09 vs FY10	394,241	346,697	740,938
FY10 vs FY11	1,655	137,648	139,303
FY11 vs FY12	67,649	273,737	341,386
FY12 vs FY13	169,598	342,926	512,524
FY13 vs FY14	(830,387)	(1,038,071)	(1,868,458)
FY14 vs FY15	(512,397)	205,630	(306,767)

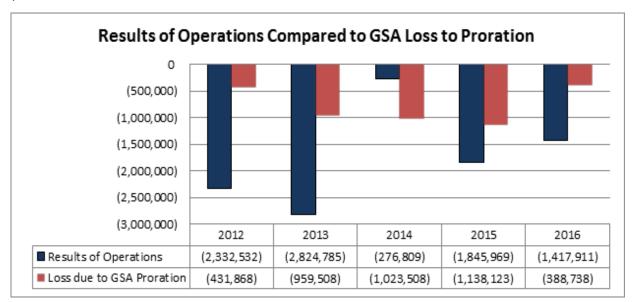
Notes: FY 2008 vs FY 2009 salaries and benefits reflect an increase of \$60,765 in the Operational Funds. However, due to the creation of the Tort Fund in FY 2009, \$749,830 in salaries was reclassified to the Tort Fund instead of the Operational Funds, so the actual increase was \$810,595.

In FY 2014, Oakland Park Elementary was closed, which resulted in less staff. Also, hours for several employees were reduced, which resulted in less salaries and also made the employees ineligible to participate in the district's health insurance plan, thus decreasing benefits.

The Annual Financial Reports reflect that district expenditures began to decrease in FY 2011. The chart below summarizes the variance in expenditures from year to year. It also reflects the amount of General State Aid (GSA) loss due to proration for each year.

Fiscal Year	Expenditure	Variance of Expenditures from FY to FY	Loss due to GSA Proration net of Loss Limit Grant
2010	\$19,576,042		
2011	\$19,196,766	\$(379,276)	
2012	\$19,076,520	\$(120,246)	\$(431,868)
2013	\$19,278,575	\$202,055	\$(959,508)
2014	\$16,707,058	\$(2,571,517)	\$(1,023,508)
2015	\$16,990,323	\$283,265	\$(1,138,123)
2016			
Budget	\$17,372,811	\$382,488	\$(388,738)
Total		\$(2,203,231)	\$(3,941,745)

While districts have been experiencing GSA proration since FY 2012, with the exception of FY 2014, Streator School District's deficit spending has been greater than the amount of the GSA proration loss.



A significant amount of the deficit spending is due to the amount the district pays for the employee single and family health insurance. Below is a table comparing the amount paid by the Streator School District to other elementary districts in the same geographic area.

Insurance Coverage	Streator 44	Average of 3 Area School Districts
Single Insurance	\$12,228	\$7,329
Paid by District	\$12,228	\$7,085
Family Insurance	\$29,052	\$23,484
Paid by District	\$25,687	\$ 8,450

Insurance Coverage	Streator	Average of Other Districts	Difference	Number of Employees	Excess Cost
Single Insurance	\$12,228	\$7,085	\$5,143	54	\$ 277,722
Family Insurance	\$25,687	\$8,450	\$17,237	69	\$1,189,353
Total Excess					
Cost					\$1,467,075

Debt and Borrowing

Short Term Debt: The district has established a line of credit for \$1.5 million that has been utilized for the past three fiscal years. This debt has been paid back each year upon the receipt of taxes in September. The short-term borrowing capacity is approximately \$2 million. However, the district's bank is not willing to lend more than the \$1.5 million because the district is considered a credit risk.

Costs of Short-Term Borrowing

Fiscal Year	Line of Credit	Interest Rate	Interest Paid
2011	\$1,000,000	1.50%	\$1,528
2012	\$0		
2013	\$1,600,000	1.50%	\$1,750
2014	\$1,500,000	1.75%	\$7,136
2015	\$1,400,000	2.00%	\$16,311
2016*	\$200,000	2.75%	

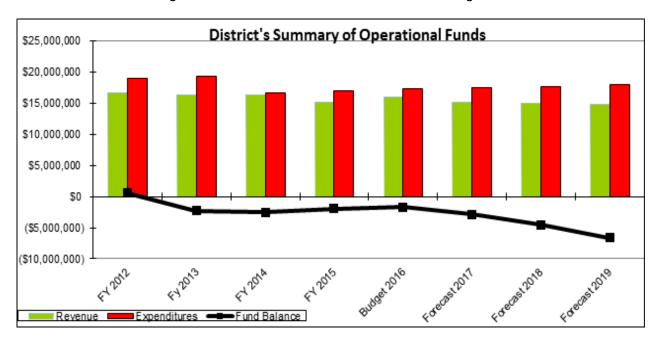
^{*}To date, the district has utilized only \$200,000 of the line of credit for FY 2016.

Long-Term Debt: The district's long-term debt capacity is approximately \$10 million. At the end of FY 2015, \$3.4 million was outstanding. Because the district realizes that the debt will need to be issued each year for cash flow, the bonds are issued so that they will be required to be retired within the next fiscal year. The district issued \$1 million in Working Cash Bonds this year and has approval to issue \$1 million in each of the next two years. The district is eligible to issue \$5.5 million in Qualified School Construction Bonds. The Qualified School Construction Bonds can be utilized for Health, Life and Safety needs for the facilities. The last Ten Year Health/Life and Safety Surveys were conducted in FY 2008. Safety surveys will need to be conducted for all of the facilities within the next two years.

Costs of Long-Term Borrowing in the Operational Funds

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Fiscal Year	Debt Issued	Interest Rate	Interest Paid			
		Year 1 4.45%	\$242,590			
		Year 2 4.50%	\$73,300			
2012 Working Cash	\$2,195,000	Year 3 5.00%	\$25,250			
2015 Working Cash	\$1,000,000	3.00%	\$54,833			
2015 Funding Bond	\$1,415,000	3.00%	\$66,505			
2016 Working Cash	\$1,000,000	3.00%	\$52,668			

The chart below represents a summary of the district's actual finances from FY 2012 through FY 2015, the FY 2016 Budget, and the financial outlook forecasted through FY 2019.



Summary:

In accordance with Section 1A-8 of the School Code, Streator School District meets the criteria for certification in Financial Difficulty. In reviewing the district's finances, the district has incurred over two years of negative fund balances.

Other financial concerns of the district:

- The district deficit spent by approximately \$2 million per year (FYs 2012, 2013, and 2015).
- The deficit spending is projected to continue for FYs 2016 through 2019, increasing to an estimate of \$3.1 million in FY 2019.
- The projected negative operational fund balance is estimated to increase to \$6.6 million by FY 2019.
- For the Auditor's expressed concerns, see Appendix A.
- A balanced budget could be obtained if the following are implemented:
 - Implement budget reductions recommended by the Superintendent and not approved by the local Board. See Appendix B
 - Implement additional budget reductions such as:
 - Negotiate geographically comparable employee health insurance and/or reduce staff
 - Realize 100% General State Aid Funding
 - Review utilization of facilities and the implementation of grade level schools in place of neighborhood schools

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

Policy Implications: There are several policy implications for the district. If required by the State Board, the district will need to develop a financial plan to present to the State Board within 45 days for the State Board's approval. Should the State Board deny the plan, the district will need to revise the plan, and resubmit it to the State Board.

The district's budget is required to be consistent with the financial plan submitted to and approved by the State Board. If the State Board determines that the district has failed to comply with its approved financial plan, the State Board may rescind the plan and appoint a Financial Oversight Panel for the district. A district certified in Financial Difficulty cannot issue debt unless it is approved by the State Board.

Budget Implications: Additional ISBE staff time will be required to assist the district in development of the financial plan and to continue monitoring and provide technical assistance to the district.

Legislative Action: No legislative action is required at this time.

Communication: The State Board's action will be communicated with the district. If applicable, within 14 days of certification, staff will communicate the guidelines for developing a financial plan to the district. Staff will continue to assist the district following certification and with the development of the financial plan.

Pros and Cons of Various Actions

Pros: Development and approval of the plan will hopefully assist the district school board in making decisions to obtain a balanced budget and realize surplus fund balances.

Cons: A school district will be certified in Financial Difficulty.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the certification of Streator Elementary School District 44 in Financial Difficulty in accordance with Section 1A-8 of the School Code. The State Board further requires the Streator Elementary School District 44 Board to develop a financial plan in accordance with Section 1A-8 and present said plan, within 45 days, to the State Board for its approval.

Next Steps

Upon State Board approval, agency staff will submit the financial plan guidelines to Streator School District administration within 14 days. The school district will have 45 days after the date of certification to submit its financial plan to the State Board for approval. ISBE staff will continue to provide technical assistance to the district. The district must submit a financial plan to the State Board by August 1, 2016 to be presented to the State Board of Education.

Appendix A: Auditor's Concerns

The district's Auditor has expressed his concerns for the district's ability to continue with their current structural deficit. The following is from the notes of June 30, 2015 AFR prepared by the firm Roenfedlt & Lockas. P. C.

Emphasis of Matter Regarding Going Concern

The accompanying financial statements have been prepared assuming that School District 44 will continue as a going concern. As discussed in Note 18 to the financial statements, the District has suffered recurring deficits due to increased costs and reductions in revenue due to assessments and other funding. These conditions raise substantial doubt about its ability to continue as a going concern. Management's plans regarding those matters also are described in Note 18. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

(18) Going Concern

The district has suffered deficits in the operating funds for several years due to increased costs of operation, reduced revenues because of reduced real estate tax assessments, and reductions in funding by the state and federal governments. These events raise substantial doubt about the district's ability to continue without changes for a reasonable period of time. Management will continue to cut costs where board approved, and raise revenues through grants, real estate taxes, debt funding, and seek other revenues which come to the attention of the district in order to improve the district's financial condition.

The Auditor also made notes in the June 30, 2015 AFR about the district's using restricted funds (Debt Services, IMRF, Tort, and Fire Prevention and Safety Funds) for day-to-day operations.

Appendix A Continued

Summary of Cash Balances (as prepared by ISBE staff)

Funds	Actual June 30, 2015 AFR		
Education*	(414,842)		
Education (Imprest Fund)	5,000		
Education (Restrict Insurance Fund)**	57,216		
Operations & Maintenance*	135,990		
Debt Services**	29,521		
Transportation*	(389,063)		
IMRF/Social Security**	181,125		
Capital Projects**	0		
Working Cash Fund***	0		
Tort Fund**	611,151		
Fire Prevention and Safety**	3,382		
Total of all Fund	219,480		
Days Cash On Hand	4		

^{*}Loans and/or transfers can be made between these funds

^{**}Restricted funds that cannot be utilized for operational purposes
***Loans and/or transfers can be made to the fund most in need

Appendix B: Reductions proposed by Administration

FY 2017 Budget Reductions				
	roposed at March 15 Board	dopted at ⁄/arch 22 Board		
	Meeting	Meeting	Diffe	erence
Administration				
Eliminate Dean @ Northlawn	\$ 55,251	\$ 55,251		
Hold registration at school rather than K of C Hall	\$ 1,200	\$ 1,200		
Teachers				
Reduce 8 Teachers due to decreased enrollment	\$ 472,113			
Actual - Reduced 4 Teachers		\$ 249,460		
Reduce 4 Reading Teachers	\$ 251,217			
Reduce K-4 Music	\$ 59,670			
Reduce K-4 Art	\$ 54,320			
Reduce Social Worker	\$ 80,231			
Actual - Reduced Social Worker to 50%		\$ 40,000		
50% Band Paid by Band Aids	\$ 50,000	\$ 51,283		
Support Staff				
Reduce 4 PT Behavior Interventionists	\$ 67,708			
Reduce 10 Month Secretary	\$ 56,000	\$ 32,818		
Reduce 9 Classroom Helpers	\$ 31,500			
Actual - Reduced 10 Classroom helpers		\$ 35,228		
(Classroom helpers are high school students that come over for 2hrs a day)				
<u>Extracurricular</u>				
Eliminate Sports	\$ 37,178			
Total Reductions as Per District	\$ 1,216,388	\$ 465,240		
Less: Band Aid - Booter club has been covering 50% Cost for a couple years now, so it does not				
improve their financial position.	\$ (50,000)	\$ (51,283)		
Actual Financial Impact on FY2017 Budget	\$ 1,166,388	\$ 413,957	\$	752,431

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

FROM: Tony Smith Ph.D., State Superintendent of Education

Robert Wolfe, Chief Financial Officer Pur

Agenda Topic: Recommendation to Remove Harrisburg Community Unit School

District 3 from 1A-8 Financial Difficulty Certification

Materials: Harrisburg Community Unit School District 3 Financial Plan

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services

Purpose of Agenda Item

The purpose of this agenda item is to request the State Board to authorize the removal of Harrisburg Community Unit School District 3 from 1A-8 Financial Difficulty Certification status.

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

The financial condition of school districts relates to all of the State Board goals. Without financial solvency, districts would have difficulty achieving any of the goals.

Goal 1: Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

- 1. All Kindergarteners are assessed for readiness.
- 2. Ninety percent or more 3rd grade students are reading at or above grade level.
- 3. Ninety percent or more 5th grade students meet or exceed expectations in mathematics.
- 4. Ninety percent or more students are on track to graduate with their cohort at the end of 9th grade.
- 5. Ninety percent or more students graduate from high school ready for college and career.
- Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.
- Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item

It is expected the Board will approve the removal of Harrisburg Community Unit School District 3 from Article 1A-8 Financial Difficulty status.

Background Information

Harrisburg Community Unit School District 3 is a pre-kindergarten through twelfth grade district located in Saline County. The district is comprised of two elementary schools, one middle school, and one high school. They have an enrollment of approximately 2,000 students. The low income concentration from the 2016 General State Aid Claim is 64%. Approximately 52% of their operating fund revenue is derived from General State Aid.

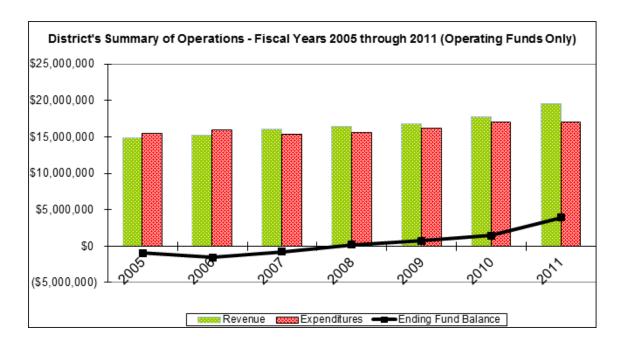
At the October 20, 2005 meeting, the State Board approved certifying Harrisburg Community Unit School District 3 in financial difficulty in accordance with 1A-8 of the School Code.

In accordance with Section 1A-8(b) of the School Code [105 ILCS 5/1A-8(b)], after proper investigation of the district's financial condition, the State Board of Education may certify a district in financial difficulty if any one of the following criteria are met:

- 1. The district has issued school or teacher orders for wages as permitted in Sections 8-16, 32-7.2, and 34-76 of the School Code.
- 2. The district has first and second year tax anticipation warrants outstanding, as authorized in Sections 17-16, 34-23, 34-59 and 34-63 of the School Code or has issued short-term debt against two future revenue sources such as tax anticipation warrants and general State Aid certificates or tax anticipation warrants and revenue anticipation notes.
- 3. The district has incurred two consecutive years of negative fund balances for the operating funds (Education, Operation and Maintenance, Pupil Transportation and Working Cash Funds).
- 4. The district refuses to provide financial information or cooperate with the State Superintendent in an investigation of the district's financial condition.
- 5. The district is likely to fail to fully meet any regularly scheduled payroll-period obligations or debt service payments when due.

By 2005, the district had been realizing negative aggregate fund balances in their operational funds since FY 2003. After an analysis of the district's finances showed the district was on a path of continued deficit spending and negative ending fund balances, the State Board certified them in financial difficulty under criteria three above.

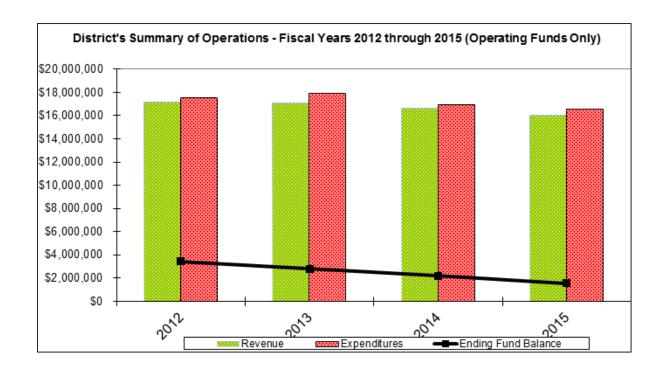
Soon after certification, the district submitted a three-year comprehensive plan to balance their budget. The plan was implemented, and by 2007 the district realized positive results of operations. By FY 2008, positive fund balances were realized and were able to be continued until FY 2011. However, during this time, the district was still reliant upon Tax Anticipation Warrants.



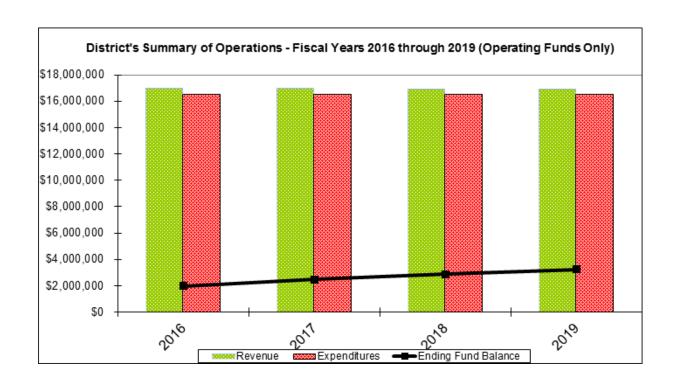
Issuance of Tax Anticipation Warrants:

	Beginning Amount			Ending Amount
Fiscal Year	Outstanding	Amount Issued	Amount Retired	Outstanding
2005	\$1,600,000	\$2,100,000	\$1,600,000	\$2,100,000
2006	\$2,100,000	\$1,495,000	\$1,700,000	\$1,895,000
2007	\$1,895,000	\$1,580,000	\$1,395,000	\$2,080,000
2008	\$2,080,000	\$250,000	\$1,530,000	\$800,000
2009	\$800,000	\$300,000	\$800,000	\$300,000
2010	\$300,000	\$1,000,000	\$300,000	\$1,000,000
2011	\$1,000,000	\$0	\$1,000,000	\$0
2012	\$0	\$0	\$0	\$0
2013	\$0	\$659,000	\$659,000	\$0
2014	\$0	\$0	\$0	\$0
2015	\$0	\$0	\$0	\$0

Deficit spending occurred again in FY 2012 and continued through FY 2016. It is estimated that if expenditures had remained the same and General State Aid had not been prorated, the district would have realized balanced budgets during that time as well. Even with deficit spending, the district has maintained positive fund balances.



As reflected in the attached Harrisburg Financial Plan, the district is projecting balanced budgets for FY 2016 through FY 2019. The plan utilizes conservative assumptions of revenues consistent to FY 2016 levels and minor increases to expenditures. The plan also states Harrisburg Community Unit School District 3 is committed to maintaining future balanced budgets and, if necessary, is willing to implement expenditure reductions to achieve that goal.



The following is the district's Financial Profile designation from FY 2005 through FY 2015.

Fiscal Year	Financial Profile Designation	Financial Profile Score
2005	Financial Watch	1.90
2006	Financial Watch	1.80
2007	Financial Watch	2.35
2008	Early Warning	2.90
2009	Early Warning	2.80
2010	Early Warning	2.90
2011	Financial Review	3.35
2012	Early Warning	2.90
2013	Early Warning	2.90
2014	Early Warning	2.90
2015	Early Warning	2.90

Since the district has realized positive operational fund balances, is no longer reliant on Tax Anticipation Warrants, and is projecting balanced budgets even with General State Aid prorated at 92%, the district no longer meets any of the certification criteria outlined in Section 1A-8 of the School Code. It is recommended that the Board approve removing Harrisburg Community Unit School District 3 from Financial Difficulty status.

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

Policy Implications: None Budget Implications: None Legislative Action: None

Communication: Communicate Board action to District Superintendent

Pros and Cons of Various Actions

Pros: Recognize that Harrisburg Community Unit School District 3 would have achieved balanced budgets if the General State Aid entitlement was not prorated, has achieved positive fund balances, and is projecting balanced budgets for FY 2016 through FY 2019 even if General State Aid is prorated at 92%.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves that Harrisburg Community Unit School District 3 is no longer deemed in financial difficulty in accordance with Article 1A-8 of the School Code. [105 ILCS 5/1A-8]

Next Steps

Upon Board authorization, Agency staff will notify the district superintendent of the State Board's action.

Harrisburg Community Unit School District 3



Harrisburg Community Unit School District 3 Financial Plan

May 2016

Executive Summary

Harrisburg School District was certified in financial difficulty in October 2005. To accomplish a balanced budget by FY 2007, the following initiatives were implemented:

- In FY 2005, thirty-six certified staff took advantage of an implemented early retirement program. By FY 2007 the early retirement incentives had been paid and the district was able to hire staff to replace the retirees at a lower salary.
- Seventeen teaching positions and 2.5 administrative positions were eliminated. Reduced staff resulted in an increase to class sizes.

In FY 2012, the district began realizing deficit budgets again due to General State Aid being prorated. To alleviate the deficits, the district:

- Made significant budget reductions and froze salaries over the past five vears
- Decreased the number of certified positions from 138 to 125
- Decreased the number of full-time, non-certified positions from 189 to 127

To insure the district will obtain and maintain a balanced budget, eleven documented retirees for FY 2017 through FY 2019 will be evaluated as potential budget reductions before the positions are filled. The district has determined that any negotiated salary increase will be offset by not filling positions vacated by retirements. While staff reductions will be painful, the district is committed to continuing forward with a balanced budget.

Salaries and Staffing Expenditures

The district is currently in contract negotiations with both the certified staff as well as the support staff.

The district realizes that revenue for the next few years will dictate the need for staff and expenditure reductions. The Board is very cognizant of the impact to the district's financial position with the continued proration of General State Aid funding. The Board is also aware of the burden on the local taxpayers and the realization that these taxpayers cannot be expected to continue to shoulder that burden.

The district is confident that any increases in salaries and/or staff will be offset by retirements and through attrition. Benefit costs are expected to remain

consistent. The Board has declared that it is their intention to keep the district financially solvent.

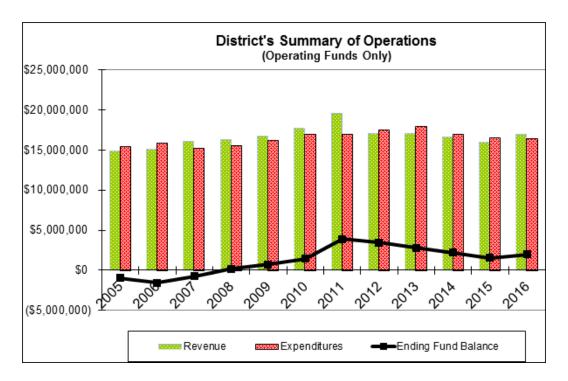
Facilities and Structures

Harrisburg has 4 buildings within the district. The middle school is approximately 12 years old and is in excellent condition. The two elementary buildings were built in the late 1980's and are in very good condition. The upkeep and maintenance on these buildings is minimal. The high school will be going through major renovations over the next few years. The district has passed a referendum pledging the revenue received from the County School Facility Occupational Tax to pay for the bonds for these renovations. This will limit any further burden on local taxes and district operations. The high school project has a completion date within the next three years and is the only major repair or renovation expected during this time.

Summary of Financial Progress from FY 2006 through FY 2016

- In FY 2006, the district incurred deficit spending and realized negative fund balances in the operational funds.
- In FY 2007, the district realized an operational surplus but still realized a negative operational fund balance.
- For FY 2008 through FY 2011, the district realized positive results of operations and fund balances.
- For FY 2012 through FY 2015, the district, again, began to realize negative results of operations but maintained positive operational fund balances. See the table for the Summary of District's Finances below.
 - If General State Aid (GSA) had been paid at 100% these years and additional expenditures were not incurred, the district would have realized positive results of operations for FY 2012 through FY 2015.
 - FY 2012 loss to GSA proration: \$(499,816.26)
 - FY 2013 loss to GSA proration: \$(1,068,322.74)
 - FY 2014 loss to GSA proration: \$(1,101,061.15)
 - FY 2015 loss to GSA proration: \$(1,251,558.61)
 - FY 2016 loss to GSA proration: \$(762,577.23)
 - 2016 Loss Limit: \$323,578.16
- For FY 2016 through FY 2019, positive results of operations and fund balances are projected.

Summary of District's Finances (Operating Funds)



Financial Assumptions

Revenue

Creating this plan, the district has used the following criteria regarding revenue.

Local:

- The district experienced a large EAV growth of 9.1% in FY 2016. The district is projecting a 4% EAV increase in FY 2017, FY 2018, and FY2019.
- All other local revenues are estimated to remain the same as FY 2016.

State:

- For the purpose of this plan, the General State Aid foundation level remains \$6,119. The proration rate will remain at 92%.
- The district assumes it will receive four categorical payments each year starting in FY 2016, with proration rates remaining the same.
- The plan is based on continuation of current state funding levels. Any
 decrease in this revenue would require the Board to commit to further
 reductions to maintain a balanced budget. Harrisburg Community Unit
 School District 3 is committed to that goal.

Federal:

 Federal Revenue streams are estimated to remain at the same level as FY 2016.

Expenditures

- The district is currently in contract negotiations. The salaries and employee benefits reflect no increase or decrease.
- The transportation contract has been extended for the next three years with a yearly increase of 1.5%. This cost increase has been included in the budget projections.
- The district has estimated no change in student enrollment or the Best 3 Months Average Daily Attendance (ADA).
- A Risk Management plan has been adopted that will allow the district to utilize Tort funds to pay a portion of certain staff's current salaries.

Assumptions:

Assumptions.	T		
	FY 2017	FY 2018	FY 2019
# 1			
Estimated EAV	4% increase	4% increase	4% increase
# 2a	Foundation Level	Foundation Level	Foundation Level
GSA Foundation	\$6,119 Prorated	\$6,119 Prorated	\$6,119 Prorated
Level	92%	92%	92%
# 2b			
Best 3 Months			
ADA	1,922.07	Maintain Level	Maintain Level
	4 Categorical	4 Categorical	4 Categorical
	Payments per year	Payments per year	Payments per year
#3	Regular Trans	Regular Trans	Regular Trans
State Revenue	Prorated @ 70%	Prorated @ 70%	Prorated @ 70%
	0%	0%	0%
	Any negotiated	Any negotiated	Any negotiated
# 4	increases will be	increases will be increases w	
% Salary Increase	offset by retirements	offset by retirements	offset by retirements
	No increase or	No increase or	No increase or
	decrease of	decrease of	decrease of
# 5	expenditures except	expenditures except	expenditures except
Other	1.5% increase in	1.5% increase in	1.5% increase in
expenditures	Transportation	Transportation	Transportation
	Costs	Costs	Costs

Financial Projections (Operating Funds Only)

	FY2016	FY2017	FY2018	FY2019
	Budget	Forecast	Forecast	Forecast
Beginning Balances	1,559,841	1,989,575	2,465,517	2,854,862
Revenues	16,990,142	16,982,048	16,910,835	16,917,091
Expenditures	16,490,948	16,506,106	16,521,490	16,537,106
Surplus/(Deficit)	499,194	475,943	389,345	379,985
Other	(69,460)	0	0	0
Ending Fund Balance	1,989,575	2,465,517	2,854,862	3,234,847
Working Cash	408,796	474,422	542,610	613,462
Days Cash on Hand	42	53	61	69
Financial Profile	3.25	3.25	3.25	3.25
	Review	Review	Review	Review

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith, Ph.D., State Superintendent of Education Karen Corken First Deputs 2 FROM:

Karen Corken, First Deputy Superintendent KLC

2016 Legislative Session Agenda Topic:

Staff Contacts: **Amanda Elliott, Co-Director of Legislative Affairs**

Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to provide the Board with a summary of legislation that has been acted on during the Spring 2016 legislative session and an update on the Board's 2016 legislative agenda.

Relationship to/Implications for the State Board's Strategic Plan

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Expected Outcome(s) of Agenda Item

The Board will be kept informed of tracked legislation and Board initiatives.

Background Information

Synopsis of Tracked Legislation

Below is a summary of legislation that, unless otherwise noted, has passed both houses of the General Assembly. These bills will now move on to the Governor for action.

Education Funding

Multiple substantive and appropriations bills were filed and acted on regarding education funding. None of these bills passed both chambers. "\$" indicates the measure is an appropriations bill meaning the legislation appropriates funding to ISBE.

- HB 2990 (Madigan/Cullerton) maintains the existing GSA formula and includes a hold harmless provision so no district will receive less funds than they did in FY 16. The bill also creates a new equity grant that distributes \$700 million based on a district's percentage of low-income students while considering local wealth. The current low-income formula does not consider local wealth - only the percentage of low-income students. HB 2990 passed the Senate and was voted down in the
- SB 2048 (Currie/Cullerton, J.) appropriates funds to ISBE for grants to school districts. The bill would ensure districts receive at least the amount of GSA funding they received in FY 16 and appropriates an additional \$700 million which would be allocated to districts in a proportionate share of the supplemental General State Aid grant they received in FY 17. An additional \$205 million is appropriated for the Chicago Teachers' Pension Fund. SB 2048 passed the House and was voted down in the Senate.

- HB 813 (Cullerton, J./Gabel) maintains the existing GSA formula and includes a hold harmless provision so no district will receive less funds than they did in FY 16. The bill changes the parameters of the current low income grant that distributes \$500M based on a district's percentage of low-income students while considering local wealth. The current low-income formula does not consider local wealth only the percentage of low-income students. These new grants would be provided for FYs 17 19. HB 813 was approved by the Senate and awaits House action.
- SB 231 (Manar/Mitchell, C.) creates a new model for school funding. SB 231 creates a weighted student formula with approximately 78% of funds going through one funding stream that is mostly equalized to account for district wealth. The legislation also includes a hold harmless to ensure any losses are phased in over a 4-year period. HB 3190 was approved by the Senate and awaits House action.
- HB 3190 (Lightford)/Davis, W.) creates a new model for school funding. The legislation includes language from SB 231 for FY 17, and requires the State to adopt an evidence-based model of funding in FY 18 and subsequent fiscal years. HB 3190 was approved by the Senate and awaits House action.
- SB 3434 (Barickman) / \$ HB 6583 (Durkin) appropriates funds to ISBE for operations and grants to school districts. The legislation fully funds General State Aid and creates a hold harmless provision so that no district loses more than it received last year (+\$105 million). Neither measure has been acted on by the House or Senate.
- HB 828 (Davis, W) creates a new evidence-based funding model for school districts. HB 828 has not been acted on by the House.
- HB 829 (Currie) is identical to SB 231 (Manar/Mitchell, C.). HB 829 has not been acted on by the House.
- HJRCA 57 (Madigan) proposes to amend the Constitution to provide that a
 fundamental right (instead of goal) of the People of the State is the educational
 development of all persons. This amendment has not yet passed the
 House. HJRCA 57 has not been acted on by the House.

Reports, Task Forces, Commissions, etc.

- HB 4343 (Chapa LaVia/Collins) extends the initial report submission deadline for the Attendance Commission to March 15, 2016 (instead of December 15, 2015).
- HB 4367 (Bellock/Bush) requires ISBE to reestablish the reading instruction advisory group to complete the group's work. The reestablished advisory group is required to complete its work before December 31, 2016.
- HB 6136 (Wallace/Lightford) creates the Advisory Council on At-Risk Students within ISBE which must submit a report to the General Assembly, Board, and Governor no later than December 15, 2016 various topics impacting at-risk students.
- HJR 150 (Turner) creates the Statewide Task Force on Disconnected Youth to
 examine and develop ways to address the growing number of disconnected youth
 who are out of school and jobless in Illinois. DHS is requested to provide
 administrative support. ISBE has a member on this Task Force. The resolution still
 requires Senate action.

Curriculum

- HB 4330 (Wheeler/Martinez) requires each public university in Illinois to accept the State Seal of Biliteracy as equivalent to 2 years of foreign language coursework taken during high school.
- HB 4352 (Bellock/Bush) defines dyslexia in the School Code for use in both general education and special education.

- HB 4983 (Soto/Lightford) / SB 2469 (Lightford/Soto) establishes the State Global Scholar Certification Program to recognize public high school students who have attained global competence. School district participation is voluntary.
- HB 5729 (Burke/Biss) creates the Postsecondary and Workforce Readiness Act to establish pilot programs with high schools concerning competency-based graduation requirements, transitional mathematics courses, reading and communication transitional competencies, college and Career Pathway Endorsements, State Distinction Programs, and administrative rules. ISBE, ICCB, and IBHE will consult to establish and administer these programs.
- SB 2970 (Lightford/Lilly) revises the identification section of the gifted and talented portion of the School Code to reflect best practices including universal testing of students.

Student Health and Safety

- HB 4462 (Mussman/Nybo) makes multiple changes regarding epi-pen administration in school districts. Allows bus drivers who are not school employees to carry and administer epinephrine auto-injectors (current school bus drivers who are school employees are already among the school employees who may be so trained and able to administer the epinephrine); and requires, in addition to the current reporting of use of undesignated (stock) epinephrine auto-injectors on any person by RN or trained school staff, reporting whether the school or school district has adopted a policy allowing the use of undesignated (stock) epinephrine.
- SB 550 (Steans) among other changes, requires DPH to adopt rules that establish a program to identify, in each school in the State, any lead service line or lead-bearing plumbing that is a lead hazard and require the mitigation of those lead hazards within a reasonable time after their identification. This legislation requires House action.
- HB 6333 (Gabel/Koehler) requires districts to request an asthma action plan from the
 parents or guardians of a pupil with asthma. ISBE is required to develop a model
 asthma episode emergency response protocol before September 1, 2016. School
 districts, charter schools, and nonpublic schools shall adopt asthma episode
 emergency response protocol before January 1, 2017. Every 2 years, school
 personnel who work with pupils shall complete a training program on the
 management of asthma.
- SB 2137 (Morrison/Cabello) requires teachers institutes to include instruction on the federal Americans with Disabilities Act as it pertains to the school environment at least once every two years.
- SB 1582 (Nybo/Durkin) allows 6 specific private special education schools to utilize multi-function school activity busses for curriculum related trips for students in grades K-12

School Districts

- HB 4432 (Moffitt/Weaver) allows any child in grades 6 through 12 to be absent from a public school for the purpose of sounding "Taps" at a military honors funeral held in Illinois for a deceased veteran.
- HB 4606 (W. Davis/Harris) seeks to increase procedural due process rights for students where a district believes them to a non-resident of the school district. The bill would also allow the person who enrolled the pupil to appeal a district's finding of non-resident to the applicable regional superintendent of schools (this specific provision does not apply to CPS).

- HB 4996 (Welch/Lightford) requires that each school board, including CPS, to appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of DCFS when enrolling in or changing schools.
- HB 5901 (Guzzardi/Martinez) requires school principals to report to ISBE information concerning assessments administered within their school.
- HB 6252 (Willis/Harmon) allows District 89 to withdraw from the PAEC special education co-op in the 2017-2018 school year if the district's state plan has been approved by ISBE.
- SB 2186 (Althoff/Tryon) requires school districts to comply with local zoning ordinances.
- SB 2393 (Harmon/Pritchard) creates the Breakfast After the Bell program to require districts that have 70% or more students that qualify for free/reduced lunch to provide breakfast after the bell.

Licensure

- HB 4360 (Cassidy/Van Pelt) amends the School Code with regard to the currently imposed lifetime ban on licensure for certain criminal convictions and with regard to the list of criminal convictions that automatically disqualify an individual from holding a teaching license or being employed in public schools or nonpublic ISBE-recognized schools.
- HB 6181 (Willis/Martinez) allows educators to earn professional development and enter it into ELIS during the last 3 months of the school year (April-June).
- SB 2440 (Bertino-Tarrant) amends the requirements for the principal endorsement on a Professional Educator License by expanding the applicable experience to include experience working in the capacity of school support personnel.

Funding

- HB 4397 (Costello/Luechtefeld) changes the time limit for the 2014 School Energy Efficiency Grants to be expended. Allows the grant funds to be available for four years instead of two form the date the funds were distributed by the state.
- HB 5025 (Welch) provides for ISC director salaries.

Board Initiatives

Over the past several months, Legislative Affairs staff has been working with Agency divisions to develop legislative proposals for the 2016 Spring Legislative Session.

- HB 6044 (Chapa LaVia/Rezin) Obsolete/Duplicative Legislation: This initiative would be
 a continuation of ISBE's efforts to streamline the School Code provisions and amend or
 repeal outdated or otherwise problematic provisions of the School Code. ISBE has
 introduced similar pieces of legislation over the last several years. HB 6044 passed both
 Houses.
- SB 238 (Lightford/Chapa LaVia) changes the birth-3 set aside. Prior legislation required that 20% of EC funds be dedicated to birth-3 programming by 2016. We are currently at 18% and are concerned about cutting 2% from existing 3-4 year old programs. The early childhood advocates are supporting us in this legislation that will require that 25% of any new money be dedicated to birth-3 programs until 20% is reached. SB 238 passed both Houses.

- SB 2912 (Luechtefeld/Crespo) Educator Licensure: This proposal will make it easier for educators coming into Illinois from other states to obtain licensure and will make changes to address substitute teacher shortages in the State. SB 2912 passed the Senate and was not acted on by the House.
- SB 2990 (Bush/Pritchard) Article 7 Re-write: This proposal includes a complete review and re-write of Article 7 of the School Code, which deals with the detachment of property and annexation of each property to another district or districts, as well as instances where an entire district is dissolved and annexed to another district or districts. An overhaul was completed of the School Code articles concerning the formation of a new district or districts, resulting in Public Act 94-1019 and the creation of Article 11E, but a similar overhaul of the law dealing with annexations has not been completed. SB 2990 passed the Senate and was not acted on by the House.
- SB 3422 (McConnaughay/Wheeler) Districts of Innovation: This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new or create alternatives to existing instructional and administrative practices intended to improve student learning and student performance. This bill did not pass committee. We are planning a subject matter hearing on the measure. SB 3422 was not acted on by either chamber.

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith, Ph.D., State Superintendent of Education FROM:

Stephanie Donovan, General Counsel

Annual Report on the Status of Agency Rulemaking Agenda Topic:

Materials: Summary of Rulemaking Activity in Fiscal Year 2016

Staff Contacts: Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities during FY 2016. No action is needed.

Background Information

The rulemaking activities of the agency are summarized on a fiscal-year basis. The chart in the report begins with the rulemaking items that are being initiated this month and moves back in time to the beginning of this fiscal year to show those items that were begun in FY 2015 but completed in FY 2016.

Summary of FY 2016 Rulemaking Activities

The chart below presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2016. These are organized in chronological order, with the most recently begun ones presented first. "DIBR" stands for "Date of Initial Board Review", i.e., the month in which the State Board authorized the initiation of the given rulemaking. Where dates are not indicated, the procedural steps in question have not yet been completed. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Title of the Part and		
III. Adm. Code Citation	Description	Timeline/Status

Part 30 (Programs for the Preparation of Principals in Illinois)	Updates cross-references to the process to approve educator preparation programs in response to modifications to Part 25 that the Board considered in March, and clarify the personnel who may serve as a mentor to a principal candidate.	DIBR: April 13, 2016 Adoption: Effective:
Part 33 (Programs for the Preparation of Superintendents in Illinois)	Updates cross-references to the process to approve educator preparation programs in response to modifications to Part 25 that the Board considered in March.	DIBR: April 13, 2016 Adoption: Effective:

Description

Port 225 (Forly Childhood	Sate forth the requirements for	DIDD: April 12 2016
Part 235 (Early Childhood Block Grant)	Sets forth the requirements for several grants available to qualified entities to provide training and technical assistance, and web-based services.	DIBR: April 13, 2016 Adoption: Effective:
Part 1 (Publics Schools Evaluation, Recognition and Supervision)	Proposes a new Section regarding the Illinois School Report card and licensure for providers of professional development for educator licensed employees, and updates the Illinois Learning Standards for the Fine Arts.	DIBR: February 10, 2016 Adoption: June 16, 2016 Effective:
Part 1 (Public Schools Evaluation, Recognition and Supervision)	Clarifies who may be assigned to the middle grades and defines the "middle grades" as grades 6 through 8 for the purposes of departmentalized instruction.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective:
Part 20 (Standards for Endorsements in Elementary Education)	Extends the effective date for full implementation of elementary education endorsement programs to February 1, 2018 (currently, 2017) and allows candidates in existing programs established under Part 26 until September 1, 2018, to complete those programs in order to obtain an endorsement by September 1, 2019.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective:
Part 25 (Educator Licensure)	Proposes the Council for Accreditation of Educator Preparation's (CAEP) accreditation process as an option for approval of Illinois education preparation providers and programs, and addresses requirements for licensure of administrative and supervisory staff in order to alleviate shortages and applicability of testing requirement.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective:

Description

Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education)	Extends the effective date for full implementation of elementary education endorsement programs to February 1, 2018 (currently, 2017) and allows candidates in existing programs established under Part 26 until September 1, 2018, to complete those programs in order to obtain an	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective:
Part 27 (Standards for Endorsements in Specific Teaching Fields)	endorsement by September 1, 2019. Proposes new standards to which preparation programs offering, and candidates receiving, endorsements in English as a second language and bilingual education must align.	DIBR: February 10, 2016 Adoption: June 16, 2016 Effective:
2 III. Adm. Code 5001 (Access to Information of the State Board of Education under the Freedom of Information Act)	Responds to a request from the Joint Committee on Administrative Rules to place the fee schedule for duplicating documents into the rulemaking rather that linking readers to the agency's website.	DIBR: NA Adoption: November 20, 2015 Effective: November 23, 2015
Part 1 (Public Schools Evaluation, Recognition and Supervision)	Adds opioid antagonist to the medications that can be administered in an emergency situation by school nurses and other trained personnel per P.A. 99-480, effective September 9, 2015.	DIBR: October 21, 2015 Adoption: January 21, 2016 Effective: March 2, 2016
Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)	Responds to two public acts regarding the use of undesignated epinephrine autoinjectors and opioid antigens, and concussion policies. (P.A. 99-480, effective September 9, 2015, and P.A. 99-245, effective August 3, 2015, respectively.)	DIBR: October 21, 2015 Adoption: January 21, 2016 Effective: March 2, 2016

Title of the Part and	
III. Adm. Code Citation	

III. Adm. Code Citation	Description	Timeline/Status
Part 525 (Regional Offices	Responds to P.A. 99-30,	DIBR: October 21, 2015
of Education and Intermediate Services)	effective July 10, 2015, which repealed a provision requiring that the 10 smallest regional	Adoption: January 21, 2016 Effective: March 2, 2016
	offices work with one of the larger to deliver services and	
	programs under Section 2-3.62 of the School Code [105 ILCS 5/2-3.62].	
Part 25 (Educator Licensure)	Makes numerous updates in response to recently enacted legislation that address requirements for certain educator licenses, alternative educator programs, and renewal, as well as proposes	DIBR: September 17, 2015 Adoption: January 21, 2016 Effective: March 2, 2016
Part 1 (Public Schools	other updates and clarifications. Proposes revisions to the Illinois	DIBR: September 17, 2015
Evaluation, Recognition and Supervision)	Learning Standards for Social Science; identifies the assessment to be used for physical fitness, per P.A. 98-859, effective August 4, 2014; and addresses changes in requirements for the chief school business official endorsement and concussion policies (P.A. 99-58, effective July 16, 2015, and P.A. 99-245,	Adoption: December 16, 2015 Effective: January 27, 2016
	effective August 3, 2015, respectively).	
Part 30 (Programs for the Preparation of Principals in Illinois)	In response to P.A. 99-58, eliminates a requirement for a principal preparation program offered by a not-for-profit entity receive approval of its program from the Illinois Board of Higher Education, as well as the State Board of Education.	DIBR: September 17, 2015 Adoption: December 16, 2015 Effective: January 27, 2016
Part 180 (Health/Life Safety for Public Schools)	Makes numerous changes to Part 180, the most significant of which is to incorporate the 2015 International Building Code as the standards applicable to public schools, including charter schools, located outside of the geographic boundaries of the City of Chicago.	DIBR: September 17, 2015 Adoption: December 16, 2015 Effective: January 27, 2016

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III.	Adı	m.	Coc	de	Cit	tatio	on

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.A. 98-972, effective August	
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•	DIBR: August 19, 2015
	Adoption: November 20, 2015
	Effective: January 6, 2016
	DIBR: Not applicable.
•	Adoption: August 19, 2015
· · · · · · · · · · · · · · · · · · ·	Effective: August 20, 2015, for
	150 days.
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pdates terminology to reflect	DIBR: August 19, 2015
e educator licensure system.	Adoption: November 20, 2015
•	Effective: January 13, 2016
esponds to P.A. 99-5, July 1,	DIBR: August 19, 2015
015, by adding a revenue code	Adoption: November 20, 2015
or use by school districts	Effective: January 6, 2016
eceiving a supplemental grant	_
s a result of losses under their	
eneral state aid claim.	
	ducational and psychological sting. roposes two technical changes update references to the tate assessment system, per A. 98-972, effective August 5, 2015, and incorporate into e rules the most recent ersion of the American ducational Research esociation's standards for ducational and psychological sting. esponds to P.A. 99-194, fective July 30, 2015, garding application for exproval of the E-learning Days articipating school districts to rovide of electronic instruction lieu of emergency days. esponds to P.A. 99-194, fective July 30, 2015, garding application for exproval of the E-learning Days articipating school districts to rovide of electronic instruction lieu of emergency days. esponds to P.A. 99-194, fective July 30, 2015, garding application for exproval of the E-learning Days articipating school districts to rovide of electronic instruction lieu of emergency days. pdates terminology to reflect e educator licensure system. esponds to P.A. 99-5, July 1, 2015, by adding a revenue code of use by school districts are educator licensure system.

Description

Description

Part 100 (Requirements	Responds to P.A. 99-5 by	DIBR: Not applicable.
for Accounting, Budgeting,	adding a revenue code for use	Adoption: August 19, 2015
Financial Reporting, and	by school districts receiving a	Effective: August 20, 2015, for
Auditing)	supplemental grant as a result	150 days.
EMERGENCY	of losses under their general	
D + 075 (0) 1 +	state aid claim.	DIDD A
Part 375 (Student	Responds to P.A. 98-885,	DIBR: August 19, 2015
Records)	effective August 15, 2014,	Adoption: November 20, 2015
	regarding the content of an	Effective: January 13, 2016
	academic transcript and clarifies	
	the definition of "health record".	
Part 226 (Special	Makes numerous changes in	DIBR: June 17, 2015
Education)	response to recently enacted	Adoption: October 21, 2015
	legislation, and includes other	Effective: January 13, 2016
	technical updates and	
	clarifications.	
Part 401 (Special	Responds to recently enacted	DIBR: June 17, 2015
Education Facilities under	legislation (P.A. 98-972 (State	Adoption: September 17, 2015
Section 14-7.02 of the	assessment) and P.A. 97-607	Effective: October 22, 2015
School Code)	(licensure)), and adjusts the	·
,	type of and timeframe for fire	
	inspection reports in response	
	to staff shortages at the Office	
	of the State Fire Marshal.	
Part 1 (Public Schools	Revises the timetable for	DIBR: May 14, 2015
Evaluation, Recognition	administration of the KIDS	Adoption: August 19, 2015
and Supervision)	assessment; sets criteria for the	Effective: September 24, 2015
	Survey of Learning Conditions;	
	and makes other technical	
	changes and clarifications.	
Part 25 (Educator	Addresses changes	DIBR: May 14, 2015
Licensure)	necessitated by a number of	Adoption: August 19, 2015
Liceria di cy	public acts, modifies	Effective: October 5, 2015
	requirements for certain	Lineotive. Gotobol 6, 2016
	educator endorsements, and	
	sets criteria for physical	
	education and health education	
	teachers to be considered	
	"highly qualified".	
Part 26 (Standards for	Modifies the standards for	DIRP: May 14, 2015
Part 26 (Standards for		DIBR: May 14, 2015
Endorsements in Early	approval of early childhood	Adoption: August 19, 2015
Childhood Education and	education preparation programs	Effective: September 24, 2015
in Elementary Education)	by requiring their alignment to	
	the Gateways to Opportunity	
	Illinois Professional	
	Development System's criteria	1
	1	
	for the receipt of the ECE Credential Level 5.	

Description

Part 405 (Payments to	Aligns the proposed ending date	DIBR: May 14, 2015
\ • • • • • • • • • • • • • • • • • • •		· · · · · · · · · · · · · · · · · · ·
Certain Facilities under	for the issuance of the short-	Adoption: August 19, 2015
Section 14-7.05 of the	term emergency special	Effective: September 24, 2015
School Code)	education approval under	
	Section 25.48 of rules governing	
	Educator Licensure to the date	
	contained in those rules	
	(September 1, 2018).	
Part 210 (Illinois Hope and	Updates statutory references to	DIBR: April 15, 2015
Opportunity Pathways	the new testing system, per P.A.	Adoption: August 19, 2015
through Education	98-972, effective August 15,	Effective: September 24, 2015
Program)	2014.	
Part 232 (Summer Bridges	Updates statutory references to	DIBR: April 15, 2015
Program)	the new testing system, per P.A.	Adoption: August 19, 2015
1 Togram)	98-972, effective August 15,	Effective: September 24, 2015
	2014.	Lifective. September 24, 2013
Part 240 (Alternative	Updates statutory references to	DIBR: April 15, 2015
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	the new testing system, per P.A.	Adoption: August 19, 2015
Learning Opportunities		
Program)	98-972, effective August 15,	Effective: September 24, 2015
	2014.	
2 III. Adm. Code 1850	Responds to P.A. 98-1129,	DIBR: NA
(Public Information,	effective December 3, 2014,	Adoption: March 3, 2015 (by
Rulemaking and	regarding requests under FOIA	the IRCRB)
Organization)	that are considered to be	Effective: April 27, 2015
	"voluminous" and requests for	
	records that are posted online,	
	necessitating a change in the	
	rules of the Illinois Purchase	
	Care Review Board (IPCRB).	
Part 50 (Evaluation of	Updates references to the new	DIBR: March 18, 2015
Educator Licensed	testing system, per P.A. 98-972,	Adoption: June 17, 2015
Employees under Articles	effective August 15, 2014, and	Effective: July 23, 2015
24A and 34 of the School	addresses the use of the climate	, , , , ,
Code)	survey results in principal	
	evaluations.	
Part 228 (Transitional	Updates references to the new	DIBR: March 18, 2015
Bilingual Education)	testing system and emphasizes	Adoption: June 17, 2015
2igaai Eadodioii)	the responsibility of charter	Effective: July 23, 2015
	schools to conform to State and	
	federal requirements pertaining	
	to English learners, as is	
	required under P.A. 98-639,	
	effective June 9, 2014.	

Description

III. Adili. Code Citation	Description	Timemie/Status
Part 600 (Enrollment of	Authorizes the enrollment of	DIBR: March 18, 2015
and Payment for	students from out of state at the	Adoption: June 17, 2015
Nonresident Students at	school portion of the Philip J.	Effective: July 23, 2015
		Lifective. July 25, 2015
the Philip J. Rock Center	Rock Center and School,	
and School)	provided that they meet the	
,	eligibility requirements and the	
	school has space available that	
	•	
	is not needed for eligible	
	students from Illinois.	
Part 100 (Requirements	Provides an accounting code for	DIBR: February 11, 2015
		,
for Accounting, Budgeting,	the federal Race to the Top	Adoption: May 14, 2015
Financial Reporting, and	Preschool Development Grant	Effective: June 30, 2015
Auditing)	Program, needed for recipients	·
, taaiii ig)	to prepare applications and	
	report on the use of the funds.	
Part 120 (Pupil	Responds to P.A. 98-1057,	DIBR: February 11, 2015
Transportation	effective January 1, 2015, that	Adoption: May 14, 2015
Reimbursement)	allows for reimbursement of	Effective: June 30, 2015
(Noninbursement)		Liteotive. Julie 30, 2013
	transportation costs of parents	
	of students in City of Chicago	
	School District 299 under	
	certain circumstances.	
Part 151 (School	Responds to P.A. 98-710,	DIBR: February 11, 2015
	•	
Construction Grant)	effective July 16, 2014, that	Adoption: May 14, 2015
	adds special education	Effective: June 30, 2015
	cooperatives as eligible	
	applicants for school	
	• •	
	maintenance grants under the	
	School Construction Program.	
Part 365 (Children's Low-	Repeals Part since statutory	DIBR: February 11, 2015
cost Laptop Program)	authority for the program no	Adoption: May 14, 2015
coot Eaptop i Togiam)		
D 1505 (1.1	longer exists.	Effective: June 30, 2015
Part 525 (Intermediate	Responds to several pieces of	DIBR: February 11, 2015
Services)	legislation enacted since 2009	Adoption: May 14, 2015
,	that re-focused the work of the	Effective: June 30, 2015
	advisory boards, eliminated the	
	suburban Cook County	
	Regional Office of Education	
	and its advisory board, and	
	transferred responsibility of the	
	·	
	delivery of intermediate services	
	to the suburban Intermediate	
	Service Centers.	
Part 525 (Regional Offices	Repeals Part, which will be	DIBR: February 11, 2015
	· ·	l
of Education and Intermediate Services)	replaced with new Part 525.	Adoption: May 14, 2015 Effective: June 30, 2015

Title of the Part and	
III. Adm. Code Citation	

Description

Part 560 (Parental	Repeals Part since statutory	DIBR: February 11, 2015
Participation Pilot	authority for the program no	Adoption: May 14, 2015
Program)	longer exits.	Effective: June 30, 2015

ILLINOIS STATE BOARD OF EDUCATION MEETING June 16, 2016

TO: Illinois State Board of Education

Tony Smith, Ph.D., State Superintendent of Education FROM:

Stephanie Donovan, General Counsel

Rulemaking Anticipated for FY 2017 Agenda Topic:

Materials: Summary of Anticipated Rulemaking

Staff Contacts: Lindsay Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities that are anticipated during in the first six months of FY 2017. A report summarizing the anticipated activity for the last six months of the current fiscal year was presented at the December Board meeting. No action is needed.

Background Information

The rulemaking activities of the agency are summarized on a six-month basis and published in the Illinois Register to elicit public comment, as is required pursuant to Section 5-60 of Illinois Administrative Procedure Act [5 ILCS 100/5-60]. This report, in a chart format, summarizes the rulemakings published in the <u>Illinois Register</u> in the order in which they will be presented to the Board for its initial review and authorization to release the proposals for public comment. Additionally, estimated dates of Board adoption and anticipated effective dates are provided.

Please note that the dates presented for the Board's initial review are merely estimates. Competing Board priorities, complexity of rulemakings, progress of legislation and other unanticipated circumstances may delay a rulemaking's drafting or cause it to be tabled.

Rulemaking Activities Anticipated for FY 2017

The chart below presents a summary of all rulemaking activities that are anticipated for the Board's initial review in the first six months of FY 2017. These are organized in chronological order of presentation to the Board. "DIBR" stands for "Date of Initial Board Review", i.e., the month in which the State Board will authorize the initiation of the given rulemaking. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Also included in the chart for the Board's planning purposes are any rulemakings that the Board will consider for adoption in the first months of FY 2017 that were initially reviewed earlier in FY 2016.

For your ease of reference, a link is provided to the current rules on our agency's website, as applicable.

Description

June Board Meeting Initial Review				
None.				
Adoption				
Part 1 (Public Schools Evaluation, Recognition and Supervision) http://www.isbe.net/rules/archive/ pdfs/oneark.pdf	Updates the Illinois Learning Standards for the Fine Arts, implements procedures for the school report card, and addresses other technical changes.	DIBR: February 10, 2016 Adoption: June 16 2016 Effective: July 2016		
Part 1 (Public Schools Evaluation, Recognition and Supervision) http://www.isbe.net/rules/archive/ pdfs/oneark.pdf	Defines the middle grades for purposes of endorsement as grades 6 through 8.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: July 2016		
Part 20 (Standards for Endorsements in Elementary Education) http://www.isbe.net/rules/archive/pdfs/20ark.pdf	Proposes a change in the effective date for full implementation of elementary education endorsement programs to February 1, 2018 (currently, 2017). Additionally, candidates in existing programs established under Part 26 will have until September 1, 2018, to complete those programs in order to obtain an endorsement by September 1, 2019.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: July 2016		
Part 25 (Educator Licensure) http://www.isbe.net/rules/archive/pdfs/25ark.pdf	Proposes allowing educator preparation programs to seek national accreditation in lieu of choosing to be recognized by the State Board, and continues to provide institutions the option to obtain only State approval without gaining national accreditation. Other proposals in this rulemaking address requirements for licensure of administrative and supervisory staff in order to alleviate shortages, and applicability of testing requirements.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: July 2016		

Description

Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) http://www.isbe.net/rules/archive/pdfs/26ark.pdf	Proposes a change in the effective date for full implementation of elementary education endorsement programs to February 1, 2018 (currently, 2017). Additionally, candidates in existing programs established under Part 26 will have until September 1, 2018, to complete those programs in order to obtain an endorsement by September 1, 2019.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: July 2016
Part 27 (Standards for Endorsements in Specific Teaching Fields) http://www.isbe.net/rules/archive/pdfs/27ark.pdf	Updates standards for endorsements in bilingual education and English as a second language.	DIBR: February 10, 2016 Adoption: June 16, 2016 Effective: July 2016
August Board Meeting Initial Review		
Part 650 (Charter Schools) http://www.isbe.net/rules/archive/pdfs/650ARK.pdf	Revisions will remove any references to "revision" and "renewal" from Section 650.40 since they are addressed elsewhere, and other changes will more clearly state the rules' requirements and intent.	DIBR: August 25, 2016 Adoption: October 2016 Effective: November 2016
Adoption		
Part 30 (Programs for the Preparation of Principals in Illinois) http://www.isbe.net/rules/archive/pdfs/30ARK.pdf	Updates cross-references to the process to approve educator preparation programs in response to modifications to Part 25 that the Board considered in March, and clarify the personnel who may serve as a mentor to a principal candidate.	DIBR: April 27, 2016 Adoption: August 2016 Effective: September 2016
Part 33 (Programs for the Preparation of Superintendents in Illinois) http://www.isbe.net/rules/archive/pdfs/33ARK.pdf	Updates cross-references to the process to approve educator preparation programs in response to modifications to Part 25 that the Board considered in March, and clarify the personnel who may serve as a mentor to a principal candidate.	DIBR: April 27, 2016 Adoption: August 2016 Effective: September 2016

Description

Part 235 (Early Childhood Block Grant http://www.isbe.net/rules/archive/ pdfs/235ARK.pdf	Sets forth the requirements for several grants available to qualified entities to provide training and technical assistance, and webbased services.	DIBR: April 27, 2016 Adoption: August 2016 Effective: September 2016
September Board Meeting Initial Review		
None.		
Adoption		
None.		
October Board Meeting Initial Review		
None.		
Adoption		
2 III. Adm. Code 5000 (Public Information, Rulemaking and Organization) http://www.isbe.net/rules/archive/pdfs/5000ARK.pdf	Updates Appendix B to reflect the current organizational structure of the State Board of Education and the agency.	DIBR: Not applicable Adoption: October 20, 2016 Effective: October 2016
November Board Meeting Initial Review		
Part 25 (Educator Licensure) http://www.isbe.net/rules/archive/pdfs/25ark.pdf	Numerous changes to include, but not be limited to, requiring for educator licensure candidates to submit transcripts for preparation program auditing purposes; broadening the type of school which may conduct student teaching; and responding to pending legislation, particularly SB 2912, as needed.	DIBR: November 18, 2016 Adoption: February 2017 Effective: April 2017
44 III. Adm. Code 7200 (General Grantmaking) New Part	Incorporates, by reference, the rules of the Governor's Office of Management and Budget, Grant Accountability and Transparency Unit, regarding standards and criteria for awarding and monitoring state and federal grants.	DIBR: November 18, 2016 Adoption: February 2017 Effective: April 2017

Description

Adoption				
None				
December Board Meeting Initial Review				
Part 1 (Public Schools Evaluation, Recognition and Supervision) http://www.isbe.net/rules/archive/ pdfs/oneark.pdf	Proposes changes in response to PA 99-193, addressing school accountability and related changes due to the reauthorization of the federal Elementary and Secondary Education Act, as well as to revamp criteria for schools and school districts to be placed on the Illinois Honor Roll, to enter into intervention (PA 98-1155), provide student discipline reporting (PA.98-1102), update the State assessment system (PA 98-972) and modify annual measurable achievement objectives for English learners.	DIBR: December 15, 2016 Adoption: March 2017 Effective: May 2017		
Part 254 (Vocational Education) http://www.isbe.net/rules/archive/pdfs/254ARK.pdf Adoption	Repeals current Part and replaces with new Part to set forth the criteria and standards, including the grant process, to be used to award funding under the Vocational Education Act and the federal Carl D. Perkins Vocational Education Act (20 USC 2301 et seq.).	DIBR: December 15, 2016 Adoption: March 2017 Effective: May 2017		
None.				