

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

**Chicago:** ISBE Video Conference Room, 14<sup>th</sup> Floor, 100 W. Randolph Street, Chicago, IL  
**Springfield:** ISBE Video Conference Room, 3<sup>rd</sup> Floor, 100 N. First Street, Springfield, IL

**This meeting will also be audio cast on the Internet at: [www.isbe.net](http://www.isbe.net)**

**June 14, 2017**  
**9:00 a.m.**

**I. Roll Call/Pledge of Allegiance**

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

**II. Public Participation**

**III. Resolutions and Recognition**

- A. Jeff Vose, Illinois Association of Regional School Superintendents **pp. 3**

**IV. Presentations & Updates**

- A. Education SuperHighway Update **4-18**  
B. Review of New Organization Structure **pp. 19**

**V. Superintendent's Report - Consent Agenda**

- A. \*Approval of Minutes

1. Plenary Minutes: May 24, 2017 **pp. 20-25**

- B. \*Rules for Initial Review

1. Part 23 (Standards for School Support Personnel Endorsements) **pp. 26-37**  
2. Part 75 (Agricultural Education) **pp. 38-47**

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

1. Technical Assistance to the 21<sup>st</sup> Century Community Learning Centers Program **pp. 48-50**  
2. Renewal of Intergovernmental Agreement for Administration of the Centralized Demographic Dataset **pp. 51-53**  
3. Illinois Principal's Association Grant **pp. 54-56**  
4. Renewal of Intergovernmental Agreement with the UChicago Impact for the 5Essentials Survey of Learning Conditions **pp. 57-59**  
5. Learning Technology Centers Intergovernmental Agreement **pp. 60-62**  
6. Renewal of Intergovernmental Agreement for the Illinois Interactive Report Card **pp. 63-68**  
7. Statewide System of Support Continuation of Funding to Fiscal Agents for Foundational Services **pp. 69-72**  
8. IDEA, Part B, Preschool Discretionary Grants **pp. 73-75**  
9. No Cost Extension for the Center for School Improvement **pp. 76**

- D. \*Update to the Strategic Plan **pp. 77-79**

- E. \*Illinois State Educator Preparation and Licensure Board Appointments **pp. 80-81**

- F. \*Postsecondary and Workforce Readiness Act **pp. 82-110**

- G. \*2018 Board Meeting Dates **pp. 111-112**

**End of Consent Agenda**

## **VI. Discussion Items**

- A. District Oversight Update
- B. Legislative Update *pp. 113-118*
- 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>*)
- B. Status of Agency Rulemaking: FY 2017 *pp. 119-124*
- C. Rulemakings Anticipated for FY 2018 *pp. 125-131*

## **IX. Closed Session (as needed)**

## **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  
Jeff Vose  
June 2017**

**WHEREAS, Mr. Jeff Vose** has committed his career to being a lifelong advocate for education.

**WHEREAS, Mr. Jeff Vose** has served for more than 20 years in the education field as a special education teacher, administrator, assistant regional superintendent of schools, and regional superintendent of schools of Sangamon and Menard Counties.

**WHEREAS, Mr. Jeff Vose** has provided significant leadership to the Regional Offices of Education and fostered collaboration between school districts, Regional Offices of Education, and the Illinois State Board of Education.

**WHEREAS, Mr. Jeff Vose**, after years of dedicated service, earned the admiration and respect of colleagues by serving as president of the Executive Board of the Illinois Association of Regional Superintendents of Schools with fidelity and humility for the past two years.

**WHEREAS, Mr. Jeff Vose** has helped the Illinois Association of Regional Superintendents of Schools reach important milestones, including, but not limited to, removing barriers to educator licensure; developing partnerships with stakeholders and legislators; and creating the blueprint for Vision 20/20, an initiative that expands opportunities for all Illinois students.

**THEREFORE, BE IT RESOLVED** that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Mr. Jeff Vose** for his dedication to the field of education and to Illinois students and educators.

\_\_\_\_\_  
James T. Meeks, Board Chair

\_\_\_\_\_  
Eligio Pimentel, Vice Chair

\_\_\_\_\_  
Cesilie Price, Secretary

\_\_\_\_\_  
Lula Ford, Member

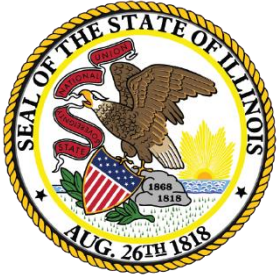
\_\_\_\_\_  
Collin Hitt, Member

\_\_\_\_\_  
Craig Lindvahl, Member

\_\_\_\_\_  
Jason Barclay, Member

\_\_\_\_\_  
Ruth Cross, Member

\_\_\_\_\_  
Kevin Settle, Member



# Illinois State Board of Education

## Enhancing Digital Learning Capacities in Illinois

June 2017



Illinois State Board of Education



# Illinois Pieces That Support Learning

June 2017



Illinois State Board of Education

# Building a Framework for Digital Learning

3

- ISBE staff will work with stakeholders to create a strategic framework that promotes equitable access, digital learning programs, community partnerships, and regional support systems that ensures equitable outcomes for all students.
- The digital learning framework will drive innovative digital learning practices and optimize learning opportunities for students and educators statewide.
- Projects will capitalize on existing partnerships with national resources such as EducationSuperHighway, Future Ready, and #GoOpen.

# Expanding Reach

4

- Statewide activities will include regional training opportunities, district E-Rate support, and technical assistance to ensure access to equipment, systems, and infrastructure needed for digital learning.
- Models will be explored that support personalized learning.
- Sharing opportunities will include areas such as student privacy and data security best practices.

# Next Steps

5

- Over the next few months, ISBE will work with partners and stakeholders to develop a digital learning framework aligned to ESSA and improved learning outcomes.







**Education**  
**SUPERHIGHWAY**



Illinois  
State Board  
of Education



# Illinois Classroom Connectivity Initiative

## Update and 2017-18 Priorities

June 2017



**“The walls break down, you’re no longer in Williamsfield, Illinois. You have the same access to this information that anyone in the world does.”**

Zack Binder  
Pre K-12 Principal & Director of Student Services  
Williamsfield School District

#GoOpen

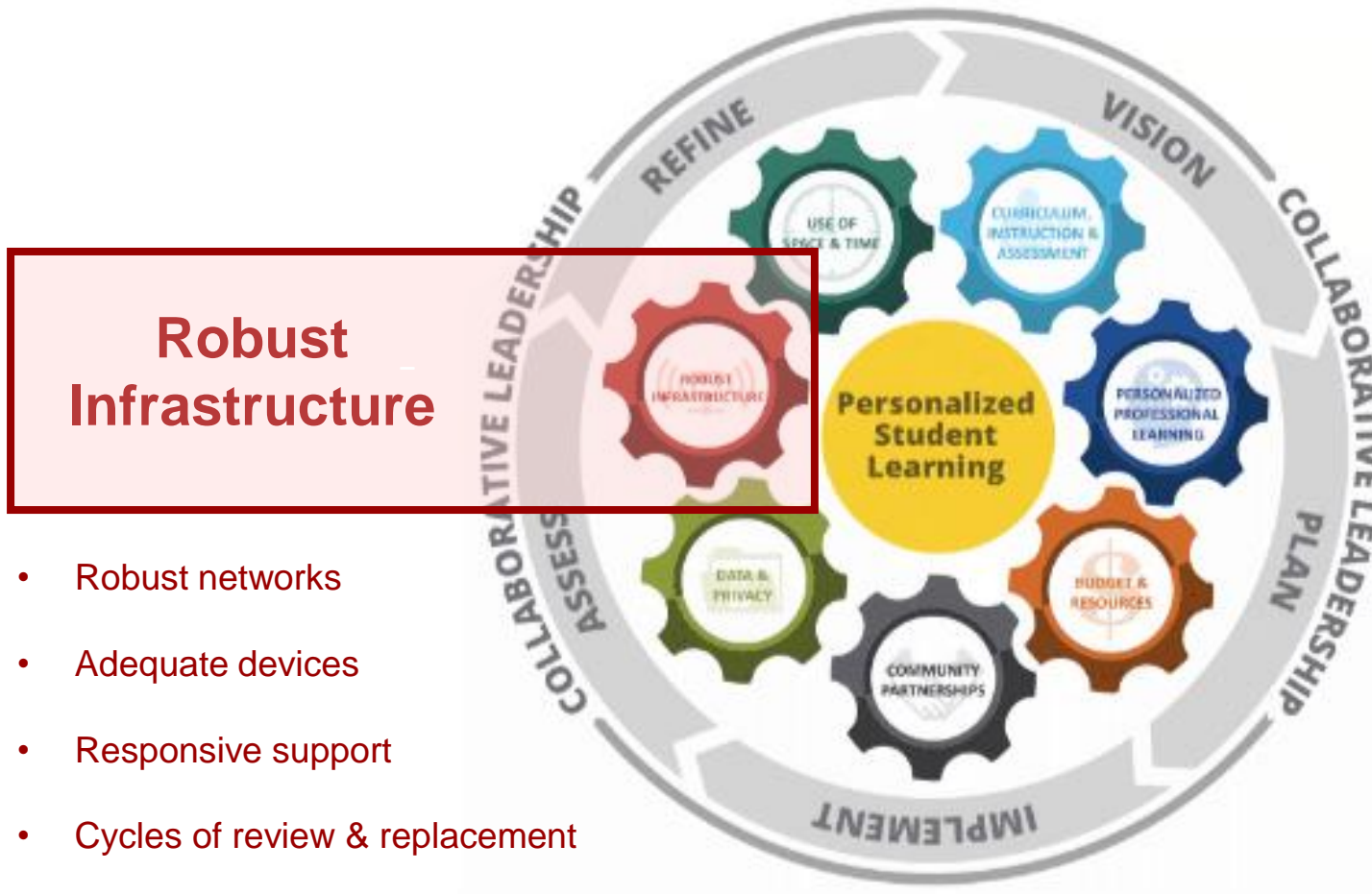
#FutureReady

#Vision2020

#Tech2017

# Infrastructure is critical to personalized student learning

## The Future Ready Framework



### Robust Infrastructure

- Robust networks
- Adequate devices
- Responsive support
- Cycles of review & replacement

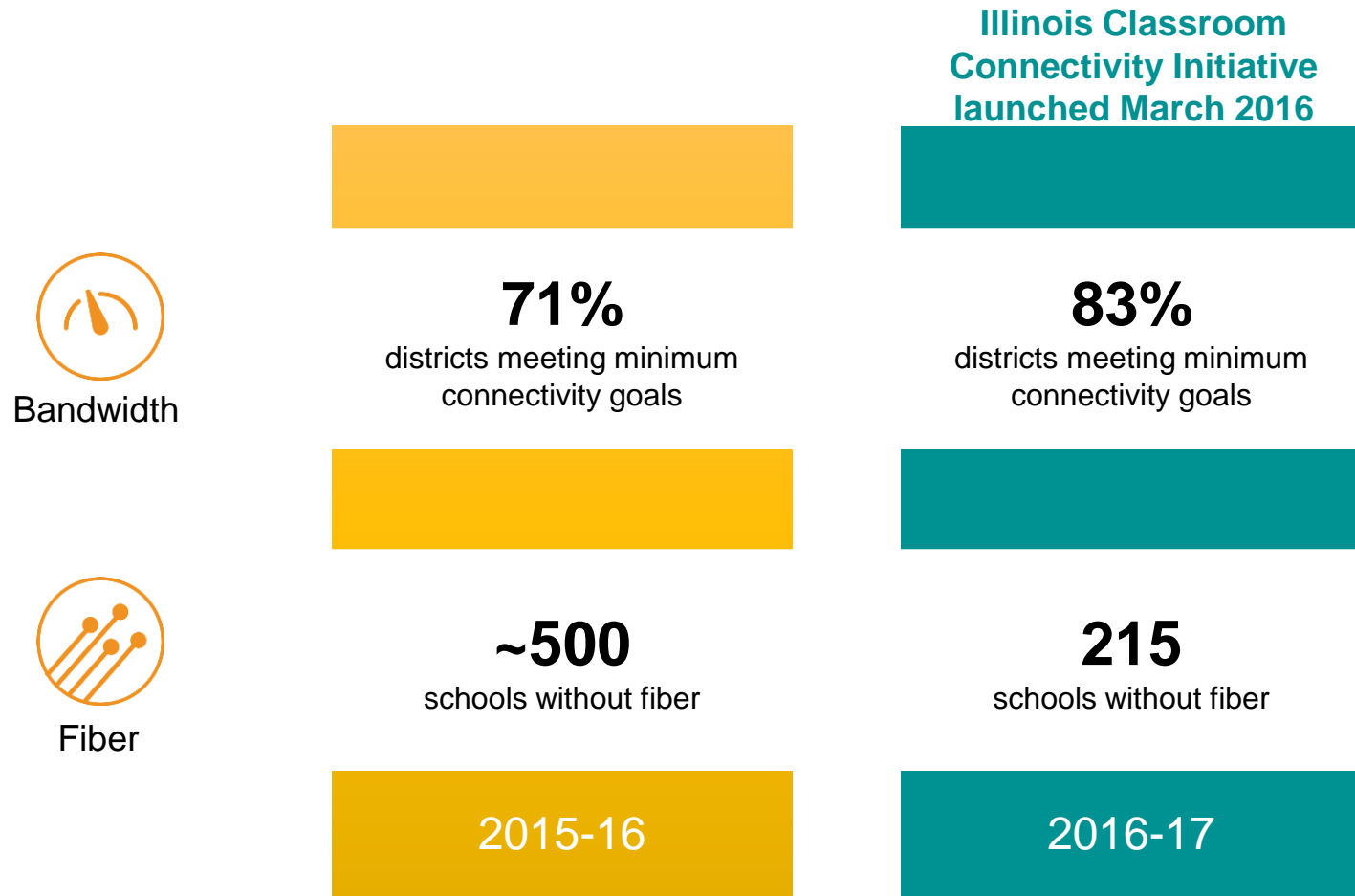
Source: [www.futurereadyschools.org](http://www.futurereadyschools.org)

# Illinois Classroom Connectivity Initiative Vision

**Every student in Illinois has access to high speed Internet so they can leverage digital learning resources to ensure equitable outcomes for all students**



# K-12 network connectivity is improving, but gaps remain in IL



Source: <http://stateofthestates.educationsuperhighway.org/?postalCd=IL>

# More bandwidth for your budget: Compare and Connect K-12

Gmail  
<https://mail.google.com/mail/u/0/#inbox>

COMPARE & CONNECT K-12

COMPARE BROADBAND SERVICES    COMPARE SCHOOL DISTRICTS

LOCATION

Illinois

Start typing a district name...

SHOW DISTRICTS WITHIN (MILES)

25   50   75   100   **State**

SERVICE TYPE

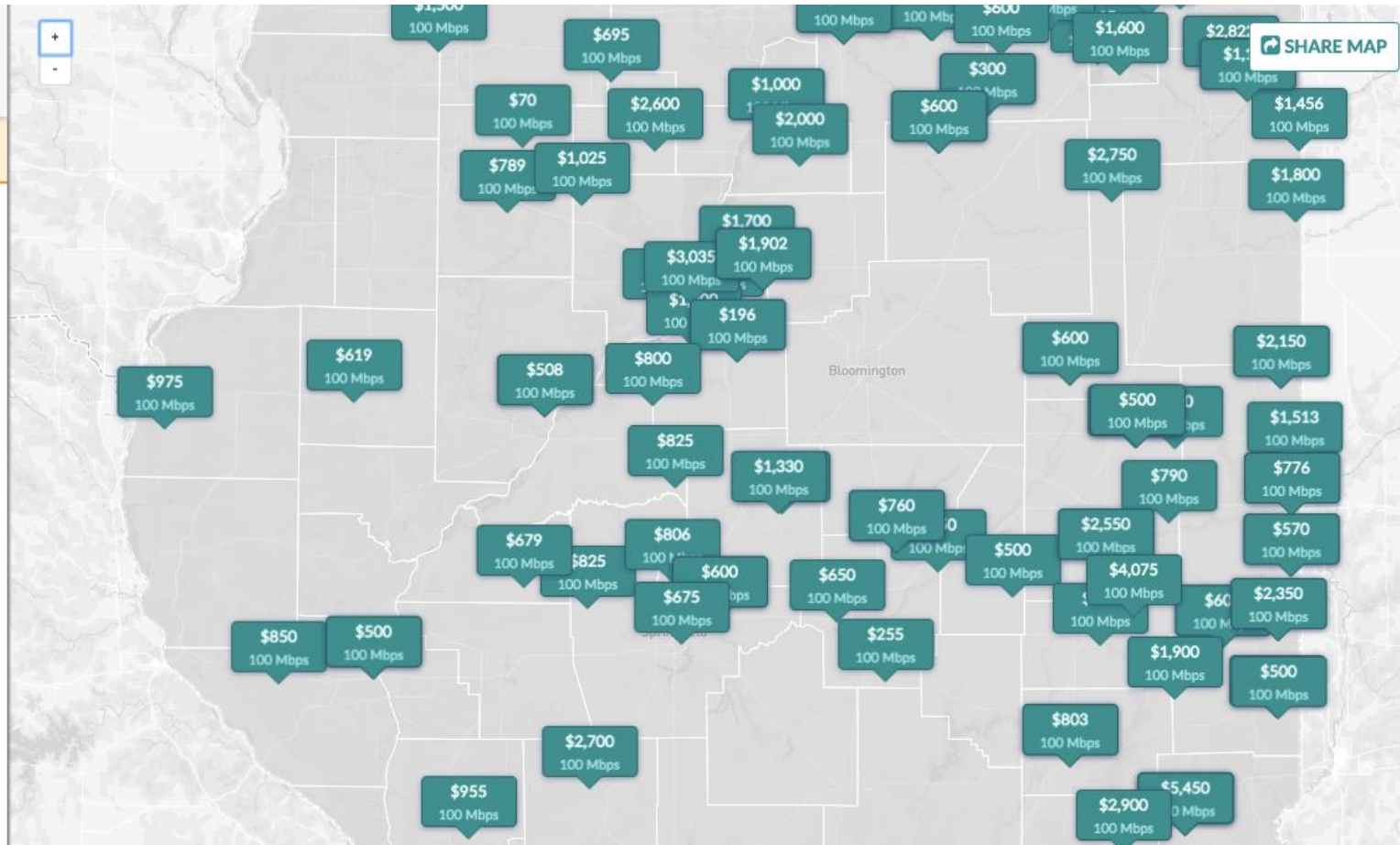
**Internet Access**    District WAN

- Internet
- Internet (no circuit)
- Transport (to ISP)

SPEED

All   **100 Mbps**   1 Gbps   10 Gbps

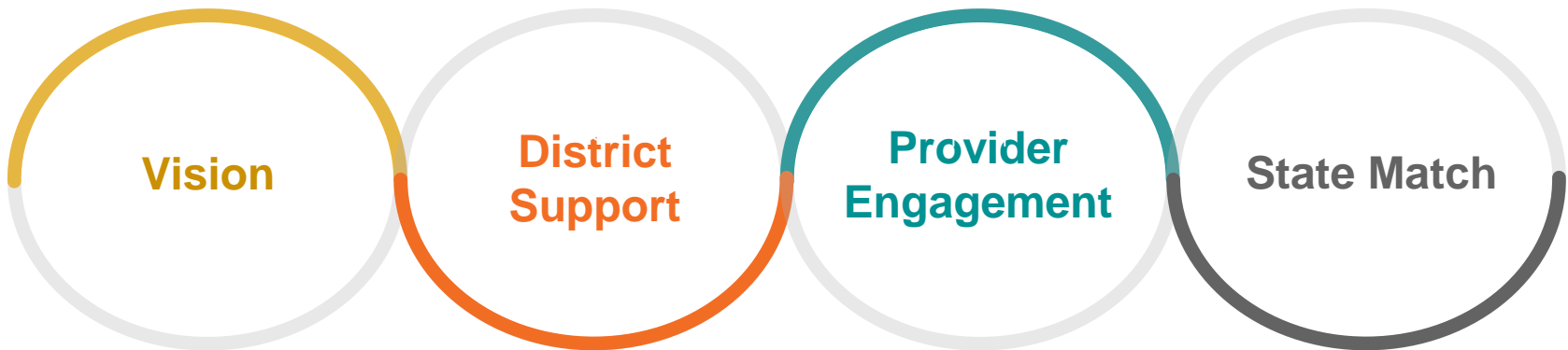
View speeds above   # of Mbps   Mbps



# Fiber upgrades: 31 districts received support in 2016-17

Alden Hebron School Dist 19	Massac School District 1
Armstrong-Ellis Cons Sch Dis 61	Mercer County School District 404
Ashton Franklin Center Comm Unit Sch Dist 275	Nippersink School Dist 2
Astoria Comm Unit Sch Dist 1	Nokomis Comm Unit District 22
Athens Comm Unit Sch Dist 213	Pennoyer School District 79
Bradford Comm Unit Sch Dist 1	Prairieview-Ogden Ccsd #197
Brookfield-Lagrange Pk Dist 95	Richmond-Burton H S Dist 157
Calhoun Comm Unit Sch Dist 40	Riverdale Comm Unit S D 100
Center Cass School District 66	Rockridge School District 300
Community Unit School Dist 076	Rockton School District 140
Cypress School District 64	St Rose School District 14-15
Eswood Cc School Dist 269	Stark County Comm Sch Dist 100
Greenfield Community Unit School District 10	Steward Elem School Dist 220
High Mount Sd 116	Waltham C.C. Elementary Dist. #185
Kaneland Comm Unit S D 302	Western Cusd 12
Lockport School District 91	Winnebago School District 323
Ludlow C C School District 142	
Martinsville C U Sch Dist 3 C	

# Key Successes and Insights from 2016-17



## Successes

- NGA Policy Academy & WG
- Stakeholder engagement
- Collateral
- 31 districts received support with fiber; 20 for bandwidth and general support
- Held convenings and webinars
- Regular outreach and updates on districts
- \$5M ISBE & Gov. budget request
- Grants awarded to 13 districts (pending appropriation)

## Insights & Lessons

- Vary outreach methods to smaller districts
- Engage broader stakeholders
- Focus on small, rural districts
- Short videos and webinars
- Deepen engagement
- New providers are interested
- Start awareness and education process earlier



# Goals for 2017-18

## Vision

Every student has access to high speed Internet so they can leverage digital learning resources to ensure equitable outcomes for all students

## Goals

**Schools have access to fiber & adequate bandwidth**

**Districts have robust Wi-Fi and internal networks**

**High cost upgrades are affordable**

## Success

Identify remaining districts in need of upgrades (146+)

Engage at least 90% of district “targets”

Identify districts in need of support and how to support them

Increase # districts upgrading Wi-Fi/LAN

Increase E-rate \$s expended

Approve funding to leverage 10% federal match for fiber construction

Increase # districts applying for the grant

## Priorities moving forward

- Update data with E-rate 2017 applications (June/July)
- New strategies to support and connect hard-to-reach districts
  - Stakeholders: ROEs, LTCs, E-rate consultants, associations
  - Channels: direct mail, on-site visits/workshops, email campaigns
- Strengthen alignment to related initiatives and programs
- Continue to support the establishment of a state matching fund to help connect all schools to fiber



Illinois  
State Board of  
Education

**Illinois State Board of Education**  
Chairman James T. Meeks

**Tony Smith**  
State Superintendent

**Melissa Oller**  
Chief Internal Auditor

**Karen Corken**  
First Deputy Supt.

**Robert Wolfe**  
Chief Financial Officer

**Sarah Hatfield**  
Chief Operating Officer

**Libia Gil**  
Chief Education Officer

General Counsel

Board Services  
**Katherine Galloway**

Communications  
**Jackie Rodgers**

Legislative Affairs  
**Amanda Elliott**  
**Sarah Hartwick**

Funding & Disbursements  
**Tim Imler**

Fiscal Support Services  
**Steve Bunch**

Budget & Financial Management  
**vacant**

State Funding & Forecasting  
**Jason Hall**

School Business Services  
**Deb Vespa**

Human Resources  
**Sue Connolly**

Information Technology  
**Brent Engelman**

Facility Management  
**Dave Moser**

Teaching & Learning  
**Jason Helfer**

Safe & Healthy Climate  
**Jeff Aranowski**

Innovation System Supports  
**Claudia Quezada**

Secondary Transformation  
**Mary Reynolds**

**Illinois State Board of Education Meeting  
May 24, 2017**

ISBE Springfield  
100 N. First Street  
Springfield, IL 62777

**ROLL CALL**

Chairman James Meeks called the meeting to order at 10:36 a.m. Dr. Tony Smith was in attendance and a quorum was present.

**Members Present**

James T. Meeks, Chairman  
Cesilie Price, Secretary  
Lula Ford  
Craig Lindvahl  
Collin Hitt  
Ruth Cross  
Kevin Settle  
Jason Barclay

**PUBLIC  
PARTICIPATION**

Larry Sondler and Sandra Deines of the Illinois Coalition for edTPA Rule Change and Dr. Marie Ann Donovan of the Faculty Advisory Council at the Illinois Board of Higher Education expressed their concerns about the edTPA. They shared their concerns about the assessment and reaffirmed their commitment to work with the Board to develop other options for assessing teacher candidate readiness.

Dale Hastings, superintendent of Milford Area Public School District #124, discussed his concerns about teaching requirements as well as how the statewide teacher shortage affects his district.

Dr. Michael Curry, superintendent of V.I.T. School District #2, discussed his concern regarding teacher shortages in his district. He offered ideas for the Board to consider in developing policies to remedy this issue.

Kevin Coppage, a JROTC instructor for Chicago Public Schools, discussed his concern with the teacher certification process, specifically the inability to count experience toward licensure.

Dr. Geneva Walters, superintendent of Kankakee School District #111, discussed her concerns over the licensure process as it pertains to quality educational opportunities.

Michelle Johnson, CEO of Genuine Partnership of Success, gave a presentation on its three-tiered program that can assist with training, transforming, and transcending educators in Illinois through partnerships with teachers, administrators, support staff, parents, guardians, and community members

Chairman Meeks welcomed Regional Superintendents Jeff Vose, ROE #51; Mark Jontry, ROE #17; Jane Quinlan, ROE #9; and Gregg Murphy, ROE #32, to the Board meeting.

**PRESENTATIONS  
AND UPDATES:  
IL COMMITTEE  
FOR  
AGRICULTURAL  
EDUCATION**

Don Norton, president and CEO of the Illinois Agricultural Leadership Foundation, made a presentation to the Board on the importance of funding STEM and agricultural education in Illinois schools. Also present to discuss their personal experiences with the Agricultural Leadership Program were J.C. Campbell of United High School in Monmouth, and Maddie Poole, a recent graduate of Chicago High School for Agriculture Science. They provided the Board with the 2016 Illinois Agricultural Education Report.

**POSTSECONDARY  
AND WORKFORCE  
READINESS ACT  
UPDATE**

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, discussed the major components of the Postsecondary and Workforce Readiness Act. He emphasized the development of a competency-based high school graduation requirements pilot program that defines criteria that will place students into college credit-bearing work, such as transitional mathematics instruction; creates college and career pathway endorsements on high school diplomas; and establishes a postsecondary and career expectations framework (PaCE). He also talked about a timeline for career pathways, including a pathway for endorsement area framework. Adoption of this act will be considered at the June Board meeting.

**CONSENT  
AGENDA**

Lula Ford moved that the State Board of Education approve the consent agenda as stated. Collin Hitt seconded the motion and it passed unanimously with a roll call vote.

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

**Approval of Minutes**

The State Board of Education approves the minutes for the April 13, 2017, Board meeting.

**Rules for Initial Review**

**Part 228 (Transitional Bilingual Education)**

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

The State Board of Education hereby adopts the emergency rulemaking for Transitional Bilingual Education (23 Illinois Administrative Code 228), including publication of the proposed amendments in the Illinois Register.

**Rules for Adoption**

**Part 25 (Educator Licensure)**

This rulemaking makes numerous changes to align rules with current statute, including extending the date for which individuals who have worked as school support personnel can apply for a principal endorsement; suspension of a professional educator license or denial an application for a professional educator license of an individual convicted of a crime and sent to a correctional facility until seven years from the end of the sentence; allowing educator license holders to carry over professional development (PD) hours earned in the last six months of the last year of his or her renewal cycle to be applied in the next renewal cycle. Other changes include short-term emergency approvals in special education may be used for individuals with a PEL or an LBS I in order to teach in a different grade range; the State Educator Preparation and Licensure Board will inform ISBE whether it approves or denies an EPP's initial approval to offer a program leading to licensure; ISBE will conduct annual audits of licensure entitlements; clarifies candidates who attended out-of-state preparation programs do not have to meet the Illinois requirements for teaching endorsements; creates approval standards for interveners for students who are deaf-blind; clarifies individuals who have had test scores voided and are ineligible for a PEL on or after March 1, 2017, may appeal the prohibition in accordance with ISBE's Supplemental Documentation and Review of Certain License Application rules.

The State Board of Education hereby adopts the proposed rulemaking for Part 25 (Educator Licensure). 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.

#### **Part 228 (Transitional Bilingual Education)**

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

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for Transitional Bilingual Education (23 Illinois Administrative Code 228). 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.

#### **Contracts and Grants**

##### **Intergovernmental Agreement with Regional Office of Education #51 for KIDS Regional Professional Development Consultants and Professional Development Coordinator**

The Division of Early Childhood requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement (IGA) with Regional Office of Education 51. This IGA will allow the hiring of Kindergarten Individual Developmental Survey (KIDS) regional professional development consultants, as well as a PD coordinator. The total amount does not exceed \$1.1 million for one year or a maximum of \$5.1 million over a five-year period covering activities from July 2017-June 2022.

The State Board of Education hereby authorizes the State Superintendent to approve the intergovernmental agreement with ROE 51 in order to continue to provide KIDS training and coaching through KIDS professional development consultants.

##### **Grant with Illinois State University for the National Board Certification Initiative**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to award a discretionary grant to the National Board Resource Center at Illinois State University for \$1 million for fiscal year 2018. Awarding this grant will enable ISU to serve as the fiscal agent for the Illinois Teaching Excellence Program.

The State Board of Education hereby authorizes the State Superintendent to award a grant to the National Board Resource Center at Illinois State University for \$1 million through June 30, 2018, to serve as the fiscal agent for the Illinois Teaching Excellence Program.

##### **Renewal of Intergovernmental Agreement with Illinois State University to Administer the Illinois National Board Professional Preparation and Support System**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement with the National Board Resource Center at Illinois State University from July 1, 2017, to June 30, 2018.

The State Board of Education hereby authorizes the State Superintendent to renew the intergovernmental agreement with the National Board Resource Center at Illinois State University to administer the Illinois National Board Professional Preparation and Support System (subject to appropriation). The IGA will run from July 1, 2017, to June 30, 2018, for \$298,000 and the total contract will not exceed \$2,564,928.

**Intergovernmental Agreement with the University of Illinois at Urbana-Champaign: Early childhood Illinois Early Learning Project Website**

The Early Childhood Division requests the Board to authorize the State Superintendent to enter into an intergovernmental agreement with the University of Illinois at Urbana-Champaign. The initial term of the IGA will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

The State Board of Education hereby authorizes the State Superintendent enter into an intergovernmental agreement with the University of Illinois at Urbana-Champaign. The initial term of the intergovernmental agreement will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

**Teach for America Grant**

The Educator Effectiveness Division requests the Board's authorization for the State Superintendent to enter into a grant agreement with Teach for America in an amount not to exceed \$1.9 million for fiscal year 2018 for the provision of increasing the number of minority teachers in Illinois.

The Board hereby authorizes the State Superintendent to enter into a grant agreement with Teach for America in an amount not to exceed \$1.9 million for FY 2018 for the provision of increasing the number of minority teachers in Illinois.

**Early Childhood Block Grant Preschool for All 3-5, Preschool for All 3-5 Expansion, and Prevention Initiative 0-3**

The Early Childhood Division requests the Board to authorize the State Superintendent to enter into continuation grant agreements with Early Childhood Block Grant (ECBG) recipients that may or may not exceed \$1 million for the provision of Early Childhood Preschool for All 3-5, Preschool for All Expansion 3-5, and Prevention Initiative 0-3 for a one-year term. Funding for the ECBG is subject to appropriation by the Illinois General Assembly.

The State Board of Education hereby authorizes the State Superintendent to enter into separate grant agreements with the entities listed in the attached materials for the provision of Preschool for All 3-5, Preschool for All Expansion 3-5, and Prevention Initiative 0-3. If additional funding is appropriated, the successful applicants determined through a Request for Proposals process for the provision of Preschool for All Expansion and Prevention Initiative will be awarded grants. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018.

**Qualified Zone Academy Bond (QZAB) Authorization**

School Business Services requests the State Superintendent to review with the Board and approve the allocation of the 2015 and 2016 Qualified Zone Academy Bond (QZAB) authorization to school districts. Pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended, these requests will utilize the \$14.372 million authorized volume cap granted to Illinois for the 2015 calendar year and the \$14.372 million volume cap for the 2016 calendar year.

**National Association of State Board of  
Education Membership Dues for 2018**

Board Services requests the Board to authorize the State Superintendent to pay the membership dues for the National Association of State Boards of Education for 2018.

**END OF THE CONSENT AGENDA**

**RATIFICATION OF  
THE TENTATIVE  
AGREEMENT  
BETWEEN ISBE  
AND IFSOE**

**Ratification of the Tentative Agreement Between the  
Illinois State Board of Education and the Illinois Federation of  
State Office Educators, Local 3236, IFT-AFT, AFL-CIO**

Stephanie Donovan discussed the tentative agreement between the Illinois State Board of Education and the Illinois Federation of State Office Educators, Local 3236, IFT-AFT, AFL-CIO.

Collin Hitt moved that the State Board of Education hereby ratify the tentative agreement between the Illinois State Board of Education and the Illinois Federation of State Office Educators, Local 3236, IFT-AFT, AFL-CIO.

Ruth Cross seconded the motion and it passed unanimously.

**COMPLIANCE  
EXAM FOR FY  
2015-16**

**Presentation of the Compliance Examination  
For the Two Years Ended June 30, 2016**

Melissa Oller discussed the results of the fiscal year 2015-16 Compliance Examination by the auditor general, which reported findings as well as the agency's response to those findings.

Kevin Settle moved that the State Board of Education hereby accept the Office of the Auditor General's Illinois State Board of Education Compliance Examination for the two years ended June 30, 2016.

Collin Hitt seconded the motion and it passed with a unanimous voice vote.

**ESSA UPDATE**

Chairman Meeks informed the Board that ISBE's ESSA State Plan is being used as a model in other states. Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, updated the Board on the plan. There were some questions and discussion among Board members.

**LEGISLATIVE  
UPDATE**

Amanda Elliott, co-director of legislative affairs at ISBE, updated the Board on current legislation. She informed the Board that she would be sending out a budget and legislative update following the General Assembly's adjournment on May 31. Amanda also informed the Board about legislation that addresses the teacher shortage issue as well as substitute teaching licensure.

**BUDGET UPDATE**

Robert Wolfe, chief financial officer at ISBE, provided a brief update to the Board on the budget process in the legislature. He stated that ISBE field staff has been working with school district administrators to assist with their cash flow analyses. Jason Barclay asked if there have been district consolidation requests from school districts.

**ANNOUNCEMENTS  
AND REPORTS**

Superintendent Smith expressed his appreciation for the help ISBE staff has provided during the budget crisis. He also spoke about his concerns for the federal education budget cuts that have been proposed, stating that Illinois schools would be significantly jeopardized if they are imposed. He asked that members advocate for a better federal budget proposal.

Kevin Settle discussed his experience attending the Administrators of Distinction luncheon that was held to honor school administrators in April. He expressed how rewarding it was to sit in a room and hear educational leaders talk about initiatives and what they're implementing despite certain challenges.



Cesilie Price was keynote speaker at the College of Lake County's commencement in her district and express how heartwarming it was to see graduates receiving education degrees and certificates and how she is looking forward to seeing how the ESSA State Plan will help and support these future teachers.

Collin Hitt announced that Superintendent Smith has appointed him to the Governor's Rural Affairs Council, replacing Board member Craig Lindvahl.

Chairman Meeks announced that immediately following adjournment a lunch will be served by students who won the Cooking Up Change culinary competition in 4 North A/B.

**INFORMATION  
ITEMS**

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

**MOTION FOR  
ADJOURNMENT**

Cesilie Price moved that the meeting be adjourned. Craig Lindvahl seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 12:55 p.m.

**Respectfully Submitted,**

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**Cesilie Price**  
**Board Secretary**

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**Mr. James T. Meeks**  
**Chairman**

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*  
Stephanie B. Donovan, General Counsel *SPD*

**Agenda Topic:** Part 23 (Standards for School Support Personnel Endorsements)

**Materials:** Recommended Rules

**Staff Contact(s):** Emily Fox, Division Administrator, Educator Effectiveness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goal that every school will offer a safe and healthy learning environment for all students.

**Background Information**

PA 98-413, effective August 8, 2013, amended Section 21B-25 (endorsements on licenses) by adding marriage and family therapists to the list of individuals who can obtain a school support personnel endorsement.

The proposed rules create a new section establishing the standards marriage and family therapists must meet in order obtain the endorsement. Specifically, all school marriage and family therapists must show competence in the listed knowledge and performance indicators for the following topics:

- Child and adolescent development
- Assessment and evaluation
- School-based systems theory
- Intervention in schools and crisis intervention
- Consultation and collaborative relationships
- Diversity
- Professional conduct and ethics

The listed indicators are intended to illustrate that the school marriage and family therapist understands human growth and development, how to use assessment and evaluative instruments in an academic setting, diverse family settings, systematic intervention strategies, the importance of consultative and collaborative relationships, issues of diversity, and current legal and ethical guidelines.

These proposed amendments are being brought for initial review pending consultation with the State Educator Preparation and Licensure Board. It's June 2, 2017, meeting was held after this Board memo was written.

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

**Policy Implications:** None

**Budget Implications:** None

**Legislative Action:** None

**Communication:** Please see "Next Steps" below.

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

**Policy Implications:** None

**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 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 authorizes solicitation of public comment on the proposed rulemaking for:

Standards for School Support Personnel Endorsements (Part 23),

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

**Next Steps**

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

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

PART 23  
STANDARDS FOR SCHOOL SUPPORT PERSONNEL ENDORSEMENTS

Section

- 23.100 Purpose and Effective Dates
- 23.110 Standards for the School Counselor
- 23.120 Standards for the School Nurse
- 23.130 Standards for the School Psychologist
- 23.140 Standards for the School Social Worker
- 23.150 Standards for School Marriage and Family Therapist

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. 9743, effective June 19, 2002; amended at 38 Ill. Reg. 6230, effective February 27, 2014; amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

Section 23.150 Standards for School Marriage and Family Therapists

- a) Child and Adolescent Development  
The competent school marriage and family therapist understands the individual diversity of human growth, development and learning and provides experiences that promote the physical, intellectual, social and emotional development of the student.
  - 1) Knowledge Indicators – The competent school marriage and family therapist understands:
    - A) theories of individual and family development and transitions across the life;
    - B) that students' physical, social, emotional, cognitive, ethical and moral development influences learning;
    - C) theories of learning, personality development, attachment, child and adolescent development and the range of individual variation;
    - D) how students construct knowledge, acquire skills and develop habits of mind;

- E) that differences in approaches to learning and performance interact with development;
- F) how systemic approaches and appropriate interventions apply to the developmental stages of children and adolescents;
- G) human behaviors, including developmental crises, disability, addictive behavior and psychopathology, and situational and environmental factors as they affect children and adolescents in the peer, family and school settings;
- H) the characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect and substance abuse;
- D) the role of medications as they affect students' behavior; and
- J) the characteristics of normal, delayed, and disordered patterns of communication and interaction in peer, family and school settings and their impact on learning.

2) Performance Indicators – The competent school marriage and family therapist:

- A) uses theories of learning, personality and human development to plan activities and experiences that respond to students' individual, group, family and school needs at the appropriate level of development;
- B) analyzes individual and group performance in order to design interventions that meet learners' current needs in the cognitive, social, emotional, ethical and moral and physical domains at the appropriate grade level;
- C) plans interventions appropriate to students' developmental levels;
- D) utilizes strategies for facilitating optimum student development over the life-span;
- E) recognizes the characteristics of individuals with various disabilities and the effects these may have on individuals;
- F) implements interventions relevant to students' developmental levels;

- G) recognizes the effects that addictive behavior, psychopathology and situational and environmental factors as they affect children and adolescents in the peer, family and school settings;
- H) recognizes the effects of cultural and environmental factors on students' performance; and
- I) recognizes that medications can have effects on the educational, cognitive, physical, social and emotional behaviors of individuals.

b) Assessment and Evaluation

The competent school marriage and family therapist understands basic concepts of, technology for, and implications of various assessment and evaluative instruments used within academic settings.

- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
  - A) the purposes and meaning of assessment from multiple perspectives: historical, sociological educational and emotional. Utilizes both standardized tests and observational methods of assessment;
  - B) the basic concepts of standardized and non-standardized testing and other assessment techniques in the assessment of behavior in individuals, families and other dyadic interactions;
  - C) the use of technology in assessment;
  - D) the statistical concepts, including scales of measurement, measures of central tendency, indices or variability, shapes and types of distributions and correlation;
  - E) reliability (theory of measurement error, models of reliability and the use of reliability information) and validity (evidence of validity, types of validity), and the relationship between reliability and validity; and
  - F) the implications of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality and other factors related to assessment and evaluation.
- 2) Performance Indicators – The competent school marriage and family therapist:

- A) analyzes testing information needed and selects appropriate tests, methods and/or materials to gather information and/or perform assessments;
- B) uses various strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in therapy;
- C) interprets and accurately uses the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlation;
- D) accurately selects and interprets assessment tools based on reliability and validity when appropriate;
- E) interprets assessments accurately with understanding of diversity and its implications;
- F) uses and applies appropriate technology in assessment; and
- G) interprets results accurately and at the level that clients and families can best understand the assessment outcomes.

c) School-based Systems Theory

The competent school marriage and family therapist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning and behavior. Further, the competent school marriage and family therapist has knowledge of systemic methods for involving families in education and service delivery. The competent school marriage and family therapist works effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.

- 1) Knowledge Indicators – The competent school marriage and family therapist understands:
  - A) how diverse family systems affect students;
  - B) the importance of family involvement in education;
  - C) the school-based systems theory and model;
  - D) methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students;

E) the implications of cultural diversity on family, home, school and community collaborations; and

F) has knowledge of school and community resources and agencies available to students and families/guardians.

2) Performance Indicators – The competent school marriage and family therapist:

A) designs, implements, monitors, and evaluates programs that promote school, family and/or community partnerships and enhance academic and behavioral outcomes for students;

B) facilitates collaboration between schools and parents/guardians by designing educational and therapeutic interventions; and

C) identifies resources and facilitates communication between schools, families/guardians, and community agencies.

d) Intervention in Schools and Crisis Intervention

The competent school marriage and family therapist utilizes a variety of systemic intervention strategies that support and enhance students' educational and emotional development. Furthermore, the competent school marriage and family therapist has training and experience in working with various crises and trauma which might occur in the school or family environments.

1) Knowledge Indicators – The competent school marriage and family therapist understands:

A) the theory, process, techniques, and methods of individual, group, family, and crisis intervention and counseling;

B) and develops skills in advocacy, case management, community organization, consultation and in-service training;

C) the application of systemic concepts, theories, and techniques to identify and develop broad-based prevention and interventions;

D) the interdisciplinary approach to collaborative service delivery within the educational environment;

E) how to integrate content and process knowledge for appropriate intervention; and

F) the role of mandated reporters of suspected child abuse and neglect and the function of the State's child welfare agency.



- 2) Performance Indicators – The competent school marriage and family therapist:
- A) develops and implements prevention and intervention plans that enable children to benefit from their educational, emotional, and relational experiences;
  - B) provides individual, group, and/or family counseling and other services to enhance relational functioning while increasing success in the educational process;
  - C) provides crisis intervention therapy and other services to the school community;
  - D) provides consultation to teachers, administrators, parents and community agencies;
  - E) develops and provides training and educational programs in the school and community;
  - F) conducts diagnostic assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences and conferences with parents;
  - G) initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students;
  - H) mobilizes the resources of the school and community to meet the needs of children and their families and
  - D) initiates the appropriate reporting of suspected child abuse and neglect to the State's child welfare agency.

e) Consultation and Collaborative Relationships  
The competent school marriage and family therapist develops consultative and collaborative relationships with colleagues, parents, teachers and the community to support students' learning and wellbeing.

1) Knowledge Indicators – The competent marriage and family therapist understands:

- A) the principles, practices, and processes of individual, family and organizational consultation;

- B) the collaborative process with parents, school personnel, community-based organizations and agencies to enhance the student's educational functioning;
- C) the school's role within the context of the larger community;
- D) the variations in beliefs, traditions and values across cultures and their effect on interactions among group members;
- E) the importance of audience and purpose when selecting ways to communicate ideas;
- F) how formal and informal political implications affect communication;
- G) language development, communication techniques and the role of communication in the learning environment; and
- H) the role of school personnel as mandated reporters of child abuse and neglect.

2) Performance Indicators – The competent school marriage and family therapist:

- A) initiates, develops, and implements consultative relationships;
- B) models and promotes ethical practices for confidential communication;
- C) collaborates with colleagues, parents/guardians and community personnel about students' needs;
- D) encourages relationships among colleagues to promote a positive learning environment;
- E) participates in collaborative decision-making and problem-solving to promote students' success;
- F) facilitates a collaborative relationship between general and special education systems to promote a unified system of education;
- G) models and promotes effective communication among group members or between groups;
- H) uses a variety of effective communication modes with diverse target groups; and

D) assists mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.

f) Diversity

The competent school marriage and family therapist possesses the knowledge and skills to appropriately address issues of diversity, cultural difference and change with different types of learners.

1) Knowledge Indicators – The competent school marriage and family therapist understands:

A) the implications of his or her own social and cultural background;

B) how his or her own cultural background and experiences influence his or her attitudes, values and biases about psychological processes;

C) the diverse groups with which she or he may work;

D) how race, culture, ethnicity, sexual orientation, physical and mental characteristics and other areas of diversity affect personality formation, vocational choice and manifestation of difficulties and strengths in academic, career and personal/social development;

E) how gender affects personality formation, academic choice, vocational choice and manifestations of difficulties and strengths in academic, career and personal and social development;

F) the impact of sexual harassment on students' personal, social, emotional and academic development;

G) the impact of students' learning abilities, styles and capabilities on academic, career and personal and social development; and

H) the specialized needs and resources available for students who are disabled, gifted, at risk, or who have dropped out.

2) Performance Indicators – The competent school marriage and family therapist:

A) incorporates an approach to social and cultural diversity that is equitable for all students;

- B) adopts intervention skills appropriate to the specific diverse needs of the student;
- C) develops programs for students that acknowledge their diversity and meet special needs as appropriate;
- D) incorporates a gender-equitable and culturally sensitive approach in dealing with students, families, staff and the community;
- E) adopts appropriate methods to intervene when students use inappropriate language or behaviors relating to issues of social and cultural diversity;
- F) teaches how oppression, racism, discrimination, intolerance, homophobia, heterosexism and stereotyping may affect students personally and their work;

g) Professional Conduct and Ethics

The competent school marriage and family therapist is aware of current legal issues and ethical guidelines of the profession and acts accordingly.

1) Indicators – The competent school marriage and family therapist understands:

- A) legal standards, including the Illinois School Code [105 ILCS 5] and the Mental Health and Developmental Disabilities Code [405 ILCS 5], that apply to the therapy and educational process;
- B) the school marriage and family therapist's responsibility for knowing and complying with federal, State and local legislation regulations and policies; and
- C) that, in the event a conflict arises among competing expectations, the school marriage and family therapist shall be guided by the AAMFT Code of Ethics, published by the American Association for Marriage and Family Therapy, 112 South Alfred Street Alexandria VA 22314-3061, <http://dx5br1z4f6n0k.cloudfront.net/imis15/Documents/Legal%20Ethics/AAMFT-code-of-ethics.pdf> (January 1, 2015). (No later amendments to or editions of these standards are incorporated.)

2) Performance Indicators – The competent school marriage and family therapist:

- A) demonstrates commitment to the values and ethics of the marriage and family therapist profession;

- B) adheres to the AAMFT professional standards and Code of Ethics as a guide to ethical decision-making;
- C) maintains adequate safeguards for the privacy and confidentiality of information;
- D) informs students of their ethical rights and the limitations of the counseling relationship and of confidentiality; and
- E) follows State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act ( 20 USC 1232g).

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*  
Stephanie B. Donovan, General Counsel *SD*

**Agenda Topic:** Part 75 (Agricultural Education Program)

**Materials:** Recommended Rules

**Staff Contact(s):** Marci Johnson, Director of Teaching and Learning  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

College and Career Readiness requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the Board's goals that:

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

PA 99-826 created a new grant program for school districts to cover the personal services costs of agricultural education teachers beyond their regularly scheduled teaching duties (extended contract) up to 60 days or 400 hours. Eligible entities are public school districts or area vocational education centers offering a state-approved agricultural education program. This new formula grant is designed to partner with districts to cover up to 50 percent of this personal services cost beyond the instructional time in the standard nine-month contract. Districts implementing a new agricultural education program may apply for up to 100 percent of this cost in the first two years of the program and 80 percent of the cost in years three and four. The paid time would be related to working with students and/or individually on improvement of instruction, work-based learning activities, and/or state-approved career and technical student organization activities where concepts are being applied in various means. The grant must also create a system for tracking the hours completed.

The proposed rules establish the following application procedures:

- Applications must include the names of teachers, current year base salaries, anticipated number of additional hours worked, how those hours are an extension of the teacher's regular duties, and the anticipated number of individuals impacted.
- Initial prorated funding level the district would elect to opt out of the grant.

- Applicants will have a minimum of 30 days from the date the application is released to submit their intent to apply for grant funds.

Grant funds will be distributed as follows:

- If the amounts requested by the school districts exceed the amount appropriated, then each school will receive the prorated amount listed on their application unless it chooses to opt out. If school districts elect to opt out, the remaining school districts will be recalculated to determine the final allocation.
- If the amounts requested by the school districts are less than the amount appropriated, the preliminary allocations will become the final allocations.

Grantees must show satisfactory progress in the previous grant cycle to be eligible for future grants. Only hours the teacher is representing the agricultural education program/chapter are eligible to be paid out under this grant.

All grantees must report the hours the teachers spend on approved activities. School districts must provide ISBE with a report that must be submitted prior to the next grant cycle and shall include the following:

- The school district's and teachers' names
- Date and times of activities
- A description of how the activity performed relates to the activities approved under the grant
- The number of hours spent on the activity
- The number of individuals impacted

The terms of the grants are as follows:

- The teacher must be a full-time agricultural education teacher.
- School districts may apply for a grant for each full-time agricultural education teacher.
- Funded activities shall occur outside the teaching day.
- Grants are available to assist with personal service costs beyond the nine-month contract but not to exceed the total 12 months in any given year.
- Each teacher receiving funds under this grant must document the 400 hours of activity.
- If the teacher is on leave or long-term illness, the school district may request that a long-term substitute or equivalent fulfill the hours to receive funds.

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

**Policy Implications:** None.

**Budget Implications:** All grants are subject to appropriation.

**Legislative Action:** None.

**Communication:** Please see "Next Steps" below.

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

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

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

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

Agricultural Education Program (23 Illinois Administrative Code 75),

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

**Next Steps**

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



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

PART 75  
AGRICULTURAL EDUCATION PROGRAM

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER  
EDUCATION

Section

- 75.10 Purpose and Applicability
- 75.20 Eligible Applicants
- 75.30 Application Procedure
- 75.40 Program Specifications; Allowable Expenditures
- 75.50 Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section

- 75.200 Purpose and Applicability
- 75.210 Eligible Applicants
- 75.220 Program Goals and Minimum Standards
- 75.230 Quality Indicators
- 75.240 Determination of Individual Grant Allocations
- 75.250 Application Procedure
- 75.260 Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION  
PROGRAMS

Section

- 75.300 Purpose and Eligible Applicants
- 75.310 Program Goals and Minimum Standards
- 75.320 Quality Indicators
- 75.330 Determination of Individual Grant Allocations
- 75.340 Application Procedure
- 75.350 Terms of the Grant

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section

- 75.400 Purpose and Objectives
- 75.410 Eligible Applicants
- 75.420 Application Procedure for Initial Proposals

75.430 Criteria for the Review of Initial Proposals; Allocation of Funds  
75.435 Application Content and Approval for Continuation Programs  
75.440 Terms of the Grant

SUBPART E: AGRICULTURE EDUCATION TEACHER  
THREE CIRCLES GRANT PROGRAM

Section

75.500 Definitions  
75.510 Purpose and Objectives  
75.520 Eligible Applicants  
75.530 Application Procedure  
75.540 Allocation of Funds  
75.550 System for Reporting Hours  
75.560 Terms of Grant

AUTHORITY: Implementing Sections 2-3.80, 2-3.80a and 2-30b of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80, 2-3.80a, 2-80b and 2-3.6].

SOURCE: Adopted at 32 Ill. Reg. 19170, effective November 26, 2008; amended at 35 Ill. Reg. 16839, effective September 29, 2011; amended at 36 Ill. Reg. 18903, effective December 17, 2012; amended at 37 Ill. Reg. 15932, effective September 27, 2013; 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART E: AGRICULTURE EDUCATION TEACHER  
THREE CIRCLES GRANT PROGRAM

**Section 75.500 Definitions**

"Approvable agricultural education program at the middle school level" means an agricultural education program that includes at least one State approved introductory agricultural education course with an appropriately licensed teacher in an agricultural education career pathway that connects to a secondary program. This introductory course shall include a career exploration component with SAE as a part of instruction. A middle school program shall also connect either to a stand-alone middle school or a secondary FFA chapter.

"Curricular/intra-curricular related activities" means activities that are connected to the classroom instruction. Grant funds shall only be used to support activities related to the classroom outside of the collective bargaining agreement. Examples of these activities include, but are not limited to, professional development, professional organization conferences, curriculum development or improvement, and classroom and laboratory facilities maintenance. The recommended maximum level of activity for this component is 144 hours.

"FFA" means a State and federally recognized career and technical student organization for students in State approved agricultural education programs. (Formally known as Future Farmers of America.)

"FFA activities" means those activities that demonstrably related to the intra-curricular nature of the career and technical student organizations and focus on premiere leadership, personal growth and/or career success. Examples of these activities include leadership training or events, community service or education activities, career development event preparation or competitions, chapter program management, program/chapter recruitment and marketing activities, alumni meetings and professional events, program fundraising events, and public events related to agricultural education. The recommended minimum level of activity for this component is 120 hours.

"New agricultural education program" means an agricultural education program approved by the State Board of Education in a school district that has not had an agricultural education program for a period of 10 years or more prior to the date of application for a grant.

"Personal services cost" means the cost of a teacher providing 60 additional days, which shall mean 400 additional hours, outside the teacher's regularly scheduled teaching duties for the benefit of agricultural education. The 400 additional hours shall be any activity that is to the benefit of agricultural education, as defined by the State Board in in this Subpart E, regardless of the time of year the activity occurs. [105 ILCS 5/2-3.80b(a)]

"School Code" means 105 ILCS 5.

"School district" means a public school district or area vocational center.

"Supervised agricultural experience" or "SAE" means activities that are work-based learning activities such as degree/award preparation, SAE visits, record book instruction, training, or assistance. The recommended minimum level of activity for this component is 120 hours.

"Three circle model" means a model used to identify the central components of an agricultural education program. The central components are:

Classroom/laboratory instruction: Including contextual, inquiry-based, instruction and learning.

FFA: Fostering the development of premiere leadership, personal growth, and career success through engagement in its programs and activities.

SAE: Including experiential, service and work-based learning.

"Work-based learning" means an activity or interaction among the teacher, student and/or employer or industry representative who provides experience related to an agricultural career interest. Work-based learning includes, but is not limited to SAEs, job shadowing, internships, apprenticeships, school-based enterprises, industry-led projects and challenges or competitions.

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

### **Section 75.510 Purpose and Objectives**

This Subpart E establishes the application procedure and criteria for the allocation of formula grant funds to eligible school districts and area vocational centers created pursuant to Section 10-22.31a of the School Code to support personal service costs of teachers' time spent outside the collective bargaining agreement in order to expand and improve their ability to carry out activities based on the three circle model for agricultural education.

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

### **Section 75.520 Eligible Applicants**

Eligible applicants under this Subpart E shall be Illinois school districts and area vocational centers created pursuant to Section 10-22.31a of the School Code that employ full-time middle or secondary school teachers in a State approvable agricultural education program as defined by Section 75.210 or is an approvable middle school program.

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

### **Section 75.530 Application Procedure**

- a) School districts shall submit an intent to apply application to the State Board of Education. The application must include all information necessary in completing the formula calculations for this grant. This information shall include, at a minimum, the names of the teachers the school district used the grant to pay, current year base salaries the anticipated number of extra hours the teacher will work, how those hours are an extension of the teachers regular duties, and the anticipated number of individuals impacted. School districts shall also indicate the initial prorated funding level at which the district would elect to opt out of the grant. Applicants will have a minimum of 30 days from the date the applications released to submit their intent to apply.
  
- b) Once the preliminary allocations have been determined and a total funding request has been identified, the State Board will distribute funds to school districts as follows:

- 1) if the total appropriated funding allotment for the grant program is less than the total amount requested in the initial application, then the allocation amounts to each school district will be prorated. Allocations will be based on the school district's identified opt-out funding level in place of the prorated preliminary allocation. School districts that choose to opt out forfeit their preliminary allocation. The remaining school districts will be recalculated to determine the final allocation to each school district.
- 2) if the total appropriated funding allotment for this grant program is equal to or exceeds the total amount requested in the initial applications, then the school district's preliminary allocations will become the final allocation.
- c) Once the final allocations have been determined, the school district must complete and submit a budget application.

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

#### Section 75.540 Allocation of Funds

- a) Funding in each year is subject to appropriation and satisfactory progress of the school district in the previous grant year.
- b) All eligible applicants shall receive funds in accordance with Section 75.530(b).
- c) Each teacher identified in the intent to apply application must complete a maximum of 400 hours of activity. No more than 400 hours will be paid according to the parameters of the grant. Only hours when the teacher is representing the program/chapter or supervising students shall be counted and must relate to agricultural education. No hours related to activities of a personal nature are permitted. The hours of activity must be in approved activities based on the agricultural education three circle model and shall fall into one of the three following categories: work-based learning, career and technical student organization, and curricular/intra-curricular related activities.
- d) Determination of School District's Personal Service
  - 1) Existing agricultural education programs may apply for an amount not to exceed 50% of the hours for personal services costs for each agricultural education teacher employed.
  - 2) New agricultural education program, may apply for an amount not to exceed:
    - A) 100% of the hours for personal services cost for each agricultural education teacher in the program's first and second year; and

B) 80% of the hours for personal services costs for each agricultural education teacher in the program's third and fourth year. [105 ILCS 5/2-3.80b(c)]

- e) Personal service costs and/or extended contracts shall be based upon the following:
- 1) the reasonably expected personal services cost for a teacher based on the cost of each teacher's regularly scheduled teaching duties; and
  - 2) the hourly rate of each teacher (base salary of each teacher in the current year divided by 180 days divided by 8 hours per day). This rate will be multiplied by the appropriate number of hours spent on approved activities for each teacher in the school district as indicated in subsection (d).
- f) Allocations may be prorated if the amount of funds allotted for this program is insufficient to cover the grant requests for funding. If funds are prorated, district will have an opportunity to opt out of the grant.

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

#### Section 75.550 System for Reporting Hours

An electronic mechanism will be provided for school districts to report hours of approved activities fulfilling the reporting and documentation requirements by the State Board. This mechanism will collect a report for school districts to determine the activity, hours and impact of the teacher's activities. This report will include, at a minimum, the school district and teachers' names, date and time of activity, a description of how the activity performed relates to the activities approved under the grant, number of hours spent on each activity, and the number of individuals impacted. This information must be submitted prior to approval of the subsequent fiscal year's grant budget approval.

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

#### Section 75.560 Terms of the Grant

- a) The teacher shall be a full-time teacher (i.e., under at least a current nine month (180 days) contract based on an 8 hour day).
- b) A school district may apply for a grant for personal services of each full-time agricultural education teacher.
- c) Activities funded under this grant as personal services shall occur outside of the teaching day as defined in the collective bargaining agreement.

- d) Grants are available to eligible school districts to assist with the personal services costs of agricultural education teachers beyond or outside of the nine month contract but not to exceed the total of 12 months in any given year.
- e) Each teacher identified in the intent to apply application is responsible for documenting the 400 hours of approved activities beyond the contracted time. The school district shall also provide documentation substantiating the total payment (its share of the cost of payments to each teacher as well as the allocated funds).
  - 1) If a school district fails to submit the required documentation in order to meet the grant requirements, then it will enter a probationary year during the second year of grant eligibility.
  - 2) If the school district fails to meet any requirements of the grant in a second consecutive year, then it will be ineligible for the grant for the next two consecutive fiscal years in which the grant is offered.
- f) In the case of a teacher on leave or long-term illness (e.g., sabbatical, sick leave, maternity leave), it is possible for a school district to request that a long-term substitute or equivalent representative fulfill the hours to receive the funds so long as the teacher or the substitute completing the hours receives those funds.

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AS*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

**Agenda Topic:** Technical Assistance to 21<sup>st</sup> Century Community Learning Centers Program

**Staff Contact(s):** Marci Johnson, Director of Teaching and Learning

**Purpose of Agenda Item**

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

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

This technical assistance award to AIR supports the Illinois State Board of Education's goals. This contract provides support to 21<sup>st</sup> Century Community Learning Centers, which are an integral part of the system that supports the students and work with the schools districts.

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

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

**Background Information**

The purpose of Title IV, Part B of the Elementary and Secondary Education Act (ESEA), reauthorized by the Every Student Succeeds Act, is to provide opportunities for communities to establish or expand activities in Community Learning Centers that provide:

- Opportunities for academic enrichment, including tutorial services to help pre-K through grade 12 students (particularly those who attend low-performing schools) in order for them to meet state and local academic achievement standards in core academic subjects, such as reading and mathematics;
- 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 as they prepare for college and careers; and
- Opportunities for families of students served by Community Learning Centers.

The purpose of the technical assistance is to provide ongoing support to all grantees to improve the quality of their programs and improve academic, social, and emotional outcomes and the literacy of families. In addition, technical assistance will aid in the implementation and building of sustainability for effective programming as well as increase the capacity of the grantees. AIR will provide training opportunities and activities, such as academic and program alignment, program sustainability, student and staff recruitment and retention, and family engagement that are uniquely designed to fit the needs of the grantees. AIR, along with ISBE, will plan specific workshops, a spring conference, and a fall meeting for project directors; increase communication and networking among grantees; and increase site level support for program coordinators, staff, and community stakeholders.

**Financial Background**

ISBE receives approximately \$50 million annually in Title IV, Part B funding from the U.S. Department of Education to support the 21<sup>st</sup> Century Community Learning Centers program. ISBE currently funds 123 sub grants for approximately 390 sites. Grantees are divided into cohorts designated by the fiscal year in which each grantee was competitively selected to participate in the program. AIR will provide technical assistance to all cohorts that are currently funded.<sup>1</sup>

The contract will be awarded for a five-year term. The total contract amount will not exceed \$3,318,108 over the term. The contract will be contingent on funding.

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
FY18		\$0	FY18		\$607,254	<b>\$607,254</b>
FY19		\$0	FY19		\$651,486	<b>\$651,486</b>
FY20		\$0	FY20		\$664,625	<b>\$664,625</b>
FY21		\$0	FY21		\$690,781	<b>\$690,781</b>
FY22		\$0	FY22		\$703,962	<b>\$703,962</b>
<b>Total</b>		\$0				<b>\$3,318,108</b>

**Business Enterprise Program (BEP)**

BEP Small Business Contracts are required as part of this contract. The BEP goal is 20 percent.

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<sup>1</sup> ISBE administers the 21st Century Community Learning Centers program as a rolling cohort model. New grantees are selected on an annual basis and their programs run concurrently with the programs of grantees that were selected in preceding and succeeding years.

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

### **Policy Implications**

**Policy Implications:** Approval of the contract will allow the selected vendor to provide statewide technical assistance to grantees as required by the U.S. Department of Education.

**Budget Implications:** Title IV, Part B funding is used. That will continue, pending appropriation.

**Legislative Action:** None required at this time.

**Communication:** Staff will notify 21<sup>st</sup> CCLC grantees that the award has been made.

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

**Pros:** Approval will allow ISBE to provide statewide technical assistance. Technical assistance will ensure that grantees are afforded the opportunities to continue to provide academic enrichment to students that attend high-poverty, low-performing schools.

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

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

### **Next Steps**

Upon Board authorization, agency procurement staff will work with staff to execute the contract with American Institutes for Research.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*  
Brent Engelman, Information Technology Division Administrator *BE*

**Agenda Topic:** Renewal of Intergovernmental Agreement for Administration of the Centralized Demographic Dataset

**Materials:** None

**Staff Contact(s):** Brent Engelman, Information Technology Division Administrator

**Purpose of Agenda Item**

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

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

The integration of the multi-agency Illinois Longitudinal Data System (ILDS) with other ISBE Information Technology strategic initiatives provides 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. This IGA renewal will support the following agency goals.

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

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

**Background Information**

One of the key technical features of the multi-agency ILDS is the Centralized Demographic Dataset (CDD). The CDD is administered by Northern Illinois University's Center for Governmental Studies. The partner agencies associated with the ILDS are ISBE, Illinois Board of Higher Education, Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity, Illinois Department of Employment Security, Illinois Department of Human Services, Illinois Student Assistance Commission, and the Office of the Governor. NIU

provides technical review procedures and software to securely and confidentially match data records across the partner agency systems. For example, state agencies use different identifiers for the same individual. As a result, a person may have an identifier in an Illinois Department of Human Services early childhood system that is different from the identifier for that person in the ISBE K-12 system. The identifier for that person also could be different in the Illinois Department of Employment Security employment records system. The CDD matches the data across systems using multiple identifiers of each person to create a secured index for the data that protects the privacy and safety of Illinois' students and families.

Records matched by the CDD can be provided back to state agencies for ILDS-related projects. The ILDS can never be used to view individual outcomes; it can only be used to analyze aggregate information involving multiple individuals in ways that ensure that anyone reviewing the information cannot identify any specific individuals.

The CDD services through FY 2018 will focus on regular updates, ongoing maintenance, and system enhancements. Each of the ILDS agencies will continue to provide data to NIU in accordance with the agreed-upon schedule. NIU will then de-duplicate and standardize the data, link it to data from other agencies, and assign the Master Client Index ID. The CDD maintenance and administrative activities will include monitoring data transactions, reporting through the CDD Dashboard, and evaluating and upgrading the hardware and software as needed. In addition, NIU will provide support to the ILDS agencies to use the Master Client Index for interagency data merges, including training and user guides for agency staff.

**Financial Background**

In the past, ISBE has funded this IGA with federal Statewide Longitudinal Data System and Early Learning Challenge grant funds. An ideal cost allocation for this IGA would include funding from each of the ILDS partner agencies. ISBE, however, has assumed the responsibility for the funding of this IGA due to the budget impasse. If an FY 2018 state budget is passed, the ILDS Governing Board will revisit the multi-agency cost allocation strategy.

This renewal option will extend from July 1, 2017, through June 30, 2018, with a maximum of \$247,800. This IGA will be funded with state General Revenue Funds.

The financial background of this IGA 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		\$198,382				<b>\$198,382</b>
FY16		\$465,581				<b>\$465,581</b>
FY17	\$123,900	\$123,900				<b>\$247,800</b>
FY18				\$247,800		<b>\$247,800</b>
<b>Total</b>	<b>\$123,900</b>	<b>\$787,863</b>		<b>\$247,800</b>		<b>\$1,159,563</b>

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

**Policy Implications:** The services associated with this IGA will be instrumental in the development, support, and maintenance of the ILDS CDD.

**Budget Implications:** The IGA will be funded with state General Revenue Funds. The amount of this IGA is \$247,800.

**Legislative Action:** None.

**Communication:** None.

**Pros and Cons of Various Actions**

**Pros:** Renewal of this IGA will ensure the CDD and the Master Client Index will be available to the ILDS agencies without any interruption of services.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

**Next Steps**

Upon Board authorization, agency staff will approve the renewal of the Northern Illinois University Center for Governmental Studies IGA to administer the Centralized Demographic Dataset.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AS*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent of Teaching and Learning *JH*

**Agenda Topic:** Illinois Principals Association Grant

**Materials:** None

**Staff Contact(s):** Marci Johnson, Director - Center for Teaching and Learning

**Purpose of Agenda Item**

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

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

This grant will support the Board's goal that:

All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

The Illinois State Board of Education (ISBE) began its partnership with the IPA in July 2014 via a Fiscal Agents Statewide System of Support grant to provide on-demand professional development to educators through the Ed Leaders Network (ELN), which is IPA's online professional development and community platform.

Initially, ELN gave administrators an opportunity to collaborate. Soon after, access was provided to administrators and teachers in priority districts and focus schools. In addition, administration and faculty in institutions of higher education were provided access. ELN extended access to all educators in public school districts in July 2016, providing equal access to ELN's on-demand professional development and online community platform throughout the state. ELN access has been provided to 55,757 individual educators within 285 school districts in the State of Illinois as of May 1, 2017. Currently, ELN contains 380 on-demand professional development videos, webinars, and trainings. These trainings cover a wide range of educational topics, including the major themes of Leadership & Management, Teaching & Learning, Data & Assessment, Curriculum & Instruction, Legislative & Legal, and State-Mandated Training.

Illinois educators have accounted for 280,000 training completions since the start of the partnership in 2014. About 109,000 of those completions have occurred in the current school year alone. ISBE expects this trend of increased access and completion to continue as ELN is further leveraged to support professional learning and statewide communication through the Every Student Succeeds Act (ESSA) State Plan for Illinois.

ELN is also in the process of undergoing several upgrades that will enhance the learning experience and integrate with ISBE's Ed360 data dashboard. The website is being redesigned with a mobile-first approach. The new learning management system gives schools the flexibility to create their own courses with improved assignment and reporting capabilities, and the course content itself is being updated to include more rigor and learner engagement.

Funding Ed Leaders Network will provide ISBE the opportunity to utilize Statewide System of Support funds for a platform that serves administrators, teachers, higher educational faculty and staff, and ISBE initiatives identified in the ESSA State Plan. IL-EMPOWER, the centerpiece of the ESSA State Plan, is required to support schools identified for comprehensive and targeted support. However, IL-EMPOWER is a statewide system of support for all schools in Illinois. ELN is a portion of IL-EMPOWER that can provide free access to all educators and schools in Illinois and will assist ISBE in delivering initiatives identified in the plan, such as training and professional development on topics like Universal Design. Additionally, the ESSA State Plan asserts that ISBE is working toward moving from professional development to rich professional learning opportunities for educators. ELN can assist with delivery and recording of participation in both synchronous and asynchronous learning environments.

**Financial Background**

This Statewide System of Support state activity grant will be in the amount of \$1.2 million to the Illinois Principals Association for the Ed Leaders Network. This grant will be awarded to the IPA for fiscal year 2018. This grant will be for one year with the option to renew for four additional years for a total of \$6 million.

This grant will be funded with Statewide System of Support Title I 1003(a) funds.

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
FY18	\$	\$		\$	\$1,200,000	<b>\$1,200,000</b>
FY19	\$	\$		\$	\$1,200,000	<b>\$1,200,000</b>
FY20	\$	\$		\$	\$1,200,000	<b>\$1,200,000</b>
FY21	\$	\$		\$	\$ 1,200,000	<b>\$1,200,000</b>
FY22	\$	\$		\$	\$1,200,000	<b>\$1,200,000</b>
<b>Total</b>	<b>\$</b>	<b>\$</b>				<b>\$6,000,000</b>

**Business Enterprise Program (BEP)**

Not applicable.

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

**Policy Implications:** None.

**Budget Implications:** This grant will be funded with Statewide System of Support Title I 1003(a) funds.

**Legislative Action:** None.

**Communication:** Districts will be notified of the opportunity to access ELN.

**Pros and Cons of Various Actions**

**Pros:** Funding this grant will support all educators in the state. It also supports IL-EMPOWER's work regarding the three focus areas – Governance and Leadership, Curriculum and Instruction; and Culture and Climate.

**Cons:** This grant may not be funded if Title I funding is cut by the federal government.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

**Next Steps**

Upon Board authorization, agency staff will prepare the Notice of State Award and the grant agreement for the Statewide System of Support grant activities for the Illinois Principals Association.



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D. Chief Education Officer *JD*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

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

**Materials:** None

**Staff Contact(s):** Ryan Robison, Director IL-EMPOWER

**Purpose of Agenda Item**

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

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

This contract between ISBE and UChicago Impact for administration of the 5Essentials Survey of Learning Conditions supports the following board goals:

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

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

Every school offers a safe and healthy learning environment for all students.

**Background Information**

The 5Essentials Survey of Learning is a diagnostic tool developed by researchers at the University of Chicago Consortium for School Research. Students (grades 6-12), parents, and teachers are surveyed to provide schools with data on five leading indicators for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Twenty years of research conducted by the University

of Chicago suggests that schools strong in at least three of the 5Essentials are 10 times more likely to make substantial gains in reading and math<sup>1</sup>.

Survey results are released to principals, superintendents, and other administrators selected by districts. Detailed and summary reports of the 5Essential results are shared publicly via the State School Report Card website<sup>2</sup>, district websites, and the 5Essentials website<sup>3</sup>. UChicago Impact provides services to administer the Survey of Learning Conditions to students, teachers, and parents statewide. Deliverables include, but are not limited to, the following: software licensing and set-up for survey administration, survey communication packets, tier 1 help desk support, online learning modules on interpretation and data use, survey scoring, and online reporting.

All district schools, including alternative schools that fall under the district’s domain, have been required by legislation since 2014 to participate in a survey of learning conditions at least every other year. All districts have the option to participate annually, and about 300 school districts do so. Chicago Public Schools is among the districts that requires all schools to participate annually. ISBE has worked with district superintendents to refine aspects of survey administration (e.g., testing window, district opt in, training) as the requirement was implemented.

The 5Essentials is included in the ESSA State Plan for Illinois as a measurement of school quality. Districts will participate in a survey of learning conditions annually starting in school year 2018-19.

**Financial Background**

ISBE first entered into an agreement with UChicago Impact in FY 2014. General Revenue Funds and federal Race to the Top (RTTT) funds were used in FY 2014. A combination of federal funds (RTTP and Title I) was utilized to fulfill the intergovernmental agreement in fiscal years 2015-17.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY14	\$133,362	\$256,638		\$	\$	<b>\$390,000</b>
FY15	\$	\$350,000		\$	\$	<b>\$350,000</b>
FY16	\$	\$350,000		\$	\$	<b>\$350,000</b>
FY17	\$	\$476,400		\$	\$	<b>\$476,000</b>
FY18				\$	\$350,000	<b>\$350,000</b>
<b>Total</b>	<b>\$133,362</b>	<b>\$1,433,038</b>			<b>\$350,000</b>	<b>\$1,916,400</b>

**Business Enterprise Program (BEP)**

<sup>1</sup> Bryk, Anthony S., Penny Bender Sebring, Elaine Allensworth, John Q. Easton, and Stuart Luppescu. Organizing schools for improvement: Lessons from Chicago. University of Chicago Press, 2010.

<sup>2</sup> <https://www.illinoisreportcard.com/>

<sup>3</sup> <https://illinois.5-essentials.org/2017/>

Intergovernmental agreements are exempt from the agency's BEP goal as each state agency and university is subject to its own BEP goal.

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

**Policy Implications:** Participation in a survey of learning conditions is required by state statute.

**Budget Implications:** None

**Legislative Action:** None

**Communication:** ISBE collaborates with UChicago Impact to develop and communicate the survey timeline that includes, but is not limited to, the following: district opt-in process; survey administration training; survey communication packet release; data meaning/use; and technical support for students, teachers, and parents.

**Pros and Cons of Various Actions**

**Pros:** All districts are provided an opportunity to administer the 5Essentials Survey of Learning at no cost.

**Cons:** None

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

**Next Steps**

Upon Board authorization, agency staff will amend and renew the intergovernmental agreement with UChicago Impact.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*

**Agenda Topic:** Learning Technology Centers Intergovernmental Agreement

**Materials:** None

**Staff Contact(s):** Mary Reynolds, Director of Community Partnerships & Secondary Transformation

**Purpose of Agenda Item**

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

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

This proposal supports the following Board goals:

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

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

The LTCs provide professional development and support in all aspects of technology integration for teachers, technology coordinators, and administrators. The LTCs also provide technology assistance to schools for online testing (PARCC, Illinois Science Assessment, and SAT) as well as with infrastructure and connectivity issues.

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

It is expected that the Board will authorize the State Superintendent to enter into an IGA with Champaign-Ford Counties ROE #9 for FY 2018 for one year with the total of the contract not to exceed \$1.78 million. This amount has been requested in state funding. If state funding is not appropriated, federal statewide system of support funds will be utilized to continue these vital services, which serve as a centerpiece of the well-rounded education aspects pertaining to Title IV funding in the Every Student Succeeds Act State Plan for Illinois..

## **Background Information**

The Learning Technology Centers (then known as Learning Technology Hubs ) were established in 1996 as seven regional centers (Palatine Community Consolidated School District #15, LaSalle County ROE, Peoria County ROE, Champaign-Ford Counties ROE #9, Madison County ROE, Clay/Crawford/Jasper/Lawrence ROE, and the City of Chicago Public Schools #299). There were 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 helped districts stay current with instructional technology and its uses; link with initiatives in higher education, libraries, museums, and business; and expand their internet connectivity.

The name of the hubs was changed in 2001 to Learning Technology Centers and eight additional centers were added (Kane County ROE, DuPage County ROE, Lake County ROE, Will County ROE, Boone/Winnebago ROE, Carroll/Jo Daviess/Stephenson ROE, and Rock Island ROE); the Palatine Community Consolidated School District Hub was moved to Riverside-Brookfield Township School District 208. The LTCs at that time took on additional responsibilities as they 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 federal E-rate funding.

The funding for the LTCs was reduced in 2014, causing eight LTCs in the northern portion of the state to merge. This reduced the number of centers to the original total of seven. At that time, the deputy superintendent/chief education officer and the assistant superintendent for Specialized Instruction Nutrition and Wellness at ISBE met with stakeholders to determine the needs of the districts and the LTCs' effectiveness in meeting those needs. The ISBE officials found that districts felt the LTCs were doing well with helping districts with their technical problems, including infrastructure, hardware/software, and disaster recovery plans. However, districts felt they needed more help to prepare for the administration of PARCC and wanted to see consistency throughout the LTCs; flexibility to provide basic services to some districts and complex/advanced services to others; facilitation of greater coordination with local technology coordinators; and development and delivery of more up-to-date, online professional development.

In the past, the centers reported progress quarterly (September, December, March, and June). They have created a centralized website (<http://ltcillinois.org/>) that provides resources to help districts in areas such as assessment implementation and professional learning opportunities. The lack of a full funding appropriation in FY 2017 has limited services to districts and caused positions to go unfilled.

Administering this grant through one ROE will provide equitable distribution of technology support services statewide and ensure the most efficient operation. Performance goals for this grant will include:

- Increase the percentage of teachers, administrators, and technology coordinators who participate in instructional technology opportunities that support teaching and learning;
- Ensure that all districts are technically able to successfully offer online PARCC, science assessments, and the SAT;
- Provide technical support that maximizes technology integration and opportunities for students; and
- Increase the percentage of districts with staff trained to ensure security of student data.

### **Financial Background**

It is expected that no more than \$1.78 million will be released to facilitate distribution of services statewide by the LTCs beginning on July 1, 2017, through an IGA.

The financial background of this contract/grant is illustrated in the table below. Funding for fiscal years 2016 and 2017 was combined in one appropriation.

	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					<b>\$1,389,998</b>
FY16/FY17	\$1,473,800					<b>\$1,473,800</b>
FY18				\$1,780,000		<b>\$1,780,000</b>
<b>Total</b>	<b>\$2,863,798</b>			<b>\$1,780,000</b>		<b>\$4,643,798</b>

### **Business Enterprise Program (BEP)**

The IGA is exempt from the agency's BEP goal.

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

**Policy Implications:** Approval of the IGA will allow the LTCs to continue to provide technology services (both instructional technology and technology support) 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 IGA with Champaign-Ford Counties ROE #9 will allow enable services to be delivered to schools throughout Illinois.

**Cons:** The LTCs work closely with district staff and technology coordinators to support technology integration, infrastructure, and PARCC online administration. District staff will be limited in their options for technology support without the help of the LTCs.

### **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 intergovernmental agreement with the Champaign-Ford Counties Regional Office of Education #9 through June 30, 2018, not to exceed \$1.78 million. This agreement is for the administration and management of the Illinois Learning Technology Centers.

### **Next Steps**

Upon Board authorization, agency staff will commence the process of executing an IGA in accordance with the approved motion pending appropriations.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Karen Corken, First Deputy Superintendent *KJC*  
Jason Helfer, Ph.D., Deputy Superintendent of Teaching and Learning *JH*  
Brent Engelman, Information Technology Division Administrator *BE*

**Agenda Topic:** Renewal of Intergovernmental Agreement for the Illinois Interactive Report Card

**Materials:** Attachment A – previous IGA funding amounts

**Staff Contact(s):** Marci Johnson, Director of Teaching and Learning

**Purpose of Agenda Item**

The Information Technology Division and Center for Teaching and Learning request 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 Interactive Report Card (MyIRC) for fiscal year 2018 in an amount not to exceed \$1.75 million.

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

This IGA will support the following goals:

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

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

**Background Information**

NIU, in partnership with the Illinois State Board of Education (ISBE), designed and implemented an innovative website in 2004 that provides the public with an array of informational tools to support district and school improvement in Illinois. The Illinois Report Card and MyIRC over the years have included the following:

- Publicly accessible interactive School and District Report Cards;
- Individual Student Data Reports;

- Rising Star, the state’s official system of record for District and School Continuous Improvement Planning;
- The state’s compliance and submission portal for Title I, Title III, Special Education Needs Assistance and Focused Monitoring, and Race to the Top (through Rising Star); and
- The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) benchmarking tool.

The Education Commission of the States recognized the Illinois Report Card in 2014 as the top school/district report card in the nation. The Illinois Report Card and MyIRC are at [www.illinoisreportcard.com](http://www.illinoisreportcard.com).

The scope of work for FY 2018 consists of:

#### Public Illinois Report Card

- Complete migration process of 2005-16 Report Card (RC) data to the ISBE Data Warehouse RC data mart
- Build and implement MyIRC environment in ISBE RC data mart using 2017 RC data
- Implement/refresh website features to reflect 2017 enhancements (e.g., At-a-Glance, AdvancED culture and climate survey, 5Essentials, teacher proficiency, trend reports)
- Implement new required 2017 metrics
  - Every Student Succeeds Act (ESSA) accountability school quality measures for preK-8 and high school
  - ESSA school designation indicators
  - ESSA growth metric
  - School/district SAT performance reports
  - Special education reports
  - Enhanced PARCC, ACCESS, DLM-AA reports
  - Career technical education subject area reports
  - Demographic-level reports for freshmen on track, college readiness, post-secondary enrollment/remediation
  - ‘Former English Learner students’ subgroup performance report
  - ‘Former Individual Education Program students’ subgroup performance report
  - Additional enhancements as determined by ISBE, which may include:
    - Add the seal for early childhood
    - ESSA compliance – color coding for equity gaps, data visualization, subgroups
    - Add foster care, military children, and homeless
    - Change in mobility definition
    - Special education
- Implement advanced Compare Schools feature
- Implement charter school campus-level reports
- Implement Illinois Science Assessment reports
- Manage customer support helpdesk



## 21<sup>st</sup> CCLC

- Implement student performance reports (overall and grade-cluster)
- Install ISBE 21<sup>st</sup> CCLC data environment for review and submission to U.S. Department of Education
- Build out ISBE 21<sup>st</sup> CCLC benchmark site functionality for grants and sites review
- Provide integrated PARCC and SAT data to the ISBE Data Warehouse

## Ed360 Integration

- Integrate MyIRC with Ed360
- Install district local assessment data processing into the ISBE Student Information System (SIS)
- Ongoing support for SIS local assessment processing and data management
- Customer support help desk for local assessments
- Professional development support for Ed360, MyIRC, and student data reports

## Maintenance for Existing Features

- Maintain available Rising Star tools in present form
- Maintain school highlights, 5Essentials discussion screen, Principal Entry Form, and RC preview features, pending transition to ISBE RC data mart
- Maintain ongoing MyIRC access/functionality for current tools

## IL-EMPOWER Support Web Tools

- Build out web services support tools for IL-EMPOWER initiative

## **Financial Background**

ISBE entered into an intergovernmental agreement with NIU on June 29, 2012, 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 the refinement and maintenance of MyIRC and to include the support of the benchmarking tool used by 21<sup>st</sup> CCLC grantees.

NIU was awarded a Request for Sealed Proposals in June 2014 to administer the Illinois Report Card. NIU was responsible for a scope of work that included 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.

The NIU agreements were consolidated into one agreement in 2017 to cover the maintenance and enhancement of MyIRC and the Illinois Report Card.

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
FY17	\$659,595	\$1,085,365				<b>\$1,744,960</b>
FY18				\$750,000	\$1,000,000	<b>\$1,750,000</b>
<b>Total</b>	<b>\$659,595</b>	<b>\$1,085,365</b>		<b>\$750,000</b>	<b>\$1,000,000</b>	<b>\$3,494,960</b>

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

**Policy Implications:** None

**Budget Implications:** Title I Administrative and School Improvement, Special Education IDEA, 21<sup>st</sup> Century Community Learning Center Administrative, and state General Revenue Funds will be used.

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**

**Pros:** Renewal of the IGA will ensure that district and school continuous improvement planners in Illinois will be able to continue to comply with federal and state accountability and reporting standards with no interruption in services.

**Cons:** Services will be interrupted and preparation for the implementation of ESSA will be hindered if this agreement is not renewed.

**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 with Northern Illinois University for the continued hosting, development, enhancement, maintenance, and support of the Illinois Report Card and the My Interactive Report Card for FY 2018 in an amount not to exceed \$1.75 million.

**Next Steps**

Upon Board authorization, agency staff will enter into an intergovernmental agreement with Northern Illinois University.

MY16681

Attachment A

**12a**

		<u>Currently Funded Amount</u>		
		<u>State</u>	<u>Federal</u>	<u>Total</u>
		<u>\$0.00</u>	<u>\$996,455.35</u>	<u>\$996,455.35</u>
FY	16		\$996,455.35	\$996,455.35
FY				\$0.00
FY				\$0.00
FY				\$0.00
FY				\$0.00

**12b**

		<u>New/Renewal/Amendment Amount</u>			
		<u>State</u>	<u>Federal</u>	<u>Total</u>	<u>Total</u>
		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$996,455.35</u>
	16			\$0.00	\$996,455.35
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00

MY13621

**12a**

		<u>Currently Funded Amount</u>		
		<u>State</u>	<u>Federal</u>	<u>Total</u>
		<u>\$1,803,994.00</u>	<u>\$1,516,297.00</u>	<u>\$3,320,291.00</u>
FY	13	\$810,191.00	\$384,808.00	\$1,194,999.00
FY	14	\$993,803.00	\$472,016.00	\$1,465,819.00
FY	15		\$159,330.00	\$159,330.00
FY	16		\$500,143.00	\$500,143.00
FY				\$0.00

**12b**

		<u>New/Renewal/Amendment Amount</u>			
		<u>State</u>	<u>Federal</u>	<u>Total</u>	<u>Total</u>
		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$3,320,291.00</u>
	13			\$0.00	\$1,194,999.00
	14			\$0.00	\$1,465,819.00
	15			\$0.00	\$159,330.00
	16			\$0.00	\$500,143.00
				\$0.00	\$0.00

MY15804

12a

Currently Funded Amount

		<u>State</u>	<u>Federal</u>	<u>Total</u>
		<u>\$0.00</u>	<u>\$603,963.00</u>	<u>\$603,963.00</u>
FY	15		\$198,382.00	\$198,382.00
FY	16		\$405,581.00	\$405,581.00
FY				\$0.00
FY				\$0.00
FY				\$0.00

12b

New/Renewal/Amendment  
Amount

		<u>State</u>	<u>Federal</u>	<u>Total</u>	<u>Total</u>
		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$603,963.00</u>
	15			\$0.00	\$198,382.00
	16			\$0.00	\$405,581.00
				\$0.00	\$0.00
				\$0.00	\$0.00
				\$0.00	\$0.00

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*

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

**Materials:** None

**Staff Contact(s):** Marci Johnson, Director of Teaching and Learning

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve a continuation grant for a total of \$4.030 million for one year to fund fiscal agents who provide foundational services to school districts statewide.

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

This grant addresses all of goals for the strategic plan. The fiscal agents will provide services related to school improvement, which includes all of the following goals:

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

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

**Background Information**

The Illinois Statewide System of Support (SSoS) was founded in 2003 in response to a mandate under No Child Left Behind, which was the reauthorization of the Elementary and Secondary Education Act of 2001. Each state was required to establish a statewide system of intensive and sustained support and improvement for Local Education Agencies and schools receiving funds under Title I. Regional Offices of Education (ROEs), Intermediate Service Centers (ISCs), and Chicago Public Schools were identified in 10 geographical regions to engage with schools and districts in federal status for not making Adequate Yearly Progress.

This model helped districts and schools meet NCLB requirements for 10 years, but evaluation data showed that the SSoS needed to provide more intensive, consistent support across the state. The Illinois Center for School Improvement (CSI) contract was awarded to the American Institutes of Research in September 2012 to provide high-quality, coordinated, and consistent

leadership to the current SSoS to ensure that priority districts and focus schools received expert, timely, and relevant assistance to increase district-level capacity to improve student performance.

ROE/ISC SSoS fiscal agents, at the direction of ISBE, submitted a plan in October 2013 to provide statewide delivery of ISBE-approved and Illinois CSI-coordinated professional development in five key initiative areas across the state. This professional development was provided to all Illinois districts within SSoS. Topics included:

- New Illinois Learning Standards in English language arts;
- New Illinois Learning Standards in mathematics and the Illinois Mathematics Model Frameworks;
- Balanced assessment framework incorporating PARCC;
- Teacher evaluation, including the student growth component;
- Rising Star Continuous Improvement Planning.

Two additional topic areas were added in FY 2015:

- Next Generation Science Standards
- Family engagement

A delivery system was created by ISBE staffers in coordination with fiscal agents. Modules were developed in each of the seven topic areas to be delivered by area coordinators and service providers statewide with quality, consistence, and coherence. Additionally, ISBE in February 2015 approved the extension of Foundational Services through FY 2018.

This statewide delivery plan, technical assistance, networking, and professional development are provided to all districts and schools across the state. The ROE/ISC fiscal agent plan provides statewide coordination, area-wide accountability, and local ROE/ISC delivery. All services are approved by ISBE. The Chicago Public Schools (CPS) fiscal agent grant provides Foundational Services that are tailored to the CPS network structure and CPS employment and professional development systems.

Fiscal agents were required and approved during FY 2107 to offer differentiated services to districts based upon identified need (e.g., restorative justice, trauma-informed practices, social and emotional learning). This focus on differentiated services identified by districts and schools aligns with the intent of IL-EMPOWER.

Moreover, extending Foundational Services through FY 2018, in addition to keeping the commitment that this Board approved in February 2015, will ensure that ISBE is able to meet the ESSA requirement to provide support to the current priority districts and focus schools as ISBE identifies schools for comprehensive and targeted services in the 2018-19 school year.

### **Financial Background**

There are nine fiscal agents who have received funding these past four years. The funds covered services for the District Assistance Team members, Foundational Services, and Ed Leaders Network (ELN) district subscriptions. They received \$9,633,652 in FY 2017. The only Foundational Services provided in FY 2018 will be those provided by the nine fiscal agents. The funds will be decreased by \$5,603,652. This decrease in funds represents the removal of the costs in previous years for the Illinois CSI District Assistance Team coaches and the Illinois Principal Association ELN district subscriptions. The total amount of award will be \$4.030 million for fiscal agents in FY 2018. Funding is based on the number of ROEs in each of the nine areas

of the Statewide System of Support. Total award will not exceed \$28,229,570. The funding for these grants is from Title I Statewide System of Support 1003(a).

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

Area	ROE/ISCs	ROE/ISC Official	Fiscal Year 18 Allocation
I-B-B	West Cook	Mark Klaisner	\$190,000
I-B-C	South Cook	Vanessa Kinder	\$190,000
I-B-D	North Cook	Bruce Brown	\$190,000
I-C	56	Shawn Walsh	\$510,000
II	4	Lori Fanello	\$750,000
III	51	Jeff Vose	\$590,000
IV	32	Greg Murphy	\$590,000
V	50	Susan Sarfaty	\$510,000
VI	21	Matt Donkin	\$510,000
<b>Total</b>			<b>\$4,030,000</b>

	Current Grant State Funding	Current Grant Federal Funding	Requested Additional State Funding	Requested Additional Federal Funding	Total Grant per Fiscal Year
FY14	\$	\$3,517,503	\$	\$	<b>\$3,517,503</b>
FY15	\$	\$5,113,114	\$	\$	<b>\$5,113,114</b>
FY16	\$	\$6,675,301	\$	\$	<b>\$6,675,301</b>
FY17	\$	\$9,633,652	\$	\$	<b>\$9,633,652</b>
FY18	\$	\$9,633,652	\$	-\$5,603,652	<b>\$4,030,000</b>
<b>Total</b>	<b>\$</b>	<b>\$34,573,622</b>		<b>-\$5,603,652</b>	<b>\$28,969,570</b>

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

**Policy Implications:** None

**Budget Implications:** Districts will not be charged a fee for these services.

**Legislative Action:** None

**Communication:** Priority districts and focus schools will be notified by ROEs about the services available.

**Pros and Cons of Various Actions**

**Pros:** All districts in the state have depended on free services from the fiscal agents/ROEs. This will allow for a transition from Foundational Services to IL-EMPOWER as well as meet the requirements for school support during the 2017-18 transition year.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to provide a one-year continuation grant to fiscal agents in the amount of \$4.030 million.

The total over fiscal years 2014-18 will not exceed \$28,969,570.

**Next Steps**

Upon Board authorization, agency staff will work with the fiscal agents to submit their grant and follow the Grant Accountability and Transparency Act processes.



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

**Agenda Topic:** IDEA, Part B, Preschool Discretionary Grants

**Materials:** None

**Staff Contact(s):** Lynn Burgett, Division Supervisor – Early Childhood  
Marci Johnson, Director of Teaching and Learning

**Purpose of Agenda Item**

The Division of Early Childhood requests the Board to authorize the State Superintendent to provide additional funding for current IDEA, Part B, Preschool Discretionary STARNET Grant Project and the Child Find project. This funding will ensure the continuing programming so no gap in services exists until FY18 grants can be awarded.

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

The IDEA, Part B, Preschool Discretionary STARNET Grant programs relate to:

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

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

**Background Information**

Each of the IDEA, Part B, Preschool Discretionary Grant Projects serve the purpose of assisting school districts, special education cooperatives, and families in improving educational outcomes of young children with disabilities and meeting the IDEA Part B State Performance Plan (SPP) by providing training, technical assistance, materials, and/or special services. These projects also support the goals of the Early Childhood Block Grant through training and technical assistance regarding inclusive programming and best practices for all children. The early childhood division is requesting additional funding be provided to two programs for FY17: STARNET and Child Find.

**STARNET**

STARNET provides training technical assistance, consultation, and resources to professionals and parents of young children with special needs in the early childhood community. STARNET

delivers workshops and training activities on a regional basis to increase awareness, knowledge and skills of early childhood education professionals and families in supporting the education and development of young children with special needs. Five administrative agents operate individual STARNET grants in six regions of Illinois. STARNET was originally on a 5-year renewal cycle, however, an extension was granted for FY17, and the grant is now in year 6 of the 6 year funding cycle.

**Child Find**

The Child Find Project develops and disseminates public awareness materials on the availability of special education and related services to school districts, special education cooperatives, families, and Child and Family Connections offices. These materials assist school districts with the Child Find mandate of IDEA, measured by State Performance Plan Indicator 11. The Child Find project also assists school districts with technical assistance and materials development related to the transition of children from early intervention to early childhood special education, State Performance Plan Indicator 12. Child Find was originally on a 5-year renewal cycle, however, an extension was granted for FY17, and the grant is now in year 6 of the 6 year funding cycle.

**Financial Background**

**STARNET-Six year funding history and FY17 proposed funding changes**

(6 Regions, 5 Administrative Agents)

Administrative Agent	FY12	FY13	FY14	FY15	FY16	FY17	Net Change	FY17 Revised Allocation	Total
Western Illinois University (2 Regions) 26-062-5440-51 00	978,500	978,500	978,500	978,500	978,500	978,500	120,117	1,098,617	5,991,117
The Illinois Resource Center 65-108-0160-51 00	489,250	489,250	489,250	489,250	489,250	489,250	47,850	537,100	2,983,350
Regional Office of Education #50 50-000-0000-00 00	489,250	489,250	489,250	489,250	489,250	489,250	55,183	544,433	2,990,683
City of Chicago SD 299 15-016-2990-25 01	489,250	489,250	489,250	489,250	489,250	489,250	19,185	508,435	2,954,685
Southwest Cook Coop Special Education 07-016-1420-61 00	489,250	489,250	489,250	489,250	489,250	489,250	67,263	556,513	3,002,763
<b>Total</b>	<b>2,935,500</b>	<b>2,935,500</b>	<b>2,935,500</b>	<b>2,935,500</b>	<b>2,935,500</b>	<b>2,935,500</b>	<b>309,598</b>	<b>\$3,245,098</b>	<b>17,922,598</b>

**Child Find- Six year funding history and FY17 proposed funding changes FY17 proposed funding**

Administrative Agent	FY12	FY13	FY14	FY15	FY16	FY17	Net Change	FY17 Revised Allocation
Regional Office of Education #20 20-000-0000-00 00	350,000	350,000	350,000	350,000	350,000	350,000	7,337	357,337

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

**Policy Implications:** N/A

**Budget Implications:** Preschool Discretionary Grants are funded with IDEA Federal funds. FY16 unobligated and unbudgeted money is available for a total of \$540,689.14

**Legislative Action:** N/A

**Communication:** N/A

**Pros and Cons of Various Actions**

**Pros:** This additional funding would allow for no gap in services to exist until FY18 grants can be awarded, as FY18 is a competitive grant year and projects would continue to support state-wide early childhood block grant goals and SPP plan.

**Cons:** If additional funding is not approved, support for districts will be discontinued and an interruption of services will exist until FY18 grants are awarded. It will cause a strain on agency resources and strain within existing programs.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to provide additional funding into separate electronic grant agreements with the entities on the List of FY2017 Grant Recipients in amounts not to exceed a maximum total of \$3,960,180 for the provision of the IDEA, Part B, Preschool Discretionary Grant Projects for the term July 1, 2016 through August 31, 2017.

**Next Steps**

Upon Board authorization, Agency staff will prepare the electronic grant applications for release and approval.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

**Agenda Topic:** Extension of the Contract for American Institutes for Research

**Materials:** None

**Staff Contact(s):** Marci Johnson, Director, Center for Teaching and Learning  
Ryan Robison, Director, IL-EMPOWER

**Purpose of Agenda Item**

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

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

This contract will address the following goals:

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

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

**Background Information**

American Institutes for Research (AIR) was awarded the contract for the Illinois Center for School Improvement (CSI) in fiscal year 2013 to serve priority districts and focus schools as the statewide system of support. The contract for this work is to end on June 30, 2017. Not all of the originally allocated funds were expended during the original contract period. This was due to the delayed response from the U.S. Department of Education on the Illinois NCLB Waiver as well the late execution of the contract in FY13.

The Every Student Succeeds Act designates 2017-18 as a transition year and requires that state education agencies support schools currently identified as priority districts and focus schools. On May 23, 2017, AIR submitted a request to ISBE for an extension through August 31, 2017. Staff members spoke with AIR representatives and then researched the number of

priority districts and focus schools that would wish to extend services during the 2017-18 school year. Fifty-nine districts encompassing 257 schools indicated a desire to do so.<sup>1</sup>

Extending this contract through June 30, 2018, supports the structure of IL-EMPOWER whereby schools and districts are able to select professional learning partners that will support their school improvement work.<sup>2</sup> Also, extending this contract will allow priority districts and focus schools to bypass having to contract with AIR during the 2017-18 school year.<sup>3</sup>

This extension uses dollars previously allocated but not used by AIR during the original contract period. Additionally ISBE will pay for the work through reimbursement since there are fewer priority districts and focus schools that wish to use the services of CSI during the 2017-18 school year. This is unlike the previous contract with AIR for CSI services, which paid for services through a set monthly payment schedule.

**Financial Background**

This extension will move unspent funds from FY 2017 to FY 2018.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13	\$	\$6,525,000.00		\$	\$	\$6,525,000.00
FY14	\$	\$9,379,031.00		\$	\$	\$9,379,031.00
FY15	\$	\$12,479,012.00		\$	\$	\$12,479,012.00
FY16	\$	\$12,494,587.00		\$	\$	\$12,494,487.00
FY17	\$	\$12,497,768.00		\$	-\$4,000,000	\$8,497,768.00
FY 18					\$4,000,000	\$4,000,000.00
Total	\$	\$53,375,398.00				\$ 53,375,398.00

**Business Enterprise Program (BEP)**

This contract had a BEP of 20 percent over the previous five years.

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

**Policy Implications:** None

**Budget Implications:** No additional funds will be added to this contract. The funds are being moved from FY 2017 to FY 2018.

**Legislative Action:** None

**Communication:** ISBE will communicate with priority districts and focus schools that want services to inform them that they are not required to engage in contracting with AIR.

<sup>1</sup> In total, there are 96 districts (30 Priority and 66 Focus) and 417 Schools (147 Priority and 270 Focus).

<sup>2</sup> The support provided by Illinois CSI, in conjunction with IL-EMPOWER field staff and Regional Offices of Education, will ensure that all priority districts and focus schools are supported during the 2017-18 transition year.

<sup>3</sup> Please note that in the 2017-18 transition year, the priority districts and focus schools that select not to continue receiving services through AIR will work with ISBE and their selected learning partner(s) to set cost. The agreed upon total cost will be sent to the district as part of the Title I funding. The district will pay the learning partner directly.

**Pros and Cons of Various Actions**

**Pros:** Priority and focus districts are able to select the learning partner from whom they wish to receive services.

**Cons:** There will be a gap in service for districts and schools if the no-cost extension is not approved.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

**Next Steps**

Upon Board authorization, agency staff will follow the processes needed to execute a contract extension through June 30, 2018, with American Institutes for Research.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KAC*

**Agenda Topic:** Strategic Plan Progress Report – 2017

**Materials:** DRAFT Strategic Plan Progress Report to Governor Rauner and Illinois General Assembly

**Staff Contact(s):** Jackie Rodgers, Chief Communications and Partnerships Officer  
Jackie Matthews, Director of Media and External Communications

**Purpose of Agenda Item**

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

**Background Information**

The 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 that the following motion be adopted:

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

**Next Steps**

Upon Board authorization, agency staff will forward the approved Strategic Plan Progress Report to the Governor and General Assembly as required by PA 93-1036.



**DRAFT**



# Illinois State Board of Education



# PROGRESS REPORT

COMPREHENSIVE STRATEGIC PLAN  
FOR ELEMENTARY AND SECONDARY  
EDUCATION

June 2017

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James T. Meeks,  
Chairman

Tony Smith, Ph.D.,  
State Superintendent

# STATE BOARD OF EDUCATION



**Tony Smith, P.h.D.**  
State Superintendent  
of Education



**James T. Meeks**  
Chairman  
Chicago



**Eligio Cerda Pimentel**  
Vice Chair  
Oak Park



**Cesilie Price**  
Secretary  
Lake Forest

*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.*



**Jason Barclay**  
Hinsdale



**Ruth Cross**  
Naperville



**Lula Ford**  
Chicago



**Collin Hitt**  
Springfield



**Craig Lindvahl**  
Effingham



**Kevin Settle**  
Mount Vernon



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

**James T. Meeks**  
*Chairman*

**Tony Smith, Ph.D.**  
*State Superintendent of Education*

June 30, 2017

**TO:** The Honorable Bruce Rauner, Governor  
The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

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

**SUBJECT:** Progress Report of the Comprehensive Strategic Plan  
for Elementary and Secondary Education

The Illinois State Board of Education (ISBE) respectfully submits this progress report to the Governor and the General Assembly in fulfillment of the requirements of Public Act 93-1036.

In 2005, ISBE first developed and submitted its Comprehensive Strategic Plan for Elementary and Secondary Education in Illinois. The State Board amended its strategic plan in September 2015 to reflect a new vision for public education, establish a new mission, and identify refocused goals. ISBE's 2017 Comprehensive Strategic Plan Progress Report will guide the agency as it continues to build holistic and inclusive public education systems. ISBE monitors progress on initiatives and evaluates the plan on an annual basis, making needed changes and additions to ensure that it remains a meaningful blueprint for public education in Illinois.

If you have any questions regarding this report, please contact First Deputy Superintendent Karen Corken at (217) 782-4648.

Enclosure

cc: Tim Anderson, Secretary of the Senate  
Tim Mapes, Clerk of the House  
Legislative Research Unit  
State Government Report Center

June 30, 2017

The Honorable Governor Bruce Rauner  
The Honorable Members of the Illinois General Assembly  
Illinois Statehouse  
Springfield, Illinois

Re: Illinois State Board of Education Comprehensive Strategic Plan – June 2017 Progress 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, provides a comprehensive review of how the agency concentrates its efforts and resources to fulfill our Board's mission, vision, and goals.

State Superintendent of Education Tony Smith, Ph.D., completed his second full year with the agency in April 2017. State Superintendent Smith has made building relationships with school district superintendents across the state a priority. In 2015, he specified five key areas of focus to give more strategic definition to the agency's work toward achieving its goals.

**Key Areas of Focus:**

- **Money** - 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

Schools and communities across the state continue to face significant funding challenges, yet ISBE has leveraged its efforts and resources to make strides in each area. The pages in the 2017 Progress Report detail new initiatives, partnerships, policies, and opportunities designed to support school districts in improving student outcomes.

The State Board welcomed five new members in the past year: Cesilie Price, Jason Barclay, Ruth Cross, Collin Hitt, and Kevin Settle. The agency enjoys a meaningful and productive relationship with the State Board, under the guidance and leadership of Chairman James T. Meeks.

The State Board's and the agency's work over the past year has centered on the development and implementation of Illinois' Every Student Succeeds Act (ESSA) State Plan. ISBE engaged in a 16-month collaborative process to create the plan, which sets forth a new accountability system for all Illinois

schools. The principle of equity undergirds the accountability system: Schools with lower outcomes will receive greater supports.

The plan also introduces IL-EMPOWER, Illinois' new statewide system of support. IL-EMPOWER gives schools more voice and more choice in the school improvement process. Schools identified as needing comprehensive supports will conduct an equity audit to determine the school's specific needs and choose a professional learning partner from a pre-approved and cost-controlled network. The IL-EMPOWER professional learning partner, in concert with ISBE, will work with staff and leadership at the school to effect systemic and sustainable change.

Illinois' ESSA State Plan crystalizes ISBE's focus on the "whole child" model of quality education, as cited in the State Board's vision.

**Vision:**

Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

In the "whole child" model, the interconnected environments of a child's life create a continuum of learning. Quality education recognizes and strengthens the connections between students' cognitive, physical, social, and emotional health and their overlapping environments in the home, school, and community. ISBE believes in a holistic educational practice to help all students become empowered and contributing adults.

The IL-EMPOWER partnerships will build educators' capacity and strengthen school leadership to engage families and communities in serving each student as a whole child.

The State Board's measureable and specific goals, adopted in 2015, define specific milestones for the state's public education system to meet to demonstrate success in serving all students. ISBE included the State Board's goals as the long-term goals for the ESSA State Plan.

**Goals:**

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

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

School districts, schools, ISBE, and our stakeholders will work together to implement the ESSA State Plan over the next four years. The plan will continue to evolve as ISBE collects and analyzes new data from the accountability system and sees the first results of the new statewide system of support.

ISBE has used the transition to ESSA as an opportunity to enhance internal collaboration, communication, and efficiency at the agency. The agency converted to Office 365 to unlock a host of planning and collaboration tools. Leadership at the agency has taken on new projects to improve service and responsiveness to all stakeholders and to provide greater and more meaningful professional learning opportunities for agency staff.

ISBE also launched a redesigned agency website in December 2016. The new website features content organized and prioritized by user interest, easier readability on mobile devices, and greatly improved search functionality. ISBE has received overwhelmingly positive feedback on the new website, which has made our data, information, and resources more accessible and transparent for school districts, educators, families, and media.

ISBE hired Dr. Libia Gil in April 2017 to serve as the agency's chief education officer. Dr. Gil will lead all student support, academic program, school assistance, and district support services and play an instrumental role in the implementation of Illinois' ESSA State Plan.

All of the members of the State Board and the entire staff of the agency remain committed to ISBE's mission.

**Mission:**

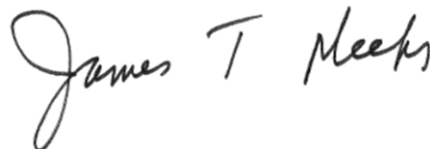
Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

ISBE values your efforts over the past year to support the agency's work. The economic vitality and health of the state depends on strong public school systems. We look forward to continuing to work in partnership to create the circumstances in which all of Illinois' communities can thrive.

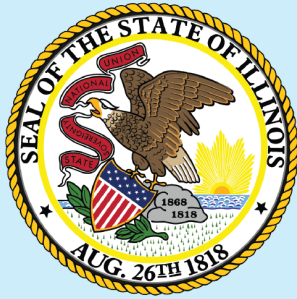
Sincerely,



Tony Smith, Ph.D.  
State Superintendent of Education



James T. Meeks  
Chairman



# Illinois State Board of Education

## Progress Report

# Comprehensive Strategic Plan for Elementary and Secondary Education

June 2017

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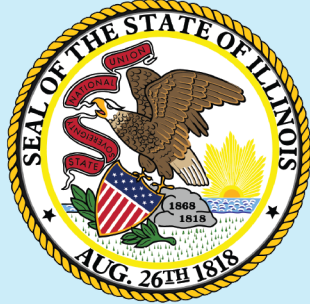
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# Illinois State Board of Education

# Executive Summary

**2017**

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# Executive Summary

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The Illinois State Board of Education (ISBE) develops and maintains a continuing five-year comprehensive strategic plan for elementary and secondary education in accordance with Public Act 93-1036. The first plan in 2005 focused on ISBE's three primary goals: enhancing literacy, improving educator quality for all children, and expanding data-driven management and school support practices. Agency staff members revisit the plan each year to review the agency's accomplishments and to refine the agency's strategies. The State Board amended its strategic plan in September 2015 to reflect a new vision for public education, establish a new mission, and identify refocused goals. ISBE's 2017 Comprehensive Strategic Plan Progress Report will guide the agency as it continues to build holistic and inclusive public education systems.

## 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 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 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.

ISBE's five key areas of focus are the strategies the agency is employing to make progress toward its goals.

## KEY AREAS OF FOCUS

- Money: 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

Congress passed the Every Student Succeeds Act (ESSA) in 2015, reauthorizing and amending the 50-year-old Elementary and Secondary Education Act and replacing the most recent version of the law, No Child Left Behind. The new law builds on key areas of progress, such as the disaggregation of data by race and low-income status, but gives states more flexibility and independence to decide how to support schools with lower student outcomes.

Over a 16-month period, ISBE created three drafts of the ESSA State Plan; hosted approximately 100 listening tour forums across the state; engaged hundreds of advocates and stakeholder groups representing educators, administrators, school support staff, parents, students, and concerned citizens; and considered more than 3,500 comments submitted online. In March, the State Board unanimously approved the plan, and Governor Bruce Rauner gave

the plan his signature and support. ISBE submitted the plan to the U.S. Department of Education to meet the first deadline of April 3.

Illinois' ESSA State Plan embraces the significant opportunity ESSA presents to better serve all students. The work of building Illinois' ESSA State Plan deepened ISBE's relationships with the field and crystallized ISBE's definition of quality education. The interconnected environments of a child's life create a continuum of learning. Quality education recognizes and strengthens the connections between students' cognitive, physical, social, and emotional health and between students' overlapping environments in the home, school, and community. Quality education supports the whole child as she or he develops from preschool through high school and on to college and career.

ISBE will continue to lead schools through the transition to the new accountability system. The majority of the provisions in the new law will take effect in phases over the next two school years, with the 2017-18 school year serving as a transition year. ISBE will continue to solicit feedback from the field and to refine the plan as needed.

## **MONEY**

Illinois has the most inadequate and most inequitable school funding system in the nation. The funding formula forces Illinois school districts to rely primarily on local property taxes to fund schools. The funding formula has created vast disparities in educational resources between poor and wealthy communities, while Illinois' low-income student population has grown from 40 percent of enrollment in the 2005-06 school year to 50 percent of enrollment in the 2015-16 school year.

ISBE has provided technical and administrative support to the Illinois School Funding Reform Commission, which Governor Rauner created in July 2016 to make recommendations to the General Assembly to revise the current school funding formula.

As required by ESSA, ISBE has begun establishing data collection processes and updating the online Illinois Report Card to display every school's expenditures in total and by source: federal, state, local, and philanthropic. The new information will foster a better

understanding among families and stakeholders of the relationship between resources and student outcomes.

ISBE produces the School District Financial Profiles each year to provide school districts and their communities with information about districts' financial health and to promote sound financial management. The 2017 Annual School District Financial Profiles showed a slight increase in school districts' overall scores for financial strength – but at a significant cost to students. Schools have taken on debt to cover normal operational costs and have eliminated staff and programs. Illinois' failed school funding formula and lack of a state budget is forcing every school district in the state to make painful choices to keep their schools' doors open and to minimize the harm to students. ISBE will continue to advocate on behalf of Illinois' schools for a funding structure that ensures the whole child receives a high-quality education in a safe, secure, and supportive educational environment.

## **QUALITY**

Students in Illinois do not all have equal access to the same quality of public education. ISBE is engaged in a collaborative process to implement a new accountability system for all schools, as required under ESSA. Illinois' new accountability system centers on equity: Schools identified as the lowest performing will receive the greatest supports.

The accountability system portrays a multidimensional picture of student learning by assessing school quality through nine dynamic measures of student success, from chronic absenteeism and fine arts to English Learner proficiency and academic attainment in science. Beginning with the 2018-19 school year, every school will receive a summative designation based on overall performance on all of the accountability indicators and any significant achievement gaps between student demographic groups. The summative designations, consisting of four tiers, will create a common understanding of where our schools are and where they need to be for all students to have fair access to quality education. IL-EMPOWER, Illinois' new statewide system of support, will help the highest-need schools make systemic and sustainable shifts in educational practice.

ISBE's steadfast commitment to high-quality assessments underpins the new accountability

system's academic indicators. All public high school juniors had the opportunity to take the SAT at no cost for the first time in 2017. The SAT aligns to the Illinois Learning Standards, satisfies state and federal accountability requirements, and serves as a college entrance exam. Illinois students also took the Illinois Science Assessment (ISA) for the second time in 2017. The ISA aligns to the Illinois Learning Standards in science, which are based on the Next Generation Science Standards. ISBE used the development of the ISA as an opportunity to innovate on the traditional assessment model from top to bottom, while maintaining quality and reducing costs.

A system founded on equity brings the needs of historically overlooked and underserved student populations to the forefront. For the first time in more than 10 years, the U.S. Department of Education in June 2016 issued Illinois the designation of "Meets Requirements" for implementing the requirements and purposes of the Individuals with Disabilities Education Act.

Fair access to quality education includes fair access to the internet. ISBE is collaborating with Governor Rauner and EducationSuperHighway on the Classroom Connectivity Initiative to expand fiber optic installation in schools across the state by taking advantage of the Federal Communications Commission's E-rate program.

## AUTONOMY

In the context of a common definition of quality, ISBE believes local school leaders and educators best understand their staffs' and students' unique needs, challenges, and strengths. IL-EMPOWER gives schools and districts both more choice and more voice in the school improvement process. Schools, districts, and their professional learning partners will work together to develop local improvement plans based on data-driven strategies. ISBE will lead school districts through the transition to IL-EMPOWER over the 2017-18 school year.

ISBE strives to collect and deliver actionable data to stakeholders to ensure education systems statewide support all students. The Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) project encompasses interrelated and cross-agency efforts to make Illinois' longitudinal student data more accessible and actionable, while

protecting student privacy. ISBE's new Ed360 data dashboard for educators and administrators, a component of Illinois Data FIRST, will provide unprecedented access to live data visualizations of student performance to encourage data-driven instructional practices.

The acclaimed Illinois Report Card website continues to provide educators, families, and stakeholders with a comprehensive informational snapshot of public education across the state. ISBE will expand the Illinois Report Card interface to display additional data collected as part of Illinois' new accountability system, including school-level expenditures, summative designations for school quality and student growth, and students' participation in fine arts courses.



Students at Olympia High School in Stanford do the "Prosthetic Arm Design Challenge," which connects scientific concepts with a complex real-life problem. Using a family farm accident as the premise, the students design, construct, evaluate, and redesign a prosthetic arm that mimics the structure and function of a human arm. The project integrates engineering design, part of the new Illinois Learning Standards for science.

ISBE also supports district autonomy through the \$42 million federally funded Charter Schools Program. ISBE awarded grants to five entities in fiscal year 2017 to expand the number of high-quality and educationally diverse charter schools in Illinois.

## COMPETENCY

ISBE actively supports the Illinois P-20 Council's goal of increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60 percent by the year 2025. To achieve this goal, Illinois must aggressively transform secondary education to prepare our students for the world of work through a radically different approach.

ISBE is creating a multi-initiative community of practice to reinvent high school. ISBE launched the Competency-Based High School Graduation Requirements Pilot Program in November 2016. Competency-based learning advances students through their education based on demonstrated mastery of specific skills and knowledge rather than on a standardized amount of time in the classroom. Ten school districts are participating in the first cohort of the pilot; each district will design and implement their own competency-based learning system and will engage their communities and stakeholders in the development of the system. ISBE hopes to spur a similar shift in educators' learning from "sit-and-get" professional development to teacher-led microcredentials. ISBE is collaborating with states that are pioneering microcredentials in the hopes of designing and launching a microcredentialing pilot later in 2017.

ISBE will continue to facilitate the creation and use of an open ecosystem of digital resources that can increase equity, empower teachers, and support students through competency-based learning. ISBE played an instrumental role in Illinois joining Future Ready Schools, a project of the Alliance for Excellent Education, in October 2016. The nationwide initiative connects educators within member states with a robust framework of free research-based tools and resources promoting personalized student learning. ISBE also announced the launch of a new statewide #GoOpen initiative in June 2016, joining the inaugural cohort of 15 states promoting the use of high-quality, openly licensed educational resources in schools.

## COMMUNITY

ISBE strives to position schools as resource hubs central to a network of services and opportunities for children, families, and communities. Schools do not educate children alone. ISBE draws inspiration from the Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child model, which calls for education systems to recognize and nurture each student as a "whole child" – an individual with interconnected needs living within an ecology of overlapping learning environments. Adopting the whole child mindset empowers schools and districts to make connections in their communities with public, private, and nonprofit institutions.

ISBE received \$15 million in FY 2017 to provide grants to school districts and community organizations for after-school programming through the Healthy Community Incentive Fund. The grants improve academic outcomes for students by providing enrichment activities in a safe and healthy environment and by strengthening support services for students facing the greatest challenges.

ISBE collaborates with other agencies in implementing the whole child model. ISBE has joined with youth- and health-focused state agencies to identify the behavioral health needs of youth at risk of custody relinquishment and linking them with the most appropriate clinical services. ISBE provides technical assistance to the Department of Juvenile Justice and Local Education Agencies to help neglected or delinquent youth to re-enter school successfully and/or to find employment after they leave an institution and return to the local community. ISBE has also established procedures to ensure children experiencing homelessness have equitable opportunities to learn and succeed in school.

ISBE recognizes the integral role of families in children's success from cradle to career – and the potential of engaged and active families to bolster school improvement efforts. ISBE assists schools and districts in using Title I funding to strengthen communication with families.

## **ALL KINDERGARTNERS ARE ASSESSED FOR READINESS.**

ISBE believes that assessing the developmental readiness of all students entering kindergarten is critical to ensuring that all children receive equitable support in their early years. Research shows that 90 percent of human brain development happens in the first five years of life.

The Kindergarten Individual Development Survey (KIDS), developed by experts, advocates, and practitioners from the community and within ISBE, guides educators as they observe young students' knowledge, skills, and behavior. KIDS focuses on the competencies that can best predict a student's long-term success. School districts statewide will implement KIDS beginning in the 2017-18 school year. Data from KIDS will help communities and legislators understand where children have and do not have access to quality preschool.

ISBE remains a key stakeholder on the Illinois Early Learning Council, a public-private partnership created by Public Act 93-380 to strengthen, coordinate, and expand programs and services for children from birth to age 5. ISBE, which is represented on the council's executive committee, works to maximize the state's ability to capture current and future federal funds for early learning services and infrastructure.

ISBE administers a number of state and federally funded grants and programs to expand high-quality preschool programs, improve the quality of existing programs, and support the healthy development of young children. The Early Childhood Block Grant (ECBG) program provides funding to serve children from birth to age 5 through the Prevention Initiative and Preschool for All programs. The ECBG also provides support for program quality and improvement through monitoring and training. The Preschool Expansion Grant supports the state's efforts in expanding high-quality preschool to high-need 4-year-olds not yet eligible for kindergarten. ISBE also participates in the Statewide Inclusion Team, part of the Inclusion Topic National Cohort, to improve services to children with disabilities in early childhood settings.

## **NINETY PERCENT OR MORE THIRD-GRADE STUDENTS ARE READING AT OR ABOVE GRADE LEVEL.**

Researchers often refer to third grade as the pivotal moment when a student shifts from "learning to read" to "reading to learn." The content students encounter in science, mathematics, and social studies after third grade requires more reading and active synthesis of academic vocabulary. A student who does not meet grade-level expectations for reading by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time, according to the American Educational Research Association.

The new Illinois Learning Standards for English language arts, implemented during the 2013-14 school year, chart a path from kindergarten through high school for students to achieve college and career readiness. ISBE measures students' learning in English language arts by administering the Partnership for Assessment of Readiness for College and Careers (PARCC) exam to all students in the third through eighth grades. The PARCC assessment aligns to the new Illinois Learning Standards and asks students to express their understanding in writing, in response to and with reference to authentic, real-world texts. About 36 percent of all third-grade students who took the PARCC assessment in 2016 met or exceeded grade-level standards in English language arts, approximately the same percentage as in 2015.

The new accountability system ISBE developed under ESSA includes both attainment of and growth toward mastery of grade-level standards in English language arts in the third through eighth grades and in high school as key indicators of schools' academic performance. The accountability system examines schools' effectiveness in delivering English language arts instruction as one of nine interconnected levers to improve student outcomes.

ISBE supports students' improvement in meeting the Illinois Learning Standards in English language arts through the federally funded 21st Century Community Learning Centers (CCLC) grants. Programs supported by this funding provide art, music, character building, physical education, and other enrichment activities to students to help them understand real-world applications of key academic concepts and engage in

their learning in new and different ways. The 21st CCLC programs also provide literacy, computer training, and other educational services for the families of participating children.

## **NINETY PERCENT OR MORE FIFTH-GRADE STUDENTS MEET OR EXCEED EXPECTATIONS IN MATHEMATICS.**

The new Illinois Learning Standards for mathematics emphasize deep conceptual understanding of key ideas and encourage the development of critical reasoning and problem-solving skills. The standards promote a culture of professional learning as educators develop their own abilities to help students meet these higher expectations for learning.

Graduating from high school appropriately proficient in mathematics not only keeps both college and career doors open but also empowers individuals with skills and knowledge necessary to successfully navigate life. Gaining mathematical proficiency delivers a key piece of the puzzle to create a fulfilling life of one's choosing.

Schools statewide utilized the PARCC exam for the second time in the spring of 2016 to assess students on the new Illinois Learning Standards for mathematics. The PARCC assessment challenges students to solve multi-step math problems that require reasoning and address real-world situations. About 32 percent of all fifth-grade students who took the PARCC assessment in 2016 met or exceeded grade-level expectations, an increase of approximately 5 percent over 2015.

The new accountability system ISBE developed under ESSA includes both attainment of and growth toward mastery of grade-level standards in mathematics in the third through eighth grades and in high school as key indicators of schools' academic performance. The accountability system examines schools' effectiveness at delivering math instruction as one of nine interconnected levers to improve student outcomes.

ISBE administers the federally funded Math and Science Partnership (MSP) Grant specifically to improve educators' instructional practice in science, technology, engineering, and mathematics (STEM) subjects. The MSP Grant cultivates partnerships between high-need school districts and the STEM

departments at higher education institutions. The MSP Grant provides 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields. The 750 educators who cultivated their practice through the MSP Grant in FY 2017 provided enhanced STEM instruction to 42,702 students.

## **NINETY PERCENT OR MORE OF NINTH-GRADERS ARE ON TRACK TO GRADUATE WITH THEIR COHORT.**

The first year of high school poses a critical transition period for students. Students who finish the ninth grade "on track" are almost four times as likely to graduate from high school in four years as those students who do not.

The new accountability system ISBE developed under ESSA includes ninth-grade on track as an indicator of school quality and student success for high schools, spurring heightened awareness of and attention to students' first year of high school as a decisive moment in their academic trajectory. The indicator will help reveal opportunities to strengthen the resources and interventions for students struggling with the transition to high school.

The accountability system also includes chronic absenteeism as a key indicator of school quality and student success for all schools. The Illinois Attendance Commission, created by Public Act 99-0432 and for which ISBE provides administrative support, acknowledged that key transitions in a child's academic life, such as from middle to high school, "trigger school attendance difficulties." The level of chronic absenteeism and the number of ninth-graders on track can help tell us whether students feel engaged in their learning, well known, and well cared for in Illinois' schools. ISBE will help schools understand these accountability indicators and leverage the data to improve student outcomes.

## **NINETY PERCENT OR MORE STUDENTS GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER.**

Illinois' four-year graduation rate increased from 82 percent in 2012 to 86 percent in 2014 and held

steady over the past two years, despite severe and compounding funding challenges. Disaggregating Illinois' graduation rate by demographic groups reveals the inequity that perpetuates income and achievement gaps as students move into adulthood. For instance, our public schools graduated 90 percent of White students in 2016, but only 75 percent of Black students.

Illinois has taken strides to eliminate access and achievement gaps for low-income students and students of color in the most rigorous high school courses. Illinois became the first state in the nation to partner with the Lead Higher Initiative, committing to a statewide challenge to close equity gaps for low-income students and students of color in AP, IB, and dual enrollment courses. Illinois ranks fourth in the nation for increasing the percentage of graduates earning a 3 or higher on an AP exam during high school. The State Board at its December 2016 meeting approved an agreement with the College Board to maintain the cost of taking AP tests at \$15 per exam for low-income students, compared to the normal test fee of \$93, for the May 2017 test administration.

Illinois is among the first states in the country to empower school districts to award a State Seal of Biliteracy to students who demonstrate a high level of proficiency in English and in reading, writing, listening, and speaking another language. The optional State Seal of Biliteracy program has grown substantially since becoming law in 2013. A single district piloted the program in the 2013-14 school year; and 72 school districts indicated their intention to participate in the 2016-17 school year.

The Postsecondary Workforce Readiness Act, signed into law in 2016, requires ISBE to work with stakeholders and other state agencies to create specific industry-aligned college and career pathway endorsements on high school diplomas. As part of the "Workforce Readiness through Career Pathways and Apprenticeships" initiative launched by Governor Rauner's Children's Cabinet, cross-agency efforts will help to articulate postsecondary and career expectations, drive expanded opportunities to learn outside of the traditional classroom, and align plans for college and career pathways with Illinois' new accountability system indicators.

ISBE strives to improve technical, STEM, and agricultural programs to prepare more students for success in high-demand industries. The Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 delivers federal funding to prepare students for high-skill, high-wage, or high-demand occupations through educational activities outside of the typical academic subjects.

Additional grants, including the Agricultural Education Programs' Incentive Funding Grant and the Facilitating Coordination in Agricultural Education Grant, support agricultural education programs and skill development opportunities for agricultural education teachers. School districts have established an average of seven new agricultural education programs per year in each of the last five years. Student net earnings have totaled more than \$11.67 million from work-based learning projects connected to their classroom training.

## **ALL STUDENTS ARE SUPPORTED BY HIGHLY PREPARED AND EFFECTIVE TEACHERS AND SCHOOL LEADERS.**

All students need effective teachers from their first day in the classroom. The data shows that teachers applying for licensure are surpassing the standards for classroom readiness. However, Illinois needs many more candidates to enter and remain in the profession in order to reach its goal that all students are being supported by highly prepared and effective teachers and school leaders every day.

As of October 1, 2016, 1,005.8 or .77 percent of the 129,860.2 total public school teaching positions in Illinois are unfilled. The open positions are concentrated in particular fields, such as bilingual and special education, and frequently in rural or low-income regions of the state. ISBE worked with the Illinois General Assembly to pass SB 2912, signed into law by Governor Rauner on Jan. 6, 2017. The new law makes several changes to streamline the process for licensed educators in other states to obtain an Illinois license, reduces financial and other barriers to substitute teaching, and creates alternative routes for teachers to seek the teacher leader license endorsement.

ISBE works closely with the Partnership for Educator Preparation Steering Committee to ensure



educator preparation programs receive the data they need to improve. ISBE has acted on the committee's recommendations for increased transparency and accountability and designed the voluntary Teacher Preparation Data System Pilot program. The resulting data will empower teacher preparation institutions statewide to engage in continuous program improvement.

ISBE believes in expanding opportunities for teacher leadership and meaningful professional learning experiences in order to improve satisfaction and retention among educators and to harness the teaching corps' deep talent and knowledge to improve Illinois' education systems. Illinois' ESSA State Plan includes competitive grant programs to support practice-focused research projects and innovative fieldwork partnerships between districts and higher education institutions. ISBE will continue promoting the Ed Leaders Network, an online, on-demand, professional learning community, to connect teacher leaders across districts. IL-EMPOWER leverages teacher leadership and educators' own growth and expertise as the critical drivers of school improvement.

## **EVERY SCHOOL OFFERS A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS.**

Learning happens best when students feel safe and healthy. ISBE believes schools have a responsibility to create and maintain a safe, caring, inclusive, and responsive school climate.

The 5Essentials Survey, which was administered statewide for the fifth consecutive year during the 2016-17 school year, continues to provide valuable feedback about individual schools' climate and culture. The Illinois Learning Standards for social/emotional learning continue to guide schools and districts in developing curricula and programming to help students develop and utilize self-awareness, interpersonal, and decision-making skills.

ISBE received a \$1.9 million federal Project AWARE (Advancing Wellness and Resilience in Education) cooperative grant in 2014 from the Substance Abuse and Mental Health Services Administration to support its efforts to help schools detect and respond to

mental health issues among youth. The funds assist three districts in working with community partners to develop and implement comprehensive plans to identify and address students' mental health needs.

ISBE's Trauma-informed Practices Pilot, most recently funded by the state in FY 2015 through the Illinois Children's Mental Health line, fosters a statewide understanding of trauma and its impact and builds capacity for identifying and implementing appropriate interventions. The Special Education Association of Peoria County, the Regional Offices of Education, and ISBE partnered in FY 2017 to provide trainings and book studies for approximately 500 educators and administrators.

ISBE also recognizes the critical importance of physical health to students' capacities to learn. ISBE proudly administers nutritious food programs, including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program, Special Milk Program, and Fresh Fruit and Vegetable Program, all funded by the U.S. Department of Agriculture. The Illinois Learning Standards for enhanced physical education aim to foster physical and mental receptiveness to learning and to promote healthy decision-making and teamwork skills.



Members of the Illinois State Board of Education's 2016-17 Student Advisory Council deliver their final presentation to the board on awareness of mental health issues in Illinois public schools.

## **Section One:**

# **Key Areas of Focus**

# Money:

## Establish an adequate and equitable education finance system.

Illinois has the most inadequate and the most inequitable school funding system in the nation.

According to the National Center for Education Statistics, the State of Illinois contributes the smallest percentage to school funding of any state: 26.1 percent in fiscal year 2013. As a result, Illinois school districts rely primarily on taxing local property wealth to fund schools, leading to vast disparities in educational resources between poor and wealthy communities. A 2015 report from The Education Trust shows that because Illinois' school funding formula "does not distribute state funds progressively enough to counteract disparities in local dollars, the highest poverty districts receive 19 percent less in overall funding than the lowest poverty districts" – the biggest funding gap in the country.

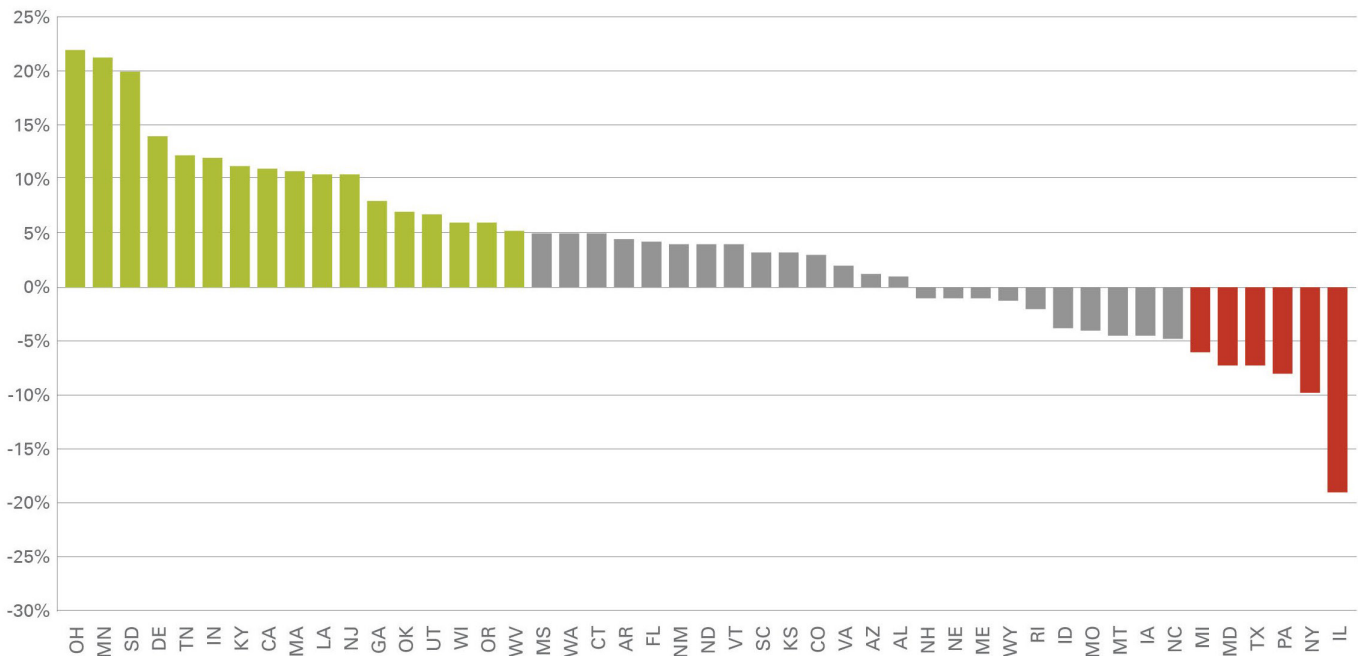
State and federal statutes require Illinois to start collecting data on expenditures at the school level. ISBE has begun establishing data collection processes

and updating the online Illinois Report Card to display every school's expenditures in total and by source: federal, state, local, and philanthropic. The new information will foster a better understanding among families and stakeholders of the relationship between resources and student outcomes.

Illinois continues to experience significant growth in our low-income student population, defined as students who are eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid. The number of low-income students increased from 40 percent of enrollment in the 2005-06 school year to 50 percent of enrollment in the 2015-16 school year. The Foundation Level of \$6,119 per student, which sets the mandated minimum level of funding per student in Illinois' public schools, has not increased since FY 2010.

The Education Funding Advisory Board (EFAB), for whom ISBE provides administrative and technical

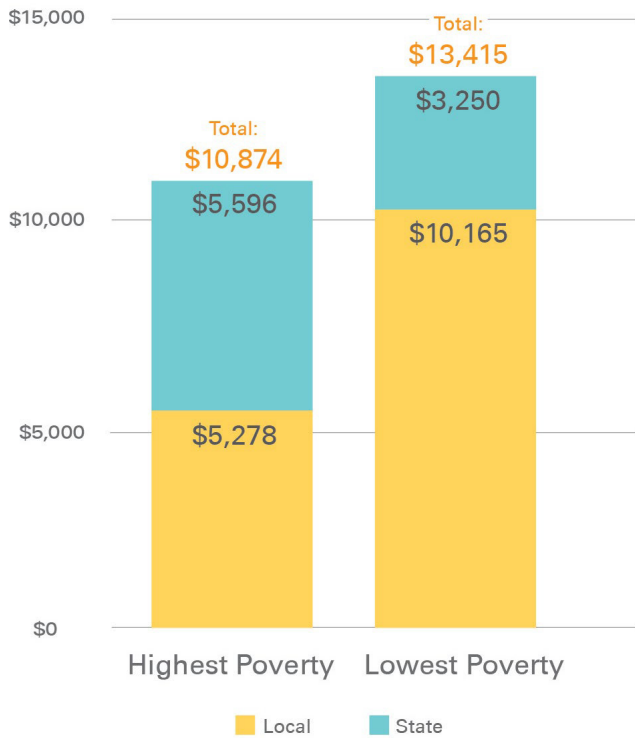
Figure One: Gaps in State and Local Revenues per Student Between Districts Serving the Most and the Fewest Students in Poverty



Reading this figure: A 2015 report from The Education Trust shows that because Illinois' school funding formula "does not distribute state funds progressively enough to counteract disparities in local dollars, the highest poverty districts receive 19 percent less in overall funding than the lowest poverty districts" – the biggest funding gap in the country.

Source: The Education Trust. Funding Gaps 2015.

Figure Two: State and Local Funding for the Highest and Lowest Poverty Districts



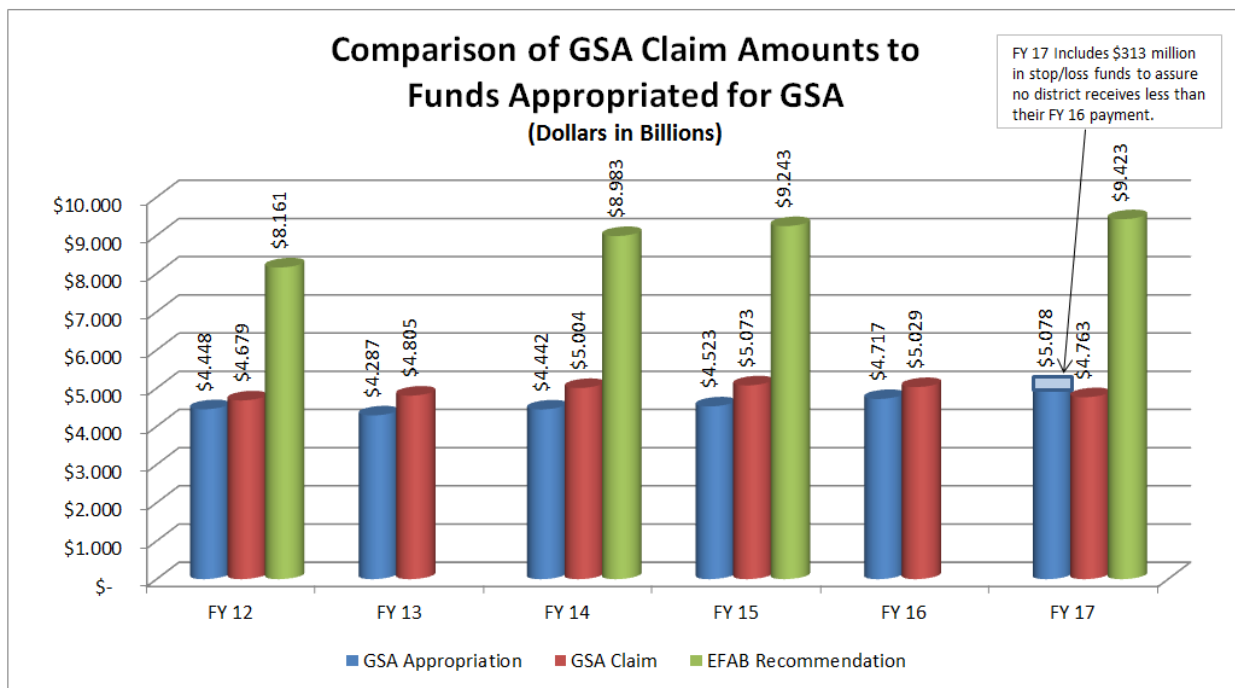
Source: The Education Trust. Funding Gaps 2015.

support, recommended increasing the Foundation Level to \$9,204 in FY 2018. The members of EFAB implore the General Assembly and the Governor to “work together to increase the resources available for public education, offering our children the tools they deserve and need to compete in a global economy.”

School districts received their FY 2017 General State Aid (GSA) funding in full and uninterrupted due to Public Act 99-524, but students have suffered due to the proration of and delay in mandated categorical (MCAT) payments. Quarterly MCAT payments reimburse schools for programs such as transportation, special education, and the free and reduced-price meal program. School districts received both their fourth-quarter FY 2016 and their first-quarter FY 2017 MCAT payments at least six months late and are likely to continue experiencing significant delays.

Although the MCAT cluster does not include bilingual education, insufficient appropriations from the General Assembly have resulted in proration for bilingual education reimbursements as well. The number of students identified as English Learners increased by nearly 40,000 students between the 2005-06 and 2015-16 school years to approximately 11 percent of the total student population. However, appropriations for bilingual education have

Figure Three



Source: Source: Education Funding Advisory Board. January 2017 Report.

not increased since FY 2011. The cost standard used to calculate bilingual education reimbursements and the Foundation Level dates back to 1999. Recent estimates project that districts will receive only 63 percent of their final expenditures submitted for FY 2017.

Overall, students’ academic achievement has held steady over the past school year – a testament to the commitment and resourcefulness of educators and administrators across the state who deeply felt our state’s education funding challenges.

ISBE produces the School District Financial Profiles each year to provide school districts and their communities with information about districts’ financial health and to promote sound financial management. ISBE provides tools and guidance on financial management to all school districts seeking assistance and particularly to school districts designated in the lowest of the four categories of financial strength, Financial Watch.

The 2017 Annual School District Financial Profiles showed a slight increase in school districts’ overall scores for financial strength – but at a significant cost to students. School districts have managed the impact of the state’s budget crisis and broken school funding formula by taking on debt to cover normal operational

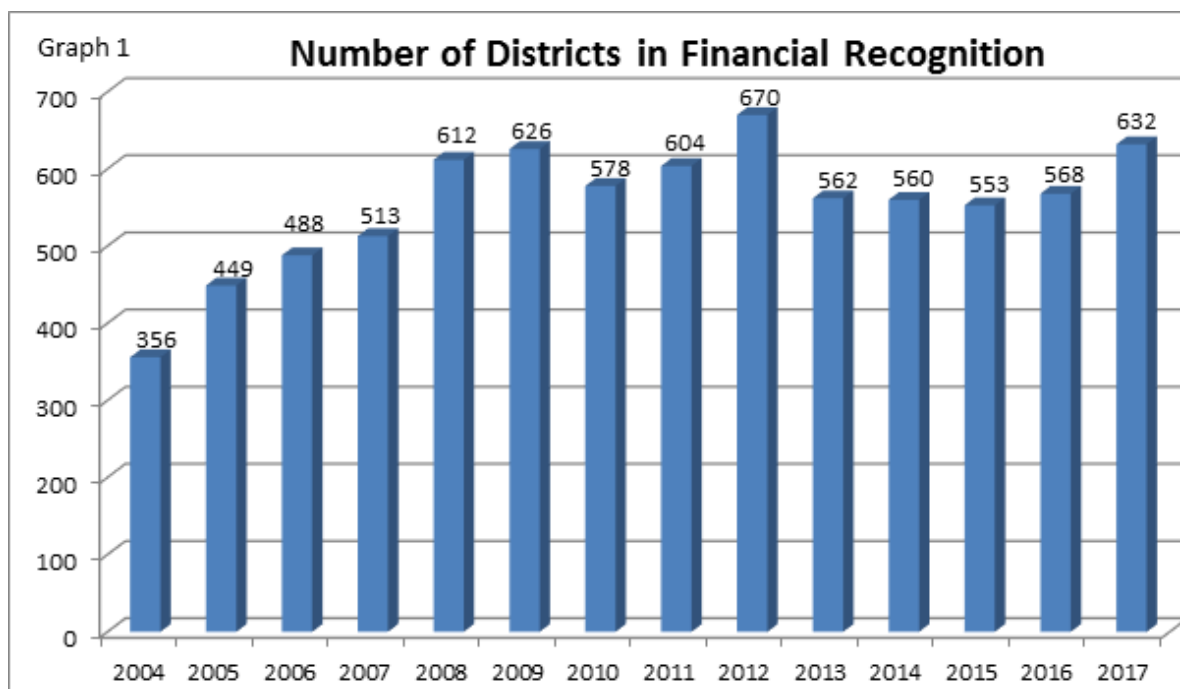
costs and by eliminating staff and programs. More than a fourth of all Illinois school districts in FY 2016 issued short- or long-term debt to sustain normal operations. School districts pay interest on outstanding debt, which decreases the funds available for education services in the future.

Illinois’ failed school funding formula and lack of a state budget is forcing every school district in the state to make painful choices to keep their schools’ doors open and to minimize the harm to students. Communities will continue to suffer unless and until the state implements an adequate and equitable school funding formula.

ISBE has provided technical and administrative support to the Illinois School Funding Reform Commission, which Governor Bruce Rauner created in July 2016 to make recommendations to the General Assembly to revise the current school funding formula.

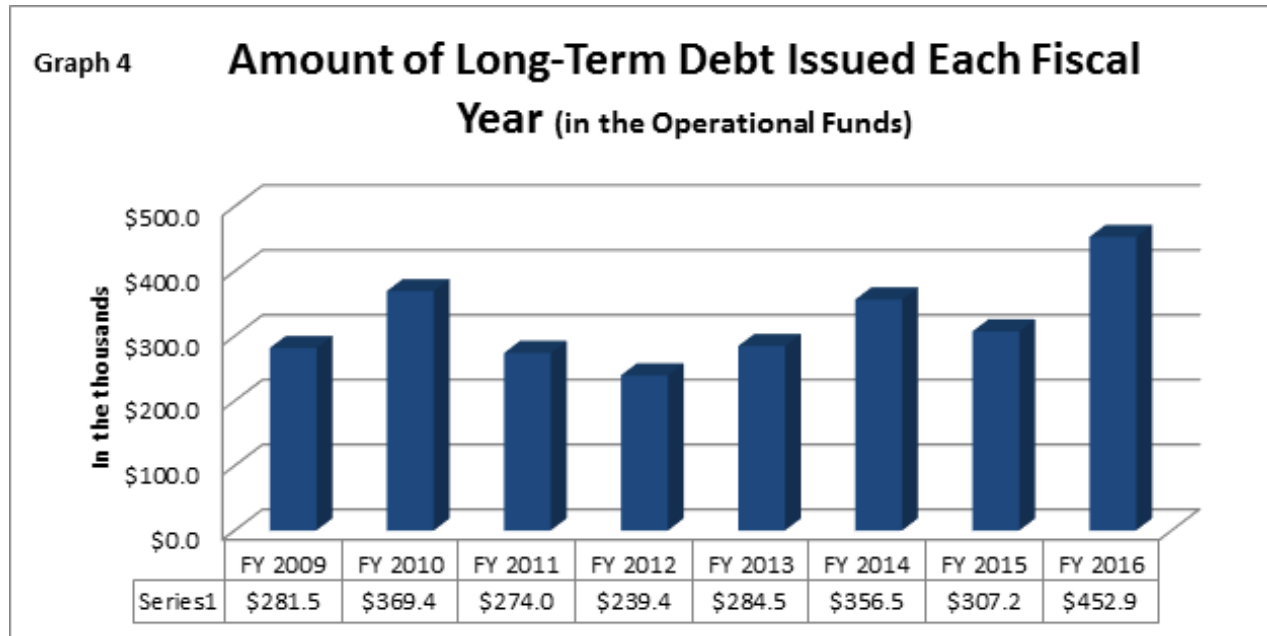
In addition, ISBE finalized a settlement agreement in February 2017 in the matter of *Chicago Urban League, et al. v. Illinois State Board of Education*. The settlement agreement resolved longstanding litigation by establishing how ISBE will proceed when the General Assembly fails to enact an appropriation sufficient to pay for all GSA claims submitted by school districts.

Figures Four



Source: Education Funding Advisory Board. January 2017 Report.

Figure Five



Source: Education Funding Advisory Board. January 2017 Report.

ISBE submitted its budget recommendations for FY 2018 to the General Assembly in January 2017. ISBE’s total recommendations amounted to \$7.727 billion, an increase of \$266.4 million (3.45 percent) over FY 2017 levels.

ISBE will continue to advocate on behalf of Illinois’ schools for a funding structure that ensures every child receives a high-quality education in a safe, secure, and supportive environment.

# Quality:

## Common definition of, and fair access to, quality education.

ISBE engaged in a 16-month collaborative process to develop a new accountability system for all schools. The accountability system centers on equity: Schools identified as the lowest performing will receive the greatest supports.

ISBE created the accountability system to meet federal requirements under the Every Student Succeeds Act (ESSA). ISBE created three drafts of the ESSA State Plan; hosted approximately 100 listening tour forums across the state; engaged hundreds of advocates and stakeholder groups representing educators, administrators, school support staff, parents, students, and concerned citizens; and received and considered more than 3,500 comments online. The State Board unanimously approved the plan, and Governor Bruce Rauner gave the plan his signature and support in March 2017.

Throughout the drafting and feedback process, stakeholders consistently voiced that the accountability system should portray a multidimensional picture of student learning. The resulting accountability system assesses school quality through nine dynamic measures of student success, from chronic absenteeism and fine arts to English Learner proficiency and academic attainment in science.

Beginning with the 2018-19 school year, every school will receive a summative designation based on overall performance on all of the accountability indicators, as well as any achievement gaps between student demographic groups:

- Tier 1: Exemplary
- Tier 2: Commendable
- Tier 3: Underperforming
- Tier 4: Lowest Performing

The summative designations will create a common understanding of where our schools are and where they need to be for all students to have fair access to quality education. Growth comprises a full 50 percent of the accountability system. Beginning with the 2019-20 school year, schools will receive an additional designation for student growth. ISBE will conduct an

annual comparison of like schools' and all schools' growth toward proficiency and assign growth designations on an A through F scale. The accountability system focuses on growth and student outcomes to examine what's working and what's not, especially between schools serving communities with similar levels of resources and need.

The work of building Illinois' ESSA State Plan deepened ISBE's relationships with the field and crystallized ISBE's definition of quality education. The interconnected environments of a child's life create a continuum of learning. Quality education recognizes and strengthens the connections between students' cognitive, physical, social, and emotional health and between students' overlapping environments in the home, school, and community. Quality education supports the whole child as she or he develops from preschool through high school and on to college and career.

Figure Six: Progress on K-12 Connectivity

# 180,264

**MORE STUDENTS CONNECTED IN 2016**

now have the minimum connectivity they need

# 820,565

**STUDENTS NEED MORE BANDWIDTH**

to meet the minimum connectivity goal



### CONNECTIVITY

83% of school districts representing **1,099,120 students** meet the minimum connectivity goal of 100 kbps per student. This is **up from 71%** in 2015.



### UPGRADES

**191 school districts** upgraded their Internet access in 2016 leading to **715,946 students** getting more bandwidth.

Source: EducationSuperHighway. 2016 State of the States.

Illinois' new statewide system of support, IL-EMPOWER, will help schools shift toward a more holistic educational practice. Schools identified in the accountability system as Tier 4: Lowest Performing will receive comprehensive support services from the IL-EMPOWER network of professional learning partners. An equity assessment in three areas (Governance and Management, Curriculum and Instruction, and Climate and Culture) will assist schools and their professional learning partners in creating a plan to improve student outcomes, strengthen the school's leadership structure, and build sustainable growth.

Through the remainder of 2017, ISBE will convene working groups, engage stakeholders and the public, and work with the Technical Advisory Council to finalize outstanding details of the accountability system and develop the necessary data collection processes to bring the system to life.

ISBE's steadfast commitment to high-quality assessments underpins the new accountability system's academic indicators. ISBE believes all students deserve the opportunity to show what they know and are able to do.

All public high school juniors had the opportunity to take the SAT at no cost for the first time in 2017. The first statewide administration of the SAT overall ran smoothly, thanks in large part to the partnership with the College Board to help school districts transition to the new exam. The SAT aligns to the Illinois Learning Standards, satisfies state and federal accountability requirements, and serves as a college entrance exam. Students have access to a variety of free supplemental educational resources through Kahn Academy. The partnership with the College Board also supports schools in using the SAT data to inform instruction. ISBE will implement improvements to the SAT testing process to ensure an even more successful second administration.

Illinois students took the Illinois Science Assessment (ISA) for the second time in 2017. The ISA aligns to the Illinois Learning Standards in science, which are based on the Next Generation Science Standards. ISBE used the development of the ISA as an opportunity to innovate on the traditional assessment model from top to bottom, while maintaining quality and reducing costs. The exam supports the more engaging

and hands-on science learning and teaching taking place in schools across the state.

ISBE will continue to administer the Partnership for Assessment of Readiness for College and Careers (PARCC) exam to third- through eighth-graders, the Assessing Comprehension and Communication in English State to State (ACCESS) exam to English Learners, and the Dynamic Learning Maps Alternate Assessment (DLM-AA) to students with the most severe cognitive disabilities.

A system founded on equity brings the needs of historically overlooked and underserved student populations to the forefront. ISBE has bolstered its efforts to ensure fair access to quality education for students with disabilities and special learning needs. The U.S. Department of Education in June 2016 issued Illinois the designation of "Meets Requirements" for implementing the requirements and purposes of the Individuals with Disabilities Education Act. This marked the first year in which Illinois achieved the "Meets Requirements" designation – the highest category of compliance – since the inception of the determinations more than 10 years ago.

Fair access to quality education absolutely includes fair access to the internet. Successfully transitioning to online assessment administration depends on all classrooms having reliable access to the internet. High-speed internet also opens classrooms up to the world of free online educational resources.

Fiber optic technology delivers the most affordable and fastest network speeds to schools and allows them to scale cost-effectively to meet growing bandwidth needs in the future. ISBE is collaborating with Governor Bruce Rauner and EducationSuperHighway on the Classroom Connectivity Initiative to expand fiber optic installation in schools across the state by taking advantage of the Federal Communications Commission's E-rate program. The program provides discounts ranging from 20 percent to 90 percent of the costs of eligible internet installation and access services. ISBE has requested the establishment of a \$13 million state matching fund for fiscal year 2018 and FY 2019 to reimburse districts for special construction costs related to fiber optic installation. The Classroom Connectivity Initiative so far has resulted in 180,264 more Illinois students having the minimum connectivity they need.



# Autonomy:

## Maximize district autonomy to provide quality education to all families.

In the context of a common definition of quality, ISBE believes local school leaders and educators best understand their staff's and students' unique needs, challenges, and strengths. Maximizing district autonomy means empowering leaders and educators to make the decisions and investments they know will have the greatest impact for their students. IL-EMPOWER, Illinois' new statewide system of support for all schools, seeks to maximize district autonomy in the school improvement process. IL-EMPOWER, which will transition into effect during the 2017-18 school year, will give schools and districts both more choice and more voice. IL-EMPOWER is grounded in the belief that sustainable transformation comes from building the capacity of schools' own teachers and staff who are connected to their communities.

Schools and districts working with IL-EMPOWER first will conduct a needs assessment and equity audit. They then will choose a professional learning partner from the pre-approved IL-EMPOWER network. All partners in the IL-EMPOWER network will have demonstrated past success in driving school improvement through differentiated profession learning, specifically in 1) Governance and

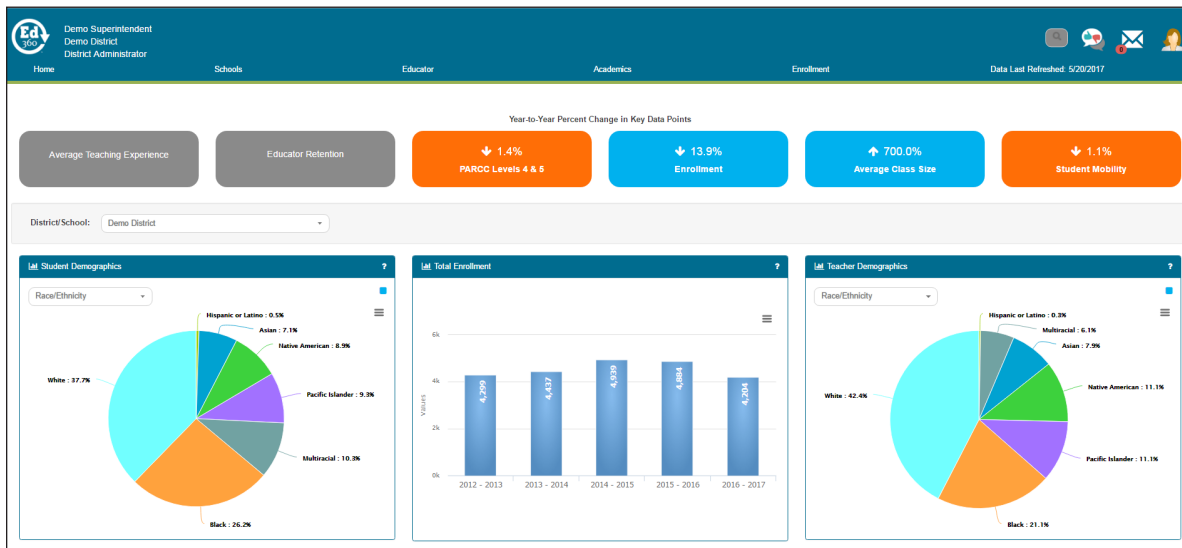
Management, 2) Curriculum and Instruction, and/or 3) Climate and Culture.

Schools, districts, and their professional learning partners will work together to develop a local improvement plan based on data-driven strategies. The goal is to promote shifts in pedagogy to meet the needs of the whole child through an equity lens.

ISBE recognizes the power and promise of data to help illuminate the origins of existing significant achievement gaps. ISBE strives to collect and deliver actionable data to stakeholders to ensure education systems statewide support all students.

Better decisions require better information. ISBE is using \$7 million in federal Statewide Longitudinal Data System grant funds to incubate the next generation of Illinois' student data system. The Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST) project encompasses interrelated and cross-agency efforts to make Illinois' longitudinal student data more accessible and actionable, while protecting student privacy. The results of Illinois Data FIRST will support and improve state and local resource allocations, instruction, and learner outcomes.

Figure Seven: Sample Ed360 Administrator Dashboard



Source: Illinois State Board of Education

ISBE developed the new Ed360 data dashboard for educators and administrators as one component of Illinois Data FIRST. Ed360 provides unprecedented access to live data visualizations of student performance to encourage data-driven instructional practices. The platform will also integrate with Kahn Academy, Plickers, and the Ed Leaders Network Learning Management System to connect educators and administrators to tools and instructional resources to address the student needs revealed by the data.

ISBE launched an Ed360 pilot with 30 school districts. Feedback from the pilot districts and other stakeholders will inform the evolving vision and uses of Ed360 as ISBE progresses toward a statewide rollout during the 2017-18 school year.

ISBE releases the Illinois Report Card online every October. Lauded for its transparency and user-friendliness, the Illinois Report Card provides educators, families, and stakeholders with a comprehensive informational snapshot of public education across the state. The data allows schools and districts to examine their own performance across multiple measures and from year to year. Districts and schools use the Illinois Report Card data to ignite and inform conversations about collaboration, equity, and growth.

The 2016 Illinois Report presented three data points for the first time: teacher attendance; 6- and 7-year graduation cohorts; and the Advanced Placement, International Baccalaureate, and dual credit courses schools offer to students. The award-winning Illinois Report Card also features a mobile-friendly format; “How To” videos to guide users through the website; and improved tools for reviewing assessment data by grades, student groups, and subject areas.

The Illinois Report Card pulls the majority of its data from data systems that school districts update throughout the year, such as the Employee Information System (EIS). ISBE added new fields to EIS in 2016 and 2017, including educators’ years of experience, evaluations, email addresses, and reason for leaving a position.

ISBE will expand the Illinois Report Card interface to display additional data collected as part of Illinois’ new accountability system, including school-level expenditures, summative designations for school quality and student growth, and students’ participation in fine arts courses.



Students at Gallatin Community Unit School District 7 celebrate “DUDE BE NICE” week, handing out red roses from the Family, Career, and Community Leaders of America.

ISBE also supports district autonomy through the \$42 million federally funded Charter Schools Program (CSP) grants. The CSP grants help to expand the number of high-quality and educationally diverse charter schools in Illinois and to evaluate the effects of charter schools on student academic achievement, staff, and parents. Illinois’ charter school law empowers innovative school leaders and educators to approach closing opportunity and achievement in new ways.

ISBE awarded grants to five entities in fiscal year 2017. ISBE believes high-quality school options allow families to find the best learning environment for their children’s unique interests and learning needs.

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# Competency:

## Encourage competency-based learning.

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Every student deserves to graduate from high school holding the keys to a successful future. ISBE is a member of the Illinois P-20 Council – a collaborative focused on developing a seamless and sustainable continuum of education and support from birth through adulthood. ISBE actively supports the council’s goal of increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60 percent by the year 2025.

Reaching the P-20 Council’s goal requires us to rethink how we prepare students for meaningful careers. We know students enter high school with unique assets, experiences, and interests. ISBE believes our schools should meet students where they are, help them share and build upon their strengths, and give them specific support where needed. ISBE is creating a community of practice around reinventing high school. Multiple initiatives spearheaded by ISBE – described here and in the section on ISBE’s goal that 90 percent or more of students graduate from high school ready for college and career – aim to disrupt barriers to all students succeeding in Illinois’ high schools.

ISBE believes high school should present all students with exciting and meaningful opportunities to develop

a sense of competency and confidence. High school should provide each and every child with differentiated supports to facilitate exploration of unique interests in authentic environments. Any model to transform high school must include mastery of the Illinois Learning Standards as the foundation from which personalized opportunities spring. ISBE proposes that Illinois aggressively transform secondary education to prepare our students for the world of work through a radically different approach.

Competency-based learning advances students through their education based on demonstrated mastery of specific skills and knowledge rather than on a standardized amount of time in the classroom. ISBE hopes to spur innovation in the high school experience through personalized, competency-based learning so every student reaches their maximum potential in high school and beyond.

ISBE launched the Competency-Based High School Graduation Requirements Pilot Program in November 2016. ISBE developed the pilot in consultation with the Illinois Community College Board, Illinois Board of Higher Education, representatives from higher education, and national experts as a result of Illinois Public Act 99-0674 (the Postsecondary and Workforce



Participating school and district leaders celebrate the kickoff of the Competency-Based High School Graduation Requirements Pilot with Superintendent Tony Smith, Ph.D., held April 3, 2017, at Manual Academy in Peoria.

Readiness Act), which was passed unanimously by the General Assembly and signed into law by Governor Bruce Rauner on July 29, 2016.

Ten school districts are participating in the first cohort of the pilot, even without an appropriation for state funding. Each district will design and implement their own competency-based learning system and will engage their communities and stakeholders in the development of the system. ISBE will foster an open learning community and provide an online library of research, technical assistance, and models to support the first cohort and to share with districts statewide. ISBE has requested \$1 million in fiscal year 2018 to help support the pilot and will open the application for the next cohort of districts later in 2017.

The 10 school districts leading the way in competency-based learning and participating in the first cohort of the pilot are:

- Six schools in City of Chicago Public School District 299
- East St. Louis School District 189
- Huntley Community School District
- Kankakee School District 111
- Peoria District 150
- Proviso Township High School District 209
- Rantoul Township High School District 193
- Ridgewood High School District 234
- Round Lake Community Unit School District 116
- Williamsfield Community Unit School District 210

Competency-based learning reshapes the educational experience in a number of ways, including through deeper integration of technology and better utilization of teacher talent. ISBE is committed to expanding access to free digital tools to help school districts thoughtfully transition to a new model of learning.

ISBE led Illinois to join Future Ready Schools, a project of the Alliance for Excellent Education, in October 2016. The nationwide initiative connects educators within member states with a robust framework of free research-based tools and resources promoting personalized student learning.

Districts gain access to Future Ready Schools' professional development opportunities by taking the Future Ready District Pledge. As of April 2017, 226 Illinois superintendents signed the pledge, affirming their commitment to work with students, educators,

families, and members of their community to build a culture and practice of personalized learning, enhanced by digital tools.

ISBE also announced the launch of a new statewide #GoOpen initiative in June 2016, joining the inaugural cohort of 15 states promoting the use of high-quality, openly licensed educational resources in schools. Openly licensed education resources are teaching, learning, and research resources that are in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others.

Four Illinois school districts – DeKalb Community Unit School District 428, Illini Bluffs Community Unit School District 327, Macomb Community Unit School District 185, and Urbana School District 116 –stepped forward at the time of the #GoOpen launch to implement a systematic approach to incorporating openly licensed educational resources into their curricula by becoming #GoOpen Districts. The U.S. Department of Education recognized Illinois for its leadership at the #GoOpen Exchange, a knowledge-sharing gathering of state and district leaders, education technology platform providers, and nonprofit organizations.

ISBE will continue to facilitate the creation and use of an open ecosystem of digital resources that can increase equity, empower teachers, and support students through competency-based learning.

The potential of competency-based learning to transform education does not end with students. ISBE hopes to spur a similar shift in educators' learning from "sit-and-get" professional development to teacher-led microcredentials.

Microcredentialing creates opportunities for educators to document their formal and informal learning and capacities. Teachers and administrators use work samples, videos, and other artifacts to showcase their learning against established rubrics and earn "badges" for skills and competencies. Microcredentialing allows educators to access professional learning on demand according to their own interests and schedules.

ISBE is collaborating with states that are pioneering microcredentials in the hopes of designing and launching a microcredentialing pilot later in 2017.

# Community:

## Districts and schools as centers of healthy communities.

ISBE envisions Illinois as a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all members are socially and economically secure.

ISBE draws its inspiration from the Whole School, Whole Community, Whole Child (WSCC) model developed by the Centers for Disease Control and Prevention. The WSCC model “acknowledges learning, health, and the school as being a part and reflection of the local community” and recognizes the link between student health and academic achievement.

Figure Eight: Whole School, Whole Community, Whole Child Model



Source: Centers for Disease Control and Prevention

The WSCC model calls for education systems to recognize and nurture each student as a “whole child” – an individual with interconnected needs living within an ecology of overlapping environments. Adopting the whole child mindset empowers schools and districts to make connections in their communities with public, private, and nonprofit institutions so together they can build more holistic and inclusive systems.

ISBE strives to position schools as resource hubs central to a network of services and opportunities for children, their families, and communities. Research

shows that children learn best when they feel safe and healthy.

ISBE received \$15 million in fiscal year 2017 to provide grants to school districts and community organizations for after-school programming through the Healthy Community Incentive Fund. The grant aims to improve academic outcomes for students by providing enrichment activities in a safe and healthy environment and by strengthening support services for students facing the greatest challenges. Grantees have the opportunity to participate in the National School Lunch Afterschool Snack Program and At-Risk Afterschool Meals component of the Child and Adult Care Food Program. ISBE requested an additional \$15 million for the Healthy Community Incentive Fund in fiscal year 2018.

ISBE collaborates with other agencies in implementing the whole child model. ISBE partners with the Illinois Department of Healthcare and Family Services to coordinate Medicaid dollars and the availability of health services at school sites for children lacking access to health care.

The Specialized Family Support Program (SFSP), created in response to the Custody Relinquishment Prevention Act, unites six youth- and health-focused state agencies in identifying the behavioral health needs of youth at risk of custody relinquishment and linking them with the most appropriate clinical services. Custody relinquishment occurs when parents or guardians refuse to take a youth home from a hospital or similar treatment facility out of a reasonable belief that the youth will harm someone upon their return home, and no evidence of abuse or neglect exists. The SFSP provides 90 days of crisis stabilization services to youth at risk of custody relinquishment and their families.

ISBE provides technical assistance to the Department of Juvenile Justice, a member of the SFSP, and Local Education Agencies (LEAs) to help neglected or delinquent youth to re-enter school successfully and/or to find employment after they leave an institution and return to the local community.



Children enjoy free snacks and meals at the Summer Meals kickoff event in Harrison Park in Chicago in June 2016.

Every Illinois community hosts Continuum of Care programs funded by the U.S. Department of Housing and Urban Development. The programs promote communitywide commitment to the goal of ending homelessness and seek to minimize the trauma and dislocation caused to homeless individuals. ISBE established procedures to ensure children experiencing homelessness have equitable opportunities to learn and succeed in school. LEA homeless education liaisons educate and work closely with all personnel in the school district as well as with community social service agencies and Continuum of Care programs to identify all children experiencing homelessness. LEAs use the Common Form created by ISBE to enroll children experiencing homelessness.

The majority of schools' and school districts' family and community engagement funding comes from federal sources. Expansion of specific family and community engagement programs will depend heavily on the amount of federal Title IV allocations for federal fiscal year 2018.

The State Board approved Illinois' Every Student Succeeds Act (ESSA) State Plan in March 2017. In the plan, ISBE commits to using Title IV, Part A (Student

Support and Academic Enrichment Grants), Part B (21st Century Community Learning Centers), and Part F (Promise Neighborhoods and Full-Service Community School Programs) funds to coordinate state-level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health awareness training programs, expand access for school-based counseling and behavioral health programs, and improve the outcomes of children living in the most distressed communities.

Under ESSA, nonpublic schools participate equitably in state services. ISBE held the first-ever nonpublic and public school conference on April 5, 2017, to educate stakeholders and practitioners about ESSA and Title I funding. ISBE staff developed an informal newsletter to increase the nonpublic community's engagement with ISBE's work.

ISBE recognizes the integral role of families in children's success from cradle to career – and the potential of engaged and active families to bolster school improvement efforts. Effective family engagement requires accessible, diverse, and ongoing communication. ISBE remains dedicated to assisting schools and districts in using Title I funding to

strengthen communication with families. Over the past two years, Title I Foundational Services funds have delivered professional learning opportunities to approximately 4,040 school and district personnel to enhance their ability to communicate with and engage students' families in meaningful ways.

The ISBE Family Engagement Framework serves as a guide for the professional learning opportunities and for schools' and districts' use of family engagement as a strategy to improve student outcomes. The evidence-based framework includes four principles designed to support schools and districts in building a systemic approach to engagement, developing trusting relationships with families and community stakeholders, engaging families in ongoing two-way communication, and including families in decision-making processes.

When schools and districts have the capacity and evidence-based supports to engage families in meaningful ways, they can leverage Title I funds in

impactful ways. For example, Peoria Public Schools District 150 implemented a new approach to its Parent University program during the 2016–17 school year and boosted participation rates from 10-20 participants to 1200 participants city-wide. The Peoria Public Schools District 150 district staff broke down barriers to engagement by organizing evening activities at local businesses and public facilities, sending buses to transport people to and from the events, and by providing food and supervised child care activities

Community High School District 218 created parent-led family resource centers at the four high schools in the district to better serve the growing English Learner population and help new families learn to navigate the educational system. The district invested time to build the capacity of school leaders, funds to hire parent liaisons on a part-time basis, and physical space to house the centers. As a result, *U.S News & World Report* recognized three of the four high schools as top schools in supporting students in meeting college and career goals.



Parents learn nurturing skills by “Making LEMONADE” at an event funded by 21st Century Community Learning Center grants at Dunbar Elementary School in East St. Louis School District 189. Parents use LEMONADE as a mnemonic device for healthy attitudes and approaches to parenting.

## **Section Two:**

# **Progress on Agency Goals**



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# Goal: Kindergartners are assessed for readiness.

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## RESULTS TO DATE

Children enter kindergarten with a variety of early childhood experiences. Research shows that 90 percent of human brain development happens in the first five years of life.

ISBE believes that assessing the developmental readiness of all students entering kindergarten is critical to ensuring that all children receive equitable support in their early years.

A planning committee of experts, advocates, and practitioners, from the community and within ISBE partnered in 2010 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 the Kindergarten Individual Development Survey (KIDS). KIDS guides educators as they observe young students' knowledge, skills, and behavior. KIDS, which is validated, informed by research, and aligned with state standards, focuses on the competencies that can best predict a student's long-term success. Data from KIDS will help communities and legislators understand where children have and do not have access to quality preschool.

KIDS will be implemented statewide beginning in the 2017-18 school year, when kindergarten teachers will observe students on 14 key measures across four learning domains. KIDS will help ISBE identify districts in which children are showing high levels of kindergarten readiness, pinpoint what is working and why, and share those successes with communities across the state.

ISBE has piloted KIDS across the state since 2012, engaging more than 50,000 children. Three-hundred and eighty unique districts have entered KIDS data into KIDStech in the last five years. The pilot has informed updates and adjustments to improve the observational tool in advance of statewide implementation.

Twenty-four of the 762 districts that provide kindergarten classes still need to have teachers attend a KIDS training.

## ONGOING EFFORTS

Early childhood programs establish a healthy foundation for lifelong learning. The path toward college and career readiness starts with the path toward kindergarten readiness.



A kindergarten teacher in West Chicago Elementary School District 33 collects KIDS observations on her iPad while interacting with children during independent play.



Children enjoy free food and activities at the Summer Meals kickoff event in Harrison Park in Chicago in June 2016.

KIDS will help ISBE evaluate families' access to and the effectiveness of preschool programs statewide. KIDS also will help inform best practices in the early elementary grades. The new accountability framework ISBE developed under the Every Student Succeeds Act (ESSA) and approved by the State Board in March 2016 includes a preschool to second grade (P-2) indicator of school quality and student success. ISBE collected feedback throughout the drafting of the ESSA State Plan. Stakeholders emphasized the importance of connecting early child education all the way through to postsecondary attainment. The P-2 indicator aligns with the college and career readiness indicator at the high school level and the parallel indicator for elementary and middle grades, creating a continuum of accountability and support throughout a student's academic life. ISBE will work with stakeholders and the Technical Advisory Council to develop the P-2 indicator by December 31.

The State Board's fiscal year 2018 budget request included a \$50 million increase in funding for Early Childhood Education to fulfill the third year of a five-year federal grant agreement to increase state funding by that much annually.

ISBE administers a number of state and federally funded grants and programs to expand high-quality preschool programs, improve the quality of existing programs, and support the healthy development of young children.

The Early Childhood Block Grant (ECBG) program provides funding to serve children from birth to age 5 through the Prevention Initiative (PI) and Preschool for All (PFA) programs. The ECBG also provides support for program quality and improvement through monitoring and training, as well as resources for program/district staff through the Illinois Early Learning Project and the Illinois Early Childhood Asset Map.

During the 2016-17 school year:

- 148 PI programs provided 13,330 children, prenatal to age 3, and their families with intensive, research-based, and comprehensive child development and family support services in home visiting, center-based, and family literacy programs.
- 455 PFA programs provided 73,118 children, ages 3 to 5, with at least 2.5 hours of high-quality preschool, including comprehensive

developmental screening, bachelor’s-level early childhood licensed teachers, and standards-aligned and research-based curriculum.

- More than 2,100 PFA personnel received professional development and coaching to enhance their skills in working with young children.

Specific additional efforts focus on enhancing equity for high-need preschool-aged children.

The Preschool Expansion Grant (PEG) supports the state’s efforts in expanding high-quality preschool to high-need 4-year-olds not yet eligible for kindergarten. Programs funded through PEG offer more than full-day instruction. They also support families through connections to health, mental health, dental, and social services; intensive family engagement services; universal and targeted supports for positive behavioral and social emotional development; and at least 60 minutes per day of physical activity. Twenty-five PEG programs provided services during the 2016-17 school year to 3,110 4-year-olds in families at or below 200 percent of the poverty level.

A representative from ISBE’s Division of Early Childhood works on the Statewide Inclusion Team, part of the Inclusion Topic National Cohort. The cohort has three goals:

- 1) To use data to identify strengths and challenges to providing services to children with disabilities in early childhood settings;
- 2) To design and implement strategies and activities based on data analyses to increase high-quality inclusive opportunities for young children and their families; and
- 3) To improve capacity to promote and support practitioner use of high-quality inclusive practices by assessing and making changes to their infrastructure.

The percentage of students with disabilities ages 3 to 5 receiving the majority of special education and related services in a regular early childhood program increased statewide from 35.41 percent in federal fiscal year 2014 to 37.98 percent in FFY 2015 as a result of working with the cohort. The percentage of students with disabilities ages 3 to 5 in a separate special education class, school, or residential facility decreased from 29.15 percent in FFY 2014 to 28.21 percent in FFY 2015. Both measures surpassed the initial objectives set for the cohort.

ISBE remains a key stakeholder on the Illinois Early Learning Council, a public-private partnership created by Public Act 93-380 to strengthen, coordinate, and expand programs and services for children from birth to age 5. As a member of the executive committee, ISBE works to maximize the state’s ability to capture current and future federal funds for early learning services and infrastructure. The Early Learning Council helped to identify the policy priorities for the fiscal year 2019 ECBG re-compete. The funding priorities included:

1. High need communities
2. Serving more children from priority populations
3. Increasing the number of preschool slots that provide full-day, comprehensive services
4. Encouraging and supporting community collaborations
5. Building a birth to third grade continuum of high quality services



Two kindergarten students in West Chicago Elementary School District 33 mimic their teacher’s whiteboard drawings. Even short, small exchanges between children can yield multiple KIDS observations for teachers.

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# Goal: Ninety percent or more third-grade students are reading at or above grade level.

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## RESULTS TO DATE

The new Illinois Learning Standards for English language arts, implemented during the 2013-14 school year, chart a path from kindergarten through high school for students to achieve college and career readiness. Students who are college and career ready can comprehend as well as critique the message of a speaker or an author. These students build strong content knowledge and come to understand other perspectives and cultures by engaging with a wide range of works of quality and substance. College and career ready students are able to cite evidence; respond to the varying demands of audience, task, purpose, and discipline; and strategically and capably use technology and digital media.

One of ISBE's goals is that 90 percent or more of third-grade students are reading at or above third grade level by the end of third grade. Researchers often refer to third grade as the pivotal moment when a student shifts from "learning to read" to "reading to learn." The content students encounter in science, mathematics, and social studies after third grade requires more reading and active synthesis of academic vocabulary. A student who does not meet grade-level expectations for reading by third grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time, according to the American Educational Research Association.

ISBE measures students' learning in English language arts by administering the Partnership for Assessment of Readiness for College and Careers (PARCC) exam to all students in the third through eighth grades. Illinois students took the PARCC assessment for the second time in spring 2016. The PARCC assessment aligns to the new Illinois Learning Standards and not only asks students what they know but also to demonstrate their understanding in a different way than did the previous state assessment. The PARCC assessment asks students to express their understanding in writing, in response to and with reference to authentic, real-world texts.



A fourth-grade student learns about geography at the Richland County Elementary School's educational afterschool program, the Tiger Zone, funded through 21st Century Community Learning Center grants.

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Of all third-grade students who took the PARCC assessment in 2016, 35.5 percent met or exceeded grade-level standards in English language arts, approximately the same percentage as in 2015.

The PARCC assessment reflects student performance across five levels. Students scoring a 4 or 5 demonstrate a thorough understanding of grade-level standards, meaning they are on track to being ready to enter college or the workforce by the end of high school. Students scoring a 3 are approaching expectations for their grade level, but need additional assistance to master some aspects of the content. Students scoring a 1 or 2 need the greatest supports to master the content and get on track to achieve college and career readiness.

## ONGOING EFFORTS

Schools need data and resources to evaluate students' progress in reading and to support each student's development as a whole child. The whole child model of education recognizes and strengthens the connections between students' cognitive, physical,



Kindergarten students follow directions and play together at the Richland County Elementary School's educational afterschool program, the Tiger Zone, funded through 21st Century Community Learning Center grants.

social, and emotional health and between students' overlapping environments in the home, school, and community.

The federally funded 21st Century Community Learning Centers (CCLC) grants that ISBE administers embody the whole child model. Illinois' 398 21st CCLC programs provide academic enrichment opportunities during non-school hours for more than 47,000 students. The broad array of 21st CCLC programs help students meet state and local learning standards through extended learning opportunities in core academic subjects, such as reading and math; art, music, character building, physical education, and other enrichment activities; and literacy, computer training, and other educational services for the families of participating children. The 21st CCLC also act as a magnet for other philanthropic and social service programs and funds to support students' social, emotional, cognitive, and physical health and remove barriers to learning.

For instance, in East Richland Community School District 1, students at three 21st CCLC sites select homework or tutoring activities to support their academic success. Students also select enrichment activities that align with the Illinois Learning Standards and illustrate real-world applications of English language arts and math content. Students at East Richland Middle School's "Block" program performed High School Musical Jr, strengthening their fluency and comprehension through reading scripts, memorizing lines, and seeing the words come to

life on stage. Students also visit the school and community libraries, participate in book clubs, and write to their favorite authors. The district's 21st CCLC grant embeds goals in English language arts and other core subjects to keep the program focused on academic achievement.

Teachers report improvement in the behavior and motivation to learn at school and in the academic performance of students who participate in 21st CCLC programs. Sixty-three percent of elementary school students participating in 21st CCLC programs improved in behavior and motivation to learn and 30.7 percent improved in reading ability, according to teachers surveyed for the 21st CCLC Annual Performance Report for the 2013 cohort of grants.

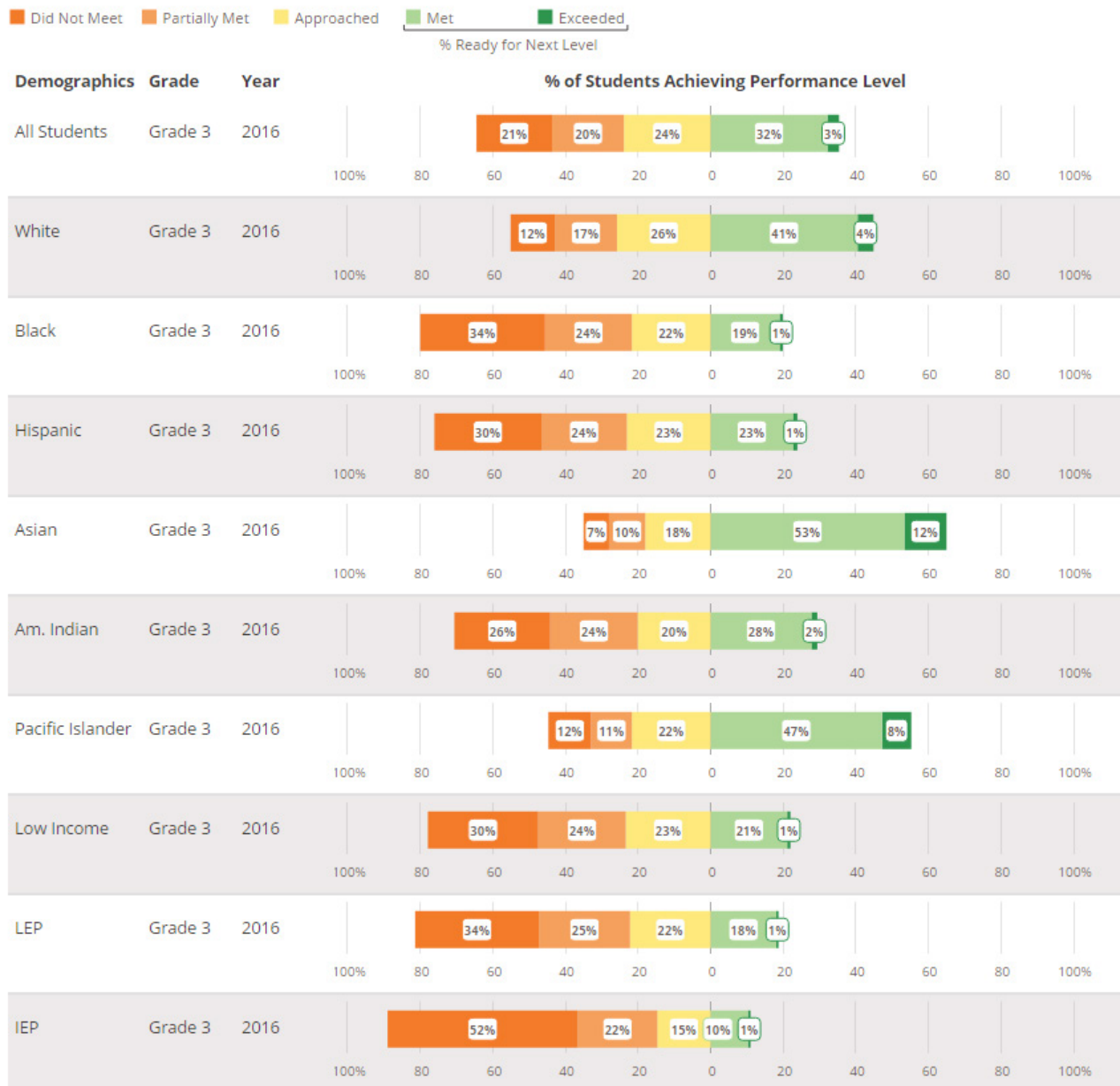
School year 2016-17 marked the first year of full implementation for the six schools that received federal School Improvement Grant 1003(g) awards in 2015-16. At one elementary school, changes to curriculum and instructional practice supported by the grant resulted in an improvement from 29.5% of third graders reading at or above grade level to 74.4% at the end of the third quarter. ISBE is studying School Improvement Grant 1003(g) successes and schools to inform the final design and implementation of the new IL-EMPOWER statewide system of support.

The new accountability system ISBE developed under the Every Student Succeeds Act includes both attainment of and growth toward mastery of grade-level standards in English language arts for the

third through eighth grades and in high school as key indicators of schools' academic performance. ISBE will collect data from schools during the 2017-18 school year and issue every school a summative school quality designation aligning with the new accountability system in the spring of 2018. Schools in the lowest tier (out of four tiers) will receive comprehensive professional learning services through IL-EMPOWER to improve school leadership and build staff capacity to serve the needs of the whole child. Ensuring every child can read at or above grade level by the end of third grade protects their ability to

access greater and greater learning opportunities as they mature through school and life. The new accountability system also includes a preschool to second grade (P-2) indicator of school quality and student success to align with the college and career readiness indicator at the high school level. The P-2 indicator will help schools assess how well they are preparing students for the third grade and will help prompt shifts in pedagogy to ensure all students stay on track to college and career readiness. ISBE will work with stakeholders and the Technical Advisory Council to develop the P-2 indicator by December 31, 2017.

Figure Nine: Statewide Third-Grade Student Performance on the PARCC Assessment in English Language Arts



LEP = Limited English Proficient; IEP = Individualized Education Program (Students with Disabilities)

Source: Illinois State Board of Education. Illinois Report Card.

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# Goal: Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.

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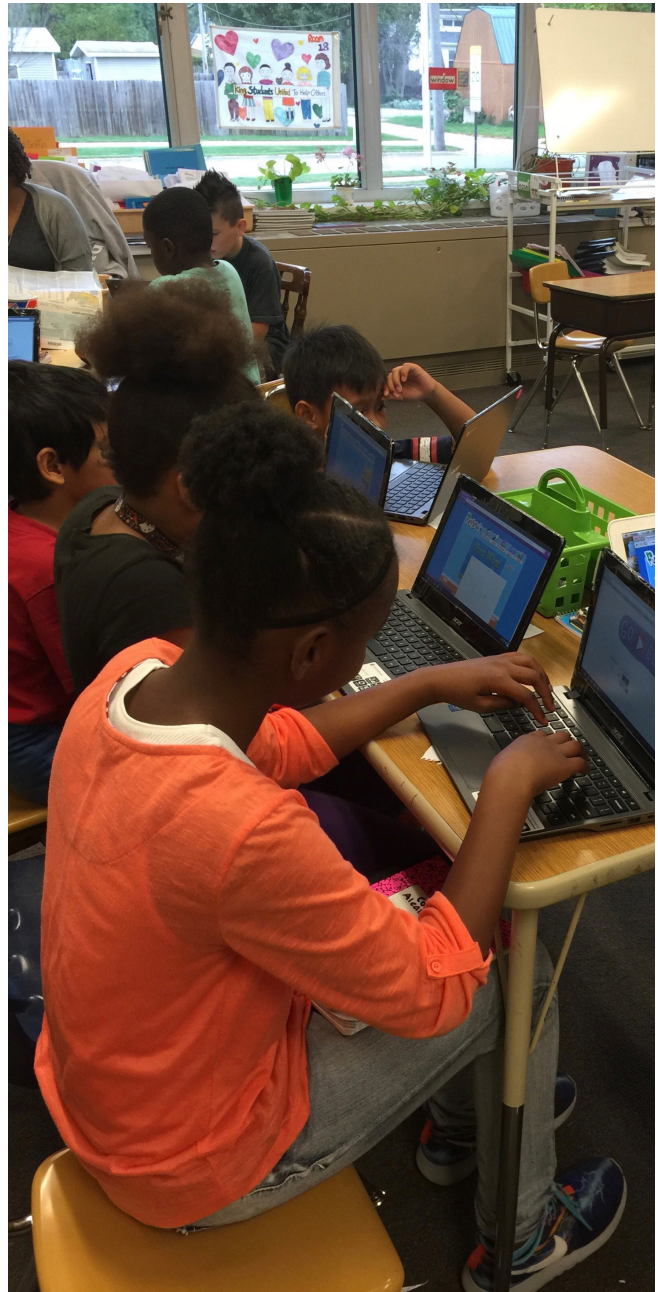
## RESULTS TO DATE

The new Illinois Learning Standards for mathematics have generated major shifts in instruction. The standards emphasize deep conceptual understanding of key ideas and encourage the development of critical reasoning and problem-solving skills. The sequencing of the standards from grade to grade supports a more fluent understanding of the most critical mathematical concepts. The standards promote a culture of professional learning as educators develop their own abilities to help students meet these higher expectations for learning.

Many high-wage and high-demand careers require a solid foundation in math. One of ISBE's goals is that 90 percent or more of fifth-grade students meet or exceed expectations in mathematics, laying the foundation for more advanced learning opportunities in middle and high school. Graduating high school appropriately proficient in mathematics not only keeps both college and career doors open but also empowers individuals with skills and knowledge necessary to navigate life freely. Gaining mathematical proficiency delivers a key piece of the puzzle to create a fulfilling life of one's choosing.

Schools statewide assessed students on the new Illinois Learning Standards for mathematics for the second time in the spring of 2016. Students in the third through eighth grades took the Partnership for Assessment of Readiness for College and Careers (PARCC). The PARCC assessment asks students to demonstrate their understanding in a different way than did the previous state assessment. Students solve multi-step math problems that require reasoning and address real-world situations. Students taking advanced math courses in elementary and middle school also have the option to take the mathematics assessment that most closely aligns with their instruction.

Of all fifth grade students who took the PARCC assessment in 2016, 31.7 percent met or exceeded



Students from Urbana School District 116, a leading participant in the #GoOpen initiative, use open educational resources like Funbrain, a provider of free educational games for reading and math, to drive learning digitally.

grade-level expectations – an increase of approximately 5 percent over 2015.

The PARCC assessment reflects student performance across five levels. Students scoring a 4 or 5 demonstrate a thorough understanding of grade-level standards, meaning they are on track to being ready to enter college or the workforce by the end of high school. Students scoring a 3 are approaching expectations for their grade level, but need additional assistance to master some aspects of the content. Students scoring a 1 or 2 need the greatest supports to master the content and get on track to achieve college and career readiness.

## ONGOING EFFORTS

ISBE strives to empower educators and administrators to use data to understand each student’s learning needs and provide specific and differentiated supports and resources for all students to fulfill their fullest potential.

The new accountability system ISBE developed under the Every Student Succeeds Act includes both attainment of and growth toward mastery of grade-level standards in mathematics in third through eighth grades and in high school as key indicators of schools’ academic performance. The accountability system examines schools’ effectiveness at delivering math instruction as one of nine interconnected levers to improve student outcomes.

The accountability system also includes an elementary and middle grades indicator of school quality and student success to align with the college and career readiness indicator at the high school level. The elementary and middle grades indicator will measure students’ access to and participation in the opportunities that build a well-rounded educational experience. The indicator will help schools appraise how opportunities and barriers outside of the math classroom can impact students’ success in math. ISBE will work with stakeholders and the Technical Advisory Council to develop the elementary and middle grades indicator and the academic growth indicator by December 31.

The data collected from schools according to the new accountability system indicators will inform each school’s annual summative school quality designation,

beginning in the spring of 2018. Schools in the lowest tier (out of four tiers) will receive comprehensive professional learning services through the new statewide system of support, IL-EMPOWER.

ISBE believes in teacher leadership as a critical lever to improving student outcomes. The IL-EMPOWER network of professional learning partners will work with schools to improve leadership structures and build educators’ capacity to identify and serve the needs of the whole child. The whole child model recognizes and strengthens the connections between students’ cognitive, physical, social, and emotional health and between students’ overlapping environments in the home, school, and community.

ISBE also administers the federally funded Math and Science Partnership (MSP) Grant specifically to improve educators’ instructional practice in science, technology, engineering, and mathematics (STEM) subjects. The MSP grant cultivates partnerships between high-need school districts and the STEM departments at higher education institutions. The MSP Grant provides 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields. The 750 educators who cultivated their practice through the MSP Grant in fiscal year 2017 provided enhanced STEM instruction to 42,702 students.

The federally funded 21st Century Community Learning Centers (CCLC) programs support students’ academic success through enrichment activities that align with the Illinois Learning Standards and illustrate real-world applications of core subjects, including mathematics. Students learn fractions and chemical reactions through cooking and use technology and computer games to build math skills. Many 21st CCLC programs integrate family engagement as an integral part of students’ success.

For instance, the Giving Our Achievers Lifelong Success (GOALS) program serves approximately 300 students at five different sites in East St. Louis and focuses on STEM academic enrichment. Staff at GOALS engage families through workshops on topics of interest, such as nutrition and wellness and how to help students with homework. GOALS collaborates with the Academic Development Institute (ADI) on activities such as home visits, the development of parent information centers, arranging mentoring with

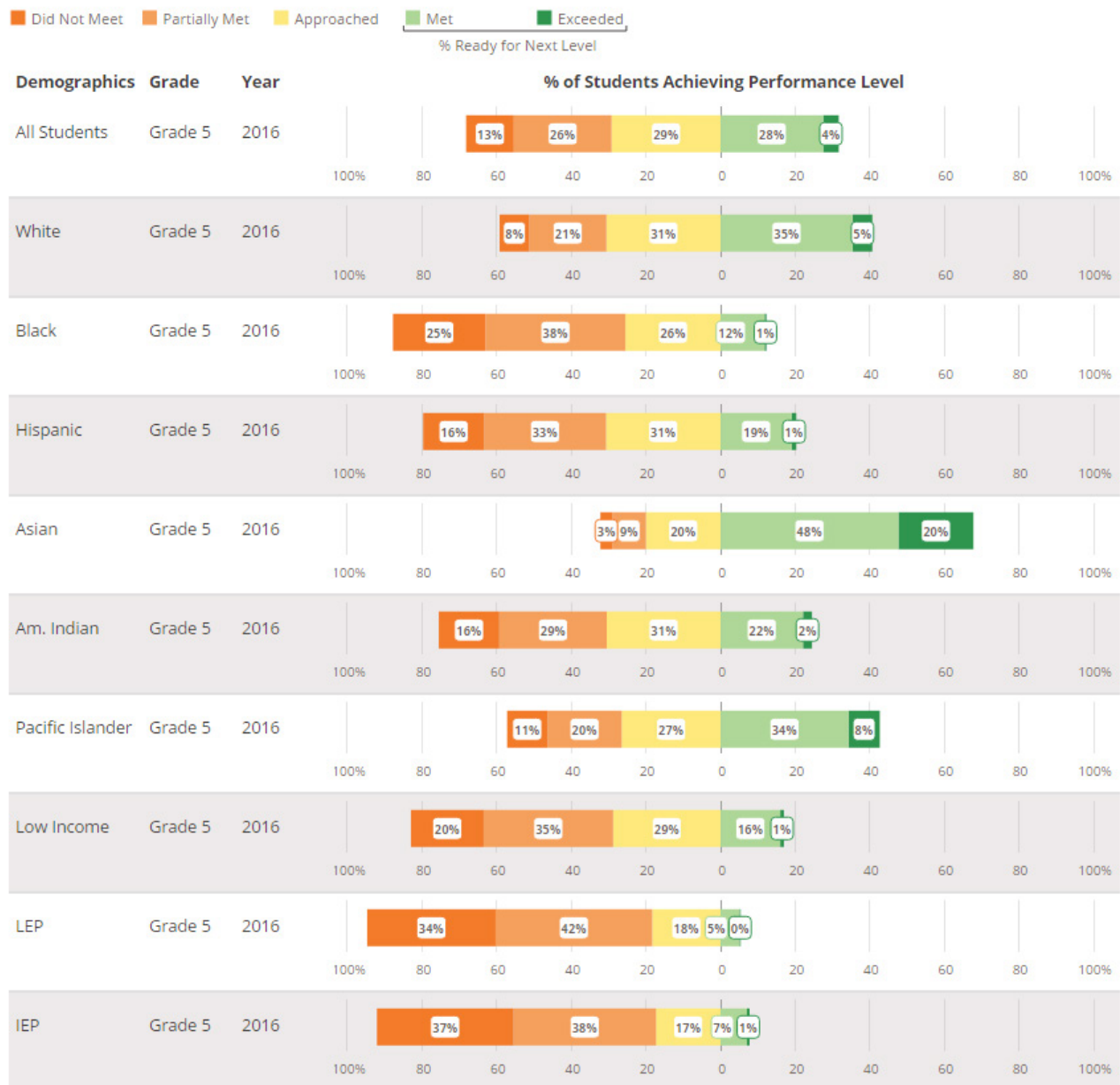


community organizations, and distributing “family packs”—literacy activities that students can complete with their families at home. GOALS makes sure family members feel welcome at events and assign family engagement activities to objectives with measurable outcomes.

programs. Sixty-three percent of elementary school students participating in 21st CCLC programs improved in behavior and motivation to learn and 26.2 percent improved in mathematics ability, according to teachers surveyed for the 21st CCLC Annual Performance Report for the 2013 cohort of grants.

Teachers report improvement in the behavior and motivation to learn at school and in the academic performance of students who participate in 21st CCLC

Figure 10: Statewide Fifth-Grade Student Performance on the PARCC Assessment in Mathematics



LEP = Limited English Proficient; IEP = Individualized Education Program (Students with Disabilities)

Source: Illinois State Board of Education. Illinois Report Card.

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# Goal: Ninety percent or more of ninth-graders are on track to graduate with their cohort.

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## RESULTS TO DATE

The first year of high school poses a critical transition period for students, according to research from the Consortium on Chicago School Research at the University of Chicago. The transition to high school challenges students academically, socially, and behaviorally. Finishing the first year of high school “on track” to graduate sets students on a path for success in the following years.

The ninth-grade on-track indicator developed by the consortium and first adopted by ISBE in the 2013-14 school year combines two separate but related factors: the number of credits earned and the number of failing grades in core subjects (English language arts, mathematics, science, and social science). 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. Students with too few credits and too many failed courses at the end of ninth grade face difficulties and delays in taking more advanced courses required for graduation, which often require success in a prerequisite class.

**Students who finish the ninth grade on track are almost four times as likely to graduate from high school in four years as those students who do not. In fact, the consortium’s research shows that the ninth-grade on-track indicator predicts high school graduation better than eighth-grade test scores or students’ background characteristics.**

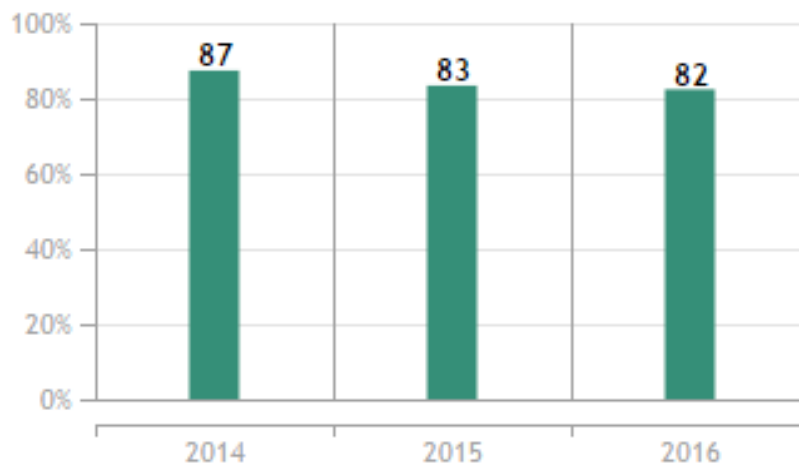
One of ISBE’s goals is to see 90 percent or more of ninth-graders are on track to graduate with their cohort because all students can succeed in high school.

Statewide for the 2015-16 school year, 82.4 percent of ninth-grade students finished the year on track, which means nearly one in five students did not.

Research shows that the numbers of students on track and graduating rise when schools identify and actively intervene with students veering off track. Effective interventions provide specific academic supports in a safe environment and help off-track students build the skills necessary to overcome obstacles.

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Figure 11: Statewide Rate of Ninth Grade Students On Track: Three-Year Trend



Source: Illinois State Board of Education. Illinois Report Card.

## ONGOING EFFORTS

The new accountability system ISBE developed under the Every Student Succeeds Act includes ninth-grade on track as an indicator of school quality and student success for high schools.

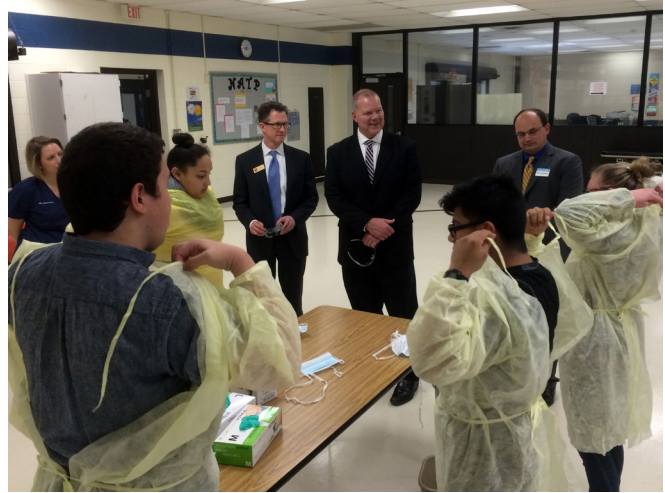
Including ninth-grade on track as an accountability indicator spurs heightened awareness of and attention to students' first year of high school as a decisive moment in their academic trajectory.

ISBE will collect data from schools during the 2017-18 school year and issue every school a summative school quality designation aligning with the new accountability framework in the spring of 2018. Schools in the lowest tier (out of four tiers) will receive comprehensive professional learning services to improve leadership structures, build staff capacity, and improve student outcomes. The professional learning services will focus on identifying and addressing equity gaps – areas where students with greater needs need to receive greater supports. The ninth grade on track indicator will help reveal opportunities to strengthen the resources and interventions for students struggling with the transition to high school.

The accountability system also includes chronic absenteeism as a key indicator of school quality and student success for all schools. Students need to be in school to succeed in school. Numerous studies, both national and local, show a strong link between attendance and academic success.

The Illinois Attendance Commission, created by Public Act 99-0432, acknowledged that key transitions in a child's academic life, such as from middle to high school, "trigger school attendance difficulties." The report expressed the need for schools, parents, and communities to recognize the difficulty of transitions and to "strategize solutions to keep students engaged at these critical junctures."

Illinois already is working to develop solutions to address chronic absenteeism. Including chronic absenteeism as an indicator in the accountability system will help promote implementation of effective solutions in schools and communities across the state.



State Superintendent of Education Tony Smith, Ph.D., visits the Nursing Assistant Training Program at the Technology Center Of DuPage in February 2017.

The Attendance Commission submitted its second annual report to the General Assembly and ISBE in December 2016. The commission will "develop informed recommendations concerning data sharing structures, systems for identifying absenteeism patterns early and creating intervention plans, and ways to engage families using clear, actionable data." ISBE will continue to provide administrative support and information to the Attendance Commission to support their development of recommendations to eliminate chronic absenteeism.

The level of chronic absenteeism and the number of ninth graders on track in Illinois schools can help tell us whether students feel engaged in their learning, well known, and well cared for at school. ISBE will help schools understand these accountability indicators and leverage the data to improve student outcomes. Success in high school sets the foundation for students to mature into thriving adults who contribute to safe, healthy, and economically secure communities.

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# Goal: Ninety percent or more students graduate from high school ready for college and career.

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## RESULTS TO DATE

Every student deserves to graduate from high school holding the keys to multiple doors, all of which lead to a successful future. Illinois must continue to invest in high-yield opportunities for high school students in order to achieve its goal that 90 percent or more of students graduate ready for college and career.

Illinois' four-year graduation rate increased from 82 percent in 2012 to 86 percent in 2014 and held steady over the past two years, despite severe and compounding funding challenges that have constricted opportunities for students in low-income communities.

Disaggregating Illinois' graduation rate by demographic groups reveals the inequity that perpetuates income and achievement gaps as

students move into adulthood. Our public schools graduated 94 percent of Asian students and 90 percent of White students in 2016, but only 85 percent of Pacific Islander students, 81 percent of Hispanic students, 79 percent of American Indian students, 75 percent of Black students, 72 percent of English Learners, and 71 percent of students with Individualized Education Programs.

Only 25 percent of graduating seniors in 2016 demonstrated college readiness in all four core subjects on the ACT: English, mathematics, reading, and science. Seventy-one percent of Illinois' 2014 high school graduates enrolled in a postsecondary institution within 16 months; however, 49 percent of the 2014 graduating class that enrolled in Illinois' community colleges had to take remedial courses. Taking remedial courses makes graduating from college take longer, cost more, and ultimately less likely.



Students from Leyden Township High School District 212 showcase coasters made from computer numerical control milling machines, as part of their Career and Technical Education.



Joliet Township High School District 204 celebrates being named the College Board Advanced Placement (AP) District of Year among all small-sized districts for their achievements expanding access to and success in AP classes and exams.

Illinois has taken strides to eliminate access and achievement gaps for low-income students and students of color in the most rigorous high school courses. Students often earn college credit for Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses, securing a leg up in college costs and completion time before even enrolling.

**Illinois ranks fourth in the nation for increasing the percentage of graduates earning a 3 or higher on an AP exam during high school. Illinois ranks 10th for the overall percentage of the graduating class of 2016 scoring a 3 or higher on an AP exam during high school. The College Board named Joliet Township High School District 204 the Advanced Placement District of the Year among small-sized school districts based on an analysis of three academic years of AP data.**

Illinois became the first state in the nation to partner with the Lead Higher Initiative, committing to a statewide challenge to close equity gaps for low-in-

come students and students of color in AP, IB, and dual enrollment courses. The Lead Higher Initiative chose Illinois due to the engagement of our superintendents on the issue and our statewide vision. Business and philanthropy groups nationally have pledged more than \$100 million to identify and enroll 100,000 low-income students and students of color over the next three years.

The State Board at its December 2016 meeting approved an agreement with the College Board to maintain the cost of taking AP tests at \$15 per exam for low-income students, compared to the normal test fee of \$93, for the May 2017 test administration.

ISBE continues to provide all high school juniors with free access to a college entrance exam. High schools administered the SAT for the first time statewide in 2017. The College Board helped school districts transition to the new exam. All students received free preparation tools and materials through Kahn Academy.

## ONGOING EFFORTS

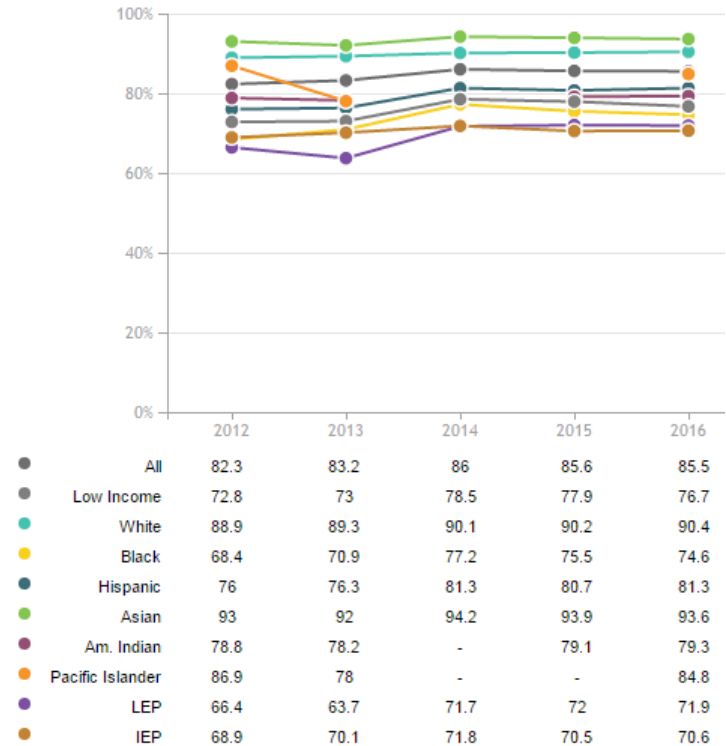
The new accountability framework that ISBE developed under the Every Student Succeeds Act includes college and career readiness as an indicator of school quality and student success for high schools. The indicator outlines criteria for students to achieve either Distinguished Scholar or College and Career Ready status.

ISBE developed the indicator after consultation with educators; representatives from school and district leadership, higher education, and the business sector; and Governor Bruce Rauner. ISBE will work with stakeholders and the Technical Advisory Council to develop data collection processes for the college and career readiness indicator by December 31.

The Postsecondary Workforce Readiness (PWR) Act requires ISBE to work with stakeholders and other state agencies to create specific industry-aligned college and career pathway endorsements on high school diplomas. Beginning with the class of 2020, high school graduates will be able to earn endorsements after completing career-focused instructional sequences equivalent to two years of coursework within fields such as marketing, architecture and construction, health sciences, and energy.

The PWR Act also requires ISBE, the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Student Assistance Commission to jointly adopt and publicize model postsecondary and career expectations for public school students in the eighth through twelfth grades. The Postsecondary and Career Expectations framework (Illinois PaCE) will provide guidance to students, families, educators, administrators, and community-based organizations on what types of experiences and information a student should have in order to make an informed decision about college and career plans after high school. As part of the “Workforce Readiness through Career Pathways and Apprenticeships” initiative launched by Governor Rauner’s Children’s Cabinet, cross-agency efforts will help to articulate postsecondary and career expectations, drive expanded opportunities to learn outside of the traditional classroom, and align plans for college and career pathways with Illinois’ new accountability system indicators.

Figure 12: Statewide Four-Year Graduation Rate: Five Year Trend



Source: Illinois State Board of Education. Illinois Report Card.

The ability to speak multiple languages equips students with an additional asset for success in college and careers. A \$75,222 Arts and Foreign Language Implementation Assistance grant in fiscal year 2017 will afford approximately 3,000 high school students the opportunity to learn a different world language. The Illinois Virtual Schools also helps a large number of students graduate either on time or ahead of the curve by providing credit recovery options and courses, including world languages and AP, not offered by their home school.

Illinois is among the first states in the country to empower school districts to award a State Seal of Biliteracy to students who demonstrate a high level of proficiency in English and in reading, writing, listening, and speaking another language. The optional State Seal of Biliteracy program has grown substantially since becoming law in 2013. A single district piloted the program in the 2013-14 school year; and 72 school districts indicated their intention to participate in the 2016-17 school year. Under a new law that took effect January 1, 2017, state universities and community

colleges must accept the State Seal of Biliteracy as equivalent to two years of foreign language courses taken during high school.

School districts also can award a State Commendation toward Biliteracy to students who demonstrate significant progress toward earning the Seal. Districts recognize students who earn the Seal or the Commendation on their high school diplomas and transcripts. The recognition demonstrates students' valuable language skills to prospective employers and college admissions officers. The Seal of Biliteracy validates the linguistic assets that many students bring to Illinois classrooms and motivates all students to work toward an important skill set for college and career readiness.

Technical; science, technology, engineering and math (STEM); and agricultural programs also prepare students for success in high-demand industries. Hundreds of thousands of jobs in manufacturing and technology go unfilled nationwide because of a lack of qualified candidates. ISBE strives to make high-quality technical, STEM, and agricultural education program available to more students.

The Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 provides federal funding to prepare students for high-skill, high-wage, or high-demand occupations through educational activities outside of the typical academic subjects. The foci of Illinois' CTE programs stem from labor market analyses and span five sectors: agricultural education; business, marketing, and computer education; family and consumer sciences; health science technology; and technology and engineering education. ISBE

provides leadership, technical assistance, and monitoring for CTE programs at 673 high schools. About 96 percent of students who completed CTE programs graduated from high school.

Project Lead the Way (PLTW) Engineering "empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers" in any career path they choose. PLTW Engineering has expanded to 153 engineering/technology secondary programs and enrolled more than 14,000 students at the high school level in Illinois since 2003. FY 2016 funding from the STEM Leadership and Technical Assistance Grant provided training and professional learning for approximately 400 Illinois high school teachers with PLTW Engineering programs in their schools.

The Agricultural Education Programs' Incentive Funding Grant provides support to more than 300 secondary and postsecondary agricultural education programs for program and curriculum improvement. The formula for the grant rewards quality: The more quality indicators a program achieves, the more funds a program receives. The Facilitating Coordination in Agricultural Education (FCAE) grant provides a unique and specific combination of skill development opportunities, content knowledge, organizational structure, and services to all agricultural education teachers. The FCAE project and partners reach nearly 550,000 students and 38,000 teachers in prekindergarten through postsecondary settings.

Student enrollment in agricultural education secondary programs has nearly tripled since the inception of the FCAE project and Incentive Funding Grant line item. School districts have established an average of seven new agricultural education program per year in each of the last five years. Student net earnings have totaled more than \$11.67 million from work-based learning projects connected to their classroom training. Nearly 30 percent of agricultural education programs offer dual credit opportunities for students.

The FCAE project also led to the development of the Illinois Agricultural Education curriculum, which includes more than 1,000 Illinois Learning Standards-aligned lesson plans, presentations, online assessments, and e-units (online student texts) available at no cost to Illinois educators and used by approximately 24 other states.



Future Farmers of America students testify at the May 24, 2017, Illinois State Board of Education meeting on about the leadership benefits of agricultural education.

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# Goal: All students are supported by highly prepared and effective teachers and school leaders.

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## RESULTS TO DATE

All students need effective teachers from their first day in the classroom. Illinois recognizes the need to measure the classroom readiness of teacher candidates and collect actionable information to guide the state's efforts to improve teacher preparation programs.

ISBE requires all teacher candidates for licensure to take and pass a subject-specific edTPA – a performance-based assessment of teaching effectiveness developed by the Stanford Center for Assessment, Learning, and Equity at Stanford University.

The edTPA uses multiple measures to evaluate a teacher candidate's readiness to lead a classroom. Similar to the National Board certification process, the edTPA asks the teacher candidate to upload a professional portfolio reflecting required competencies. The portfolio includes items such as video recordings of the teacher candidate interacting with students in the classroom, lesson plans, samples of the teacher candidate's students' work, analyses of student learning, planning and assessment documentation, and reflective commentaries.

ISBE gathered the first full year of data from edTPA in 2016. The results from each of the three different rubrics show pass rates above 95 percent, with several areas showing pass rates of 100 percent.

The data shows that teachers applying for licensure are surpassing the standards for classroom readiness. However, Illinois needs many more candidates to enter and remain in the profession in order to reach its goal that all students are being supported by highly prepared and effective teachers and school leaders every day.

As of October 1, 2016, 1,005.8 or .77 percent of the 129,860.2 total public school teaching positions in Illinois are unfilled. The open positions are concentrated in particular fields, such as bilingual and

special education, and frequently in rural or low-income regions of the state.

ISBE supports eliminating barriers that discourage qualified individuals from teaching. ISBE worked with the Illinois General Assembly to pass SB 2912, signed into law by Governor Bruce Rauner on Jan. 6, 2017. The new law makes several changes to streamline the process for licensed educators in other states to obtain an Illinois license, reduces financial and other barriers to substitute teaching, and creates alternative routes for teachers to seek the teacher leader license endorsement.

## PROGRESS AND INITIATIVES

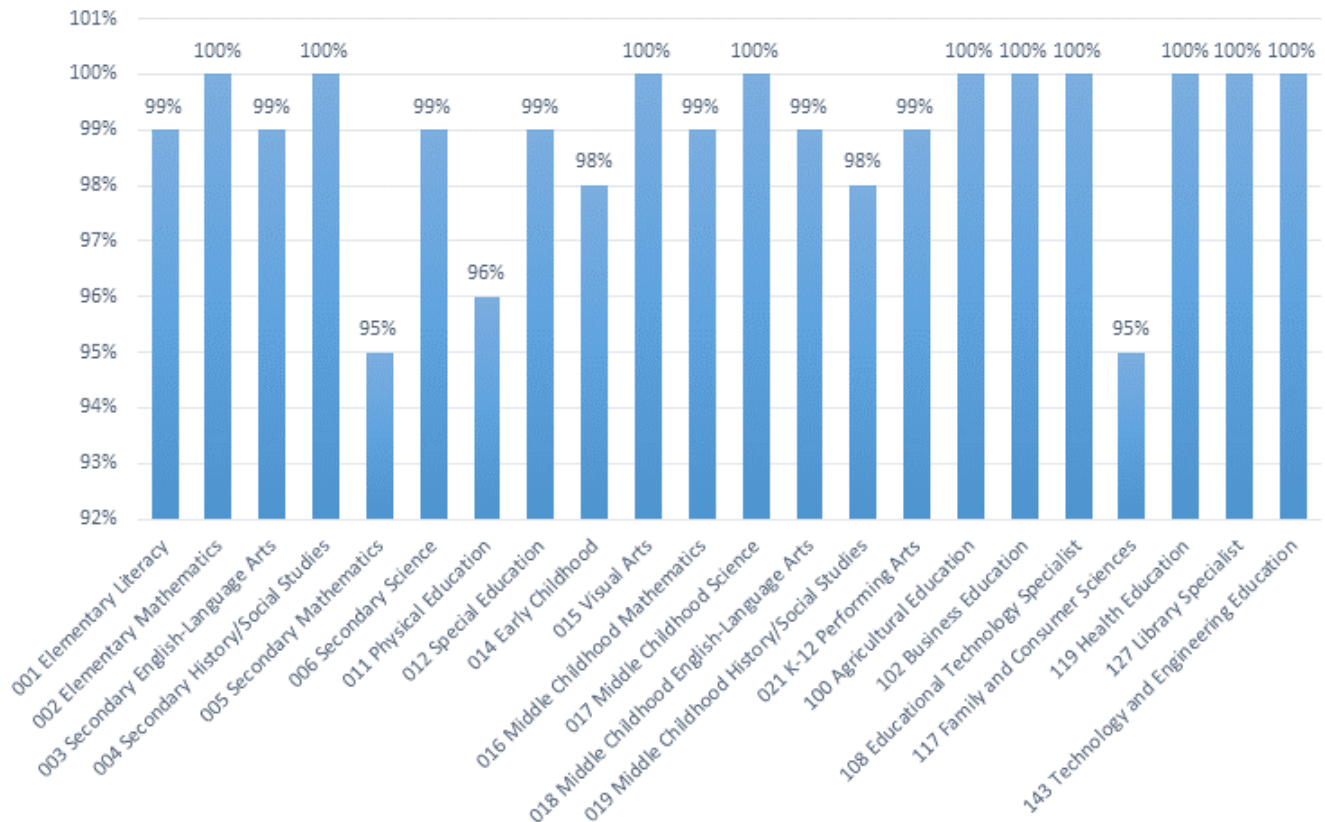
ISBE's Division of Educator Effectiveness continues its work to strengthen educator preparation programs in Illinois. ISBE works closely with a diverse group of stakeholders to ensure educator preparation programs receive the data they need to improve – not only educators' content knowledge and classroom readiness but also placement and retention in the profession. The stakeholder group, called the Partnership for Educator Preparation (PEP) Steering Committee, includes 20 leading college of education deans and hiring managers at public schools from across Illinois.

The PEP Steering Committee recommended that ISBE increase transparency, accountability, and the continuous improvement systems in teacher preparation programs. ISBE has acted on the committee's recommendation and designed the voluntary Teacher Preparation Data System Pilot program. Thirty-nine of the state's 59 approved teacher preparation institutions – representing 90 percent of the state's current teaching candidates – have opted into the pilot.

Teacher preparation institutions participating in the pilot and ISBE are submitting data across a common set of inputs and outcomes. The resulting data system will equip teacher preparation institutions with



Figure 13: 2015-16 Statewide Pass Rate in Each EdTPA Subject



Source: Illinois State Board of Education

unprecedented access to real-time placement and performance information for graduates. The candidate-level, program-level, and longitudinal data, combined with the shared set of indicators and measures of program performance, will empower teacher preparation institutions statewide to engage in continuous program improvement.

The goals of the pilot include:

- Test and gather input on ISBE’s proposed indicators and measures of program performance
- Identify and solve data collection barriers at educator preparation programs and at ISBE
- Gather data to test benchmarks and inform the appropriate weights and measures for the final performance measurement system
- Identify and address program performance trends in advance of full system implementation
- Support educator preparation programs in collaborating with one another on accountability and the development of continuous program improvement systems

ISBE expects to create a report for each pilot participant in August 2017.

ISBE continues to support programs and engage in partnerships to address the regional teacher shortage. ISBE administers the Growing Agriculture Science Teachers program to support eligible institutions in addressing the shortage of agriculture science teachers in Illinois. The grant provides incentive funding to agriculture science teacher education programs to recruit teacher candidates, to improve retention by providing support to new teachers in their first five years of service, and to enhance the field-based experiences of teacher candidates. Since the introduction of the grant in fiscal year 2009, the number of agricultural education teacher training programs in Illinois has remained steady while the number of other teacher training programs has declined.

ISBE is currently working with management organizations and teachers unions on a bill to further streamline the licensure process for all licensed

educators and staff, while maintaining high standards across the board. ISBE also is working with school district leaders and regional superintendents to explore better and more creative ways to recruit substitute teachers.

ISBE believes in expanding opportunities for teacher leadership and meaningful professional learning experiences in order to improve satisfaction and retention among educators and to harness the teaching corps' deep talent and knowledge to improve Illinois' education systems.

Illinois' Every Student Succeeds Act State Plan, developed by ISBE and approved by the State Board in March 2016, includes specific opportunities to increase teacher leadership. For instance,

competitive grant programs will allow for 30-, 60-, and 90-day teacher-led and practice-focused research projects. Competitive grant programs also will support innovative fieldwork partnerships between districts and higher education institutions to augment the range and quality of teacher candidates' experiences in the field and with seasoned educator role models. ISBE will continue supporting Ed Leaders Network, an online, on-demand, professional learning community, to connect teacher leaders across districts. The state plan also calls for the development of resources and professional learning opportunities for educators on the principles of Universal Design for Learning, differentiated instruction, balanced assessment, and data and assessment literacy. The scope of the teacher development and teacher leadership programs will depend heavily on federal funding levels for Title II.



Educators at Hope Academy in Decatur Public School District 61 celebrate Children's Mental Health Awareness, as part of their IL-AWARE programming.

# Goal: Every school offers a safe and healthy learning environment for all students.

## RESULTS TO DATE

Learning happens best when students feel safe and healthy. ISBE believes schools need to create and maintain a safe, caring, inclusive, and responsive school climate so all children in the state can reach their full potential.

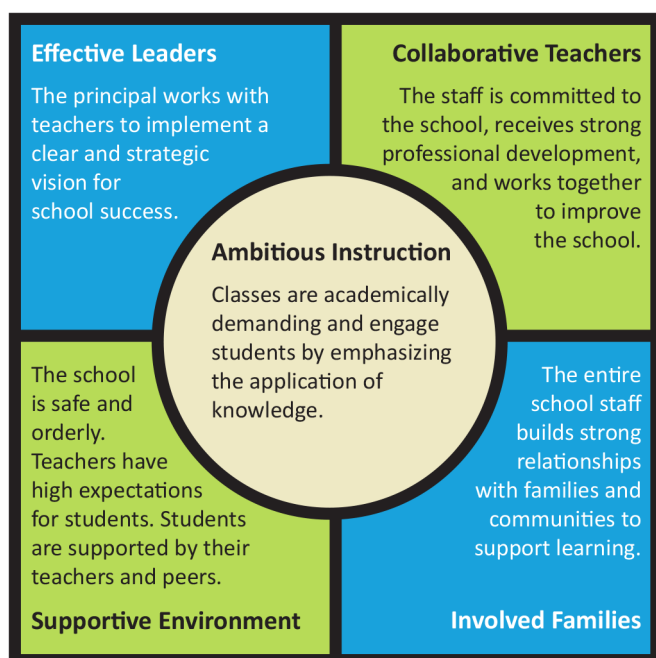
The 5Essentials Survey, which is being administered statewide for the fifth consecutive year during the 2016-17 school year, continues to provide valuable feedback about individual schools' climate and culture. The Consortium on School Research at the University of Chicago developed the 5Essentials Survey -- a comprehensive, research-based tool designed to assess components of school organization proven to connect to improved student outcomes. Practitioners use their individualized school-level 5Essentials report to better understand strengths and areas for improvement in their school culture and to turn these insights into targeted actions.

Current Illinois state statute requires all school districts to administer a climate survey at least every other year. Statute allows districts to choose between the 5Essentials or one of three approved alternative surveys. Currently, 27 school districts administer one of the alternative surveys; the other 828 districts administer the 5Essentials. Many school districts elect to administer a climate survey every year.

The Illinois Learning Standards for social/emotional learning continue to guide schools and districts in developing curricula and programming to help students achieve three specific social/emotional learning goals throughout the continuum of their academic life:

1. Develop self-awareness and self-management skills to achieve school and life success;
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships; and
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Figure 14: 5Essentials Survey Model



Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.

ISBE also recognizes the critical importance of physical health to students' capacities to learn. Poor physical fitness; violence; lack of proper nutrition; communicable diseases; and alcohol, tobacco and other drug use pose substantial challenges to students' cognitive functions and readiness to learn in school. The Illinois Learning Standards for enhanced physical education aim to foster physical and mental receptiveness to learning and to promote healthy decision-making and teamwork skills.

## ONGOING EFFORTS

Illinois' Every Student Succeeds Act (ESSA) State Plan, approved by the State Board in March 2017, emphasizes the vital role of state education agencies in supporting schools' efforts to address barriers to learning and teaching, such as trauma, poverty, homelessness, disengagement, absenteeism, bullying, behavioral health issues, and lack of behavioral and physical health supports in the school environment.



A student at Benavides Kindergarten Center in East Aurora School District 131 tries fresh green beans, made possible through the federally funded Fresh Fruit and Vegetable Program.

Illinois' ESSA State Plan commits ISBE to using federal Title II dollars to enhance professional learning and resources for educators regarding social and emotional learning, cultural competence, conflict management, trauma and behavioral health issues, restorative practices, and anti-racist and anti-bias approaches. The new accountability framework in the ESSA State Plan includes annual participation in the 5Essentials Survey as a key indicator of school quality and student success for all schools. Eligible schools and districts will receive funding to connect with qualified professional learning partners to improve culture and climate through IL-EMPOWER, Illinois' new comprehensive statewide system of support for schools. In addition, the Climate and Culture pages on the ISBE website outline the Comprehensive System of Learning Supports; offer supports for children of military families, homeless youth, and youth in care; and include anti-bias and anti-hate resources.

ISBE received a \$1.9 million federal Project AWARE (Advancing Wellness and Resilience in Education) cooperative grant in 2014 from the Substance Abuse and Mental Health Services Administration to support its efforts to help schools detect and respond to mental health issues among youth.

Three Illinois school districts -- East Aurora School District 131, Decatur Public School District 61, and Harrisburg Community Unit School District 3 -- serve diverse student populations in rural and urban settings and share the majority of the funds. The districts help students, families, educators, mental health providers, local law enforcement, juvenile justice agencies, and other community-based organizations develop and implement comprehensive plans to identify and address students' mental health needs.

The grant also supports Youth Mental Health First Aid (YMHFA) training at both the state and local community levels to improve mental health literacy and capacity among adults who interact with school-aged children. Six hundred twenty-five individuals received YMHFA training from September 2014 to September 2016. YMHFA-trained adults connected 599 school-aged youth to mental health or related services.

ISBE's Trauma-informed Practices Pilot, most recently funded by the state in fiscal year 2015 through the Illinois Children's Mental Health line, fosters a statewide understanding of trauma and its impact and builds capacity for identifying and implementing appropriate interventions. The Special Education

Association of Peoria County, the Regional Offices of Education, and ISBE partnered in FY 2017 to provide trainings and book studies for approximately 500 educators and administrators.

Illinois continues to be a leader in valuing the positive impact of nutritious, regular meals on students' learning and development. ISBE proudly administers nutritious food programs, including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, Summer Food Service Program, Special Milk Program, and Fresh Fruit and Vegetable Program, all funded by the U.S. Department of Agriculture.

For instance, funding for the Fresh Fruit and Vegetable Program (FFVP) allows elementary schools serving low-income students to provide a fresh fruit or vegetable snack to students outside of the breakfast and lunch service times. The program not only provides valuable nutrients for students' minds and bodies but also exposes students to a wide variety of colorful fruits and vegetables with which they may not otherwise be familiar. ISBE received \$5.4 million in the 2016-17 school year and awarded FFVP grants to 260 schools.

ISBE's Nutrition & Wellness Division also is working diligently to create resources for the field on enhanced

physical education, including an Illinois-specific mechanism for submitting physical fitness data to ISBE. ISBE anticipates releasing aggregate physical fitness data by fall 2017.

ISBE is building and improving its coordination of wellness services and supports through internal changes. The reorganization will facilitate a more holistic approach to students' social, emotional, behavioral, and physical development. The Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child (WSCC) model will guide the work of ISBE's wellness division. The WSCC model includes 10 components that contribute to critical education and health outcomes for students: health education; nutrition environment and services; employee wellness; social and emotional school climate; physical environment; health services; counseling, psychological, and social services; community involvement; family engagement; and physical education and physical activity.

ISBE's wellness division will work collaboratively with other divisions, state agencies, and partners to advance ISBE's vision of Illinois as a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.



Students at Nicholas A. Hermes Elementary School in East Aurora School District 131 wear green to celebrate National Children's Mental Health Awareness Day. The district uses IL-AWARE funding to put violence prevention strategies and safe school policies into practice and to develop partnerships with local behavioral health providers and children's organizations.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *JH*

**Agenda Topic:** Illinois State Educator Preparation and Licensure Board Appointments

**Materials:** None

**Staff Contact(s):** Emily Fox, Division Administrator for Educator Effectiveness

**Purpose of Agenda Item**

The Division of Educator Effectiveness requests the Board to authorize the State Superintendent to review and act upon the recommendation for appointments to the Illinois State Educator Preparation and Licensure Board (SEPLB).

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

The Illinois SEPLB has the responsibility to make recommendations to the State Board of Education on matters that directly relate to the following goal: All students are supported by highly prepared and effective teachers and school leaders.

**Background Information**

Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois SEPLB. An appointment to the licensure board is for a three-year term and members have traditionally served no more than two terms.

Appointments to the Illinois SEPLB are to represent specified categories of educators as follows:

5	Administrative or faculty members of public or private colleges and universities in Illinois
3	Administrators in the public schools
10	Public school classroom teachers
1	Regional superintendent of schools

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.

Recommendations are submitted by professional organizations representing higher education, teachers, administrators, and Regional Offices of Education.

The State Superintendent has received nominations and conducted interviews in accordance with the nomination procedures set forth in statute. He recommends the following individuals for membership on the Illinois SEPLB:

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

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

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

Jennifer Smith, teacher at Monticello Middle School  
Illinois Education Association

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

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

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

**Policy Implications:** Approval of this recommendation will fill open seats on the Illinois SEPLB and align it to the required composition of the board as set forth in statute.

**Budget Implications:** None

**Legislative Action:** None

**Communication:** None

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

**Pros:** Approval of the recommendation will allow the Illinois SEPLB to be able to continue to ensure that students will have highly prepared and effective teachers and school leaders.

**Cons:** None

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

### **Next Steps**

Upon Board authorization, agency staff will notify the nominees and their sponsoring organizations about the action taken by the State Board of Education. In addition, the members of the Illinois SEPLB will be notified and the State Board of Education and the Illinois SEPLB websites will be appropriately updated.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*  
Libi Gil, Ph.D., Chief Education Officer *LG*  
Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning *JH*

**Agenda Topic:** Postsecondary & Workforce Readiness Act

**Materials:** Postsecondary and Career Expectations (PaCE) Framework  
PWR Competency Mapping Work Plan  
Interagency Plan for College and Career Ready Endorsements

**Staff Contact(s):** Mary Reynolds, Director of Community Partnerships and Secondary Transformation  
Marci Johnson, Director of Teaching and Learning

**Purpose of Agenda Item**

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

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

These guides will address the following Board goals:

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

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more students graduate from high school ready for college and career.

**Background Information**

House Bill 5729 incorporated the work of the HR 477 committees and community feedback and was introduced in 2016. The bill passed the General Assembly unanimously and was signed by Governor Rauner in July 2016. Public Act 99-0674 established the Postsecondary Workforce Readiness (PWR) Act.

The PWR Act includes four major components:

1. Develop a competency-based high school graduation requirements pilot program
2. Establish a college and career ready expectations framework
3. Create college and career pathway endorsements on high school diplomas
4. Define high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction



A presentation regarding the PWR Act was made during the May 2017 Board meeting and it was explained that there are two areas that require action: the adoption of a college and career ready expectation framework and the adoption of an interagency plan for supporting the development of college and career pathway endorsements on high school diplomas. In both cases, ISBE is engaged in this work both to ensure that districts understand these opportunities as well as to provide support to those districts that wish to implement either/both the PaCE framework or work in developing college and career ready endorsements on high school diplomas.

### **Establish a college and career ready expectations framework**

The Postsecondary and Career Expectations framework (PaCE) is intended to provide guidance to students, families, educators, administrators, and community-based organizations on what types of experiences and information a student should have in order to have the most opportunities and make the most-informed decisions about college and career plans during their life after high school. ISBE, the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), and the Illinois Student Assistance Commission (ISAC), in consultation with appropriate stakeholders, shall jointly adopt and publicize model postsecondary and career expectations for public school students in grades 8 through 12 by no later than July 1, 2017. ISAC adopted the framework on April 12, 2017, and IBHE and ICCB are expected to consider the framework in June.

### **Create college and career pathway endorsements on high school diplomas**

This is voluntary program for school districts wherein the achievement of public high school graduates who receive one or more college and career pathway endorsements have it noted on their high school diploma. The endorsement demonstrates a student's readiness for college and career and completion of instruction and professional learning experiences in a selected career interest area, completion of an individualized learning plan and professional learning experiences, and readiness for non-remedial coursework. The PWR Act requires the Illinois Pathways Interagency Committee agencies (includes at least ISBE, ICCB, IBHE, ISAC, the Department of Commerce and Economic Opportunity (DCEO), and the Illinois Department of Employment Security [IDES]) to develop and adopt a comprehensive interagency plan for supporting the development of the College and Career Pathway Endorsement programs by no later than June 30, 2017. This plan reflects cross-agency collaboration. The public-private steering committee is required to recommend a sequence of minimum career competencies for particular occupational pathways by no later than June 30, 2018, and ICCB and IBHE shall adopt the requirements for postsecondary institutions. Participating school districts shall submit the information and certifications for 2020 high school graduates by no later than June 30, 2019.

### **Financial Background**

No state appropriation has been provided for implementation of the PWR Act.

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

**Policy Implications:** Adoption of this framework and plan will provide guidance to students, families, educators, administrators, and community-based organizations.

**Budget Implications:** ISBE intends to integrate the framework and plan with existing initiatives and ongoing communication mechanisms. Districts should be able to incorporate the expectations into existing college and career ready efforts.

**Legislative Action:** Implementation of this framework and plan do not require additional legislative action.

**Communication:** ISBE will incorporate the framework and plan with existing mechanisms to support districts as they begin implementation.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

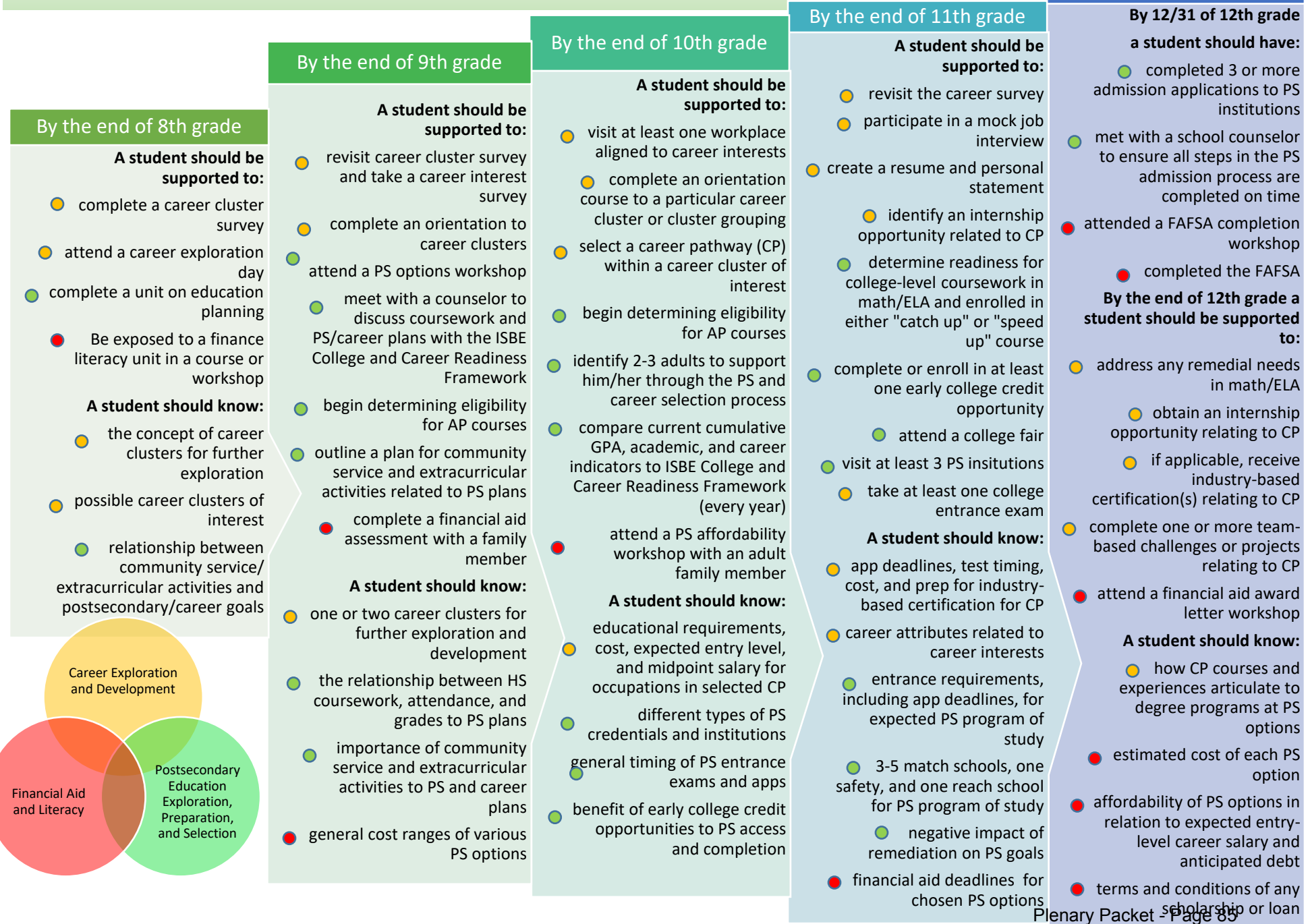
The State Board of Education hereby adopts the Postsecondary and Career Expectations framework and the interagency plan for supporting the development of the College and Career Pathway Endorsement programs.

**Next Steps**

Upon Board authorization, staff will promote the Postsecondary and Career Expectations framework and interagency plan for supporting the development of the College and Career Pathway Endorsement programs with stakeholders. Staff will continue to collaborate with IBHE, ISAC, ICCB, DCEO, and IDES to implement the provisions of the plan and act.

# Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions on careers and postsecondary (PS) education or training, plan a course of study, and make financial aid assessments with family members.



**PWR Competency Mapping Work Plan | May 2017 – April 2018**

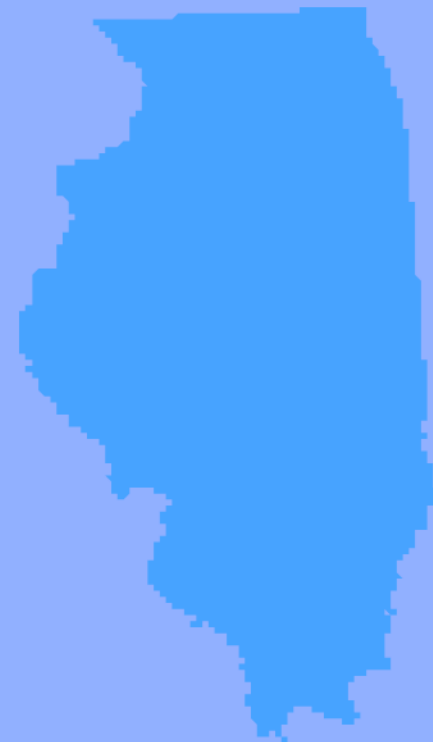
Activity	Completion date
Work with EdSystems (lead) to identify public-private steering committee members for IT, Health Sciences, Advanced Manufacturing, and Finance and Business, cross referenced with Governor’s Children’s Cabinet Business Engagement sub-group	May / June 2017
Email public-private sector-focused steering committees (4) an introductory work plan overview, invitation to first meeting (July) and proposed timeline of work	Early June 2017
<p>Desk-based research, to be completed distributed in the week prior to the introductory committee meeting</p> <ul style="list-style-type: none"> <li>• Conduct research on competency modelling strategies and resources, including DOL-ETA and O*Net, industry-based certification competency statements, career pathway learning objectives, etc.</li> <li>• Identify promising and strategic resources for subcommittees to draw from to develop 10 technical competency statements and 10 draft professional competency statements in four priority industry sectors: Health Science, IT, Manufacturing, and Finance/Business</li> <li>• Develop a brief memo synthesizing findings and rationale for approach, and a competency statement resource collection</li> </ul>	June / Early July 2017
Coordinate meeting and facilitate follow-up communication with representation from Children’s Cabinet Business Engagement sub-group	June 2017
<p>HR Interviews (preliminary)</p> <ul style="list-style-type: none"> <li>• Identify and interview HR staff from Illinois employers (4-5/sector) to collect insights that will inform the development of competency statements, and collect job descriptions</li> <li>• Document and incorporate findings to share with sector subcommittees</li> </ul>	Late June / Early July 2017
<p>Industry Sector Subcommittee Meeting #1</p> <ul style="list-style-type: none"> <li>• Design and facilitate an initial cross-sector committee meeting (via webinar) to provide an overview and conceptual introduction to technical and professional competency mapping and collect initial feedback on appropriate sector-specific resources for competency statements via virtual/phone break-out sessions</li> </ul>	Mid-July 2017
Consult individual subcommittee members and/or convene small focus groups (virtually), as needed, to refine initial competency statements	Late July / Early August 2017

Refine/revise competency statements based on iterative feedback	August 2017
Collect feedback from HR interview participants for feedback on draft competency statements; conduct strategic follow-up interviews, as needed	Late August 2017
<p>Industry Sector Subcommittee Meeting #2</p> <ul style="list-style-type: none"> <li>• Convene and facilitate a cross-sector, in-person meeting (potential site: NIU Naperville campus) to refine/revise technical and professional competency statements in break-out sessions with each subcommittee</li> </ul>	September 2017
Refine/revise competency statements; conduct targeted follow up, as needed, to collect feedback from sector subcommittees	September / October 2017
<p>Industry Sector Subcommittee Meeting #3</p> <ul style="list-style-type: none"> <li>• Convene virtual meetings (1/sector) to review and refine competency statements</li> <li>• Conduct individual follow-up and refine, as needed</li> </ul>	Early November
Refine/revise competency statements; develop a small of sample performance indicators (high school and entry-level readiness) for each competency statement, in each industry sector	November / December 2017
Disseminate competency statements and draft/sample performance indicators for public comment; drafts to be considered by local/regional working teams at the 60x25 Network convening	January 2017
Collect feedback on competency statements and suggestions for performance indicators, WBL integration, etc. during public comment period	February 2017
Refine/revise competency maps based on collected feedback; targeted outreach to subcommittee members, as needed	Early March 2018
<p>Industry Sector Subcommittee Meeting #4</p> <ul style="list-style-type: none"> <li>• Convene virtual meetings (1/sector) to review final drafts of competency maps</li> <li>• Incorporate final rounds of feedback</li> </ul>	Late March 2018
Disseminate final competency maps and draft performance indicators for final approval/adoption	April 2018



# Interagency Plan for College and Career Pathway Endorsement Supports

June 2017



# Postsecondary and Workforce Readiness (PWR) Act

- Public Act 99-0674 (HB 5729) was signed by Governor Rauner in July 2016
  - Focus: helping Illinois students achieve college and career readiness
- Four main components of PWR Act:
  - Postsecondary and Career Expectations (PaCE)
  - Competency-based high school graduation requirements
  - Transitional math
  - College and career pathway endorsements

# College and Career Pathway Endorsements in the PWR Act

- PWR Act establishes a statutory framework for high school students, beginning with the class of 2020, to receive College and Career Pathways endorsements on their diplomas
- Endorsements demonstrate students' college and career readiness, achieved through completion of instruction and professional learning experiences within the structure of a pathways system
- To receive an endorsement, a student must complete:
  - An individualized plan for college, career, and financial aid
  - A career-focused instructional sequence equivalent to two years of coursework within an endorsement area
  - A sequence of professional learning experiences involving career exploration, team-based challenges, and career development
  - A demonstration of learning to show readiness for non-remedial coursework in reading and mathematics
- Each endorsement area represents an industry sector, or group of sectors, based on Illinois and National Career Cluster frameworks



# Endorsement Framework

## State Interagency Adoption Process

- Agency Representatives:
  - Reviewed the PWR act with a focus on the plan for College and Career Pathways Endorsement (CCPE) Programs
  - Reviewed the proposed timeline and goals to support the CCPE components
  - Considered Labor Market Analysis data to define Illinois' Priority Industry Sectors for Endorsement Focus
  - Discussed and vetted ideas for Pathways Endorsements, considering: alignment with career clusters; other state models; Career Academy examples; guided pathways; meta-majors; labor markets
- Purpose of Endorsement Framework:
  - Establish a logical grouping of industry sectors for the delivery of high school CCPE programs, that lead to a more a specific occupational focus as the students transition into postsecondary and careers through the pathways

# Endorsement Framework

ENDORSEMENT AREA	RELATED CAREER CLUSTERS (from National Career Cluster Framework)
<b>AFNR(Agriculture, Food, and Natural Resources)</b>	<ul style="list-style-type: none"> <li>• Agriculture, Food, and Natural Resources</li> </ul>
<b>A&amp;C (Arts and Communication)</b>	<ul style="list-style-type: none"> <li>• Arts (Performing and Visual), Audio/Video Technology and Communications</li> </ul>
<b>FBS (Finance and Business Services)</b>	<ul style="list-style-type: none"> <li>• Business Management and Administration</li> <li>• Finance</li> <li>• Marketing</li> <li>• Hospitality and Tourism</li> <li>• Transportation, Distribution, and Logistics (Logistics Pathway)</li> </ul>
<b>HPS (Human and Public Services)</b>	<ul style="list-style-type: none"> <li>• Education and Training</li> <li>• Government and Public Administration</li> <li>• Law, Public Safety, Corrections, and Security</li> <li>• Human Services</li> </ul>
<b>HST (Health Sciences and Technology)</b>	<ul style="list-style-type: none"> <li>• Health Sciences</li> </ul>
<b>IT</b>	<ul style="list-style-type: none"> <li>• Information Technology</li> </ul>
<b>METT (Manufacturing, Engineering, Technology, and Trades)</b>	<ul style="list-style-type: none"> <li>• Architecture and Construction</li> <li>• Manufacturing</li> <li>• STEM (particularly Engineering and Technology Pathway)</li> <li>• Transportation, Distribution, and Logistics (Transportation Technology)</li> <li>• Energy</li> </ul>
<b>Multidisciplinary (required under PWR Act)</b>	<ul style="list-style-type: none"> <li>• Equivalent of two years of coursework across other endorsement areas; multidisciplinary Endorsements will identify areas of focus (e.g., focus in AFNR and IT)</li> </ul>

# Interagency Role in Implementation

**ISBE, IBHE, ICCB, DCEO, IDES, and ISAC** are responsible for administering endorsement system

Agencies adopt endorsement framework by June 30, 2017

Agencies develop interagency plan (contingent on available resources) to support the development of endorsement programs throughout the state by June 30, 2017

Agencies work with public-private steering committees to identify industry-specific competencies that correspond with endorsement areas by June 30, 2018

# CCP Endorsements Interagency Support Framework

## The Goal

Create a **coherent system** for all Illinois public secondary school students to be **recognized** by employers and postsecondary institutions for their academic and technical **preparation** in specific industry sectors



# Leadership, Governance, & Policy

## Agencies will seek to:

1. **Continue to embed pathways in agency plans, grants, and policies, and integrate CCP endorsements where appropriate**
  - Pathways is currently a focus of WIOA plan, ICCB's Workforce Development plan, P-20 Council, Children's Cabinet, etc.
  - When Perkins Act is reauthorized, new state plan will provide an opportunity to incorporate specific supports for CCP endorsements
2. **Conduct CCPE-related interagency work through existing committees:**
  - Children's Cabinet Workforce Readiness Through Career Pathways and Apprenticeships Committees serves as interagency committee to monitor and implement this plan
  - Conduct external coordination through P20 Council's College and Career Readiness Committee and Illinois Workforce Innovation Board
3. **Identify and inventory opportunities and incentives for integration, coordination, and/or enhancement of existing work and initiatives:**
  - Coordination across agencies re: PWR Act and Competency-based Education pilots
4. **Leverage existing employer engagement activities to support PWR, such as those led by local workforce development boards, DCEO, Illinois Workforce Partnership, etc.**

# Implementation Tools & Supports

## Agencies will seek to:

1. **Adapt and curate existing tools and resources** to align with PWR Act; create new tools only as needed
2. **Ensure strong practitioner guidance and feedback** on what tools and supports are most needed and useful
3. **Establish processes for peer-to-peer learning and sharing**, for example:
  - Facilitate site visits to regional exemplar models
  - Establish and support sector-oriented peer-to-peer networks across the state, leveraging existing networks, such as Illinois 60 by 25 Network
4. **Leverage existing online portals and platforms** to serve as clearinghouses for resources (e.g., Illinois Open Education Resources (IOER), ISBE's Education 360, ISAC's Student Portal, others)

# Postsecondary Articulation

## Agencies will seek to:

1. **Review and coordinate gateway entry-level dual credit courses** for consistency and alignment across system, focusing on courses that increase options for pathways to and through postsecondary (academic and technical):
  - Initial focus on five priority industry sectors (AFNR, Health Science & Technology, IT, Manufacturing/Engineering, Finance & Business Services) (see Appendix A)
  - Implement through regional networks (Northern Illinois Regional P20 Network, 60 by 25 Network)
2. **Create Endorsement-area postsecondary advisory groups** with key faculty and registrar/admissions staff
3. **Convene and train critical personnel** to support implementation across the system (i.e., faculty, admissions staff, systems advisors, etc.) (IBHE; ICCB; ISAC)
4. **Develop a plan for how Endorsements can be used** to support postsecondary program design and recruitment

# Employer Engagement

## Agencies will seek to:

1. **Coordinate and systematize approaches to engaging employers**, building off of those led by local Workforce Development Boards, DCEO, Illinois Workforce Partnership, etc.
2. **Implement on-going inventories of employer engagement** for education and training at the State and regional levels
3. **Leverage existing bodies and regional networks** to broker relationships with employers (e.g., chambers, economic development agencies, regional integrated business services approaches, etc.)
4. **Engage and elevate sector-based employer voice** in endorsement design and competency mapping/definition (see Appendix B)
5. **Analyze and communicate different roles employers can play in implementation** (e.g., supporting professional learning, advising on competencies and industry-based certifications, etc.)



# Funding

## Agencies will seek to:

1. Incorporate **Endorsements into planning and programs of study** as part of Perkins reauthorization
2. **Connect existing and new funds**, such as grants (e.g., Bridging the Gap; Gear Up) and state and federal funding streams (e.g., WIOA; facilities funding) to PaCE and Endorsements (particularly, within the priority sectors)
3. **Identify and implement low-cost, high-value procedural changes** (e.g., Endorsements on transcripts)
4. **Provide State support to match local resources for regional pathways system development** (e.g., support of “intermediary” organizations for engaging business and delivering work-based learning)

# Data

## Agencies will seek to:

- 1. Establish systems to collect information on Endorsement elements** to support State monitoring and provide reporting back to districts and colleges:
  - Establish definitions aligned to ISBE’s College and Career Readiness Indicator under ESSA
  - Build dashboard reports that can be delivered back through Education 360
- 2. Prioritize CCP Endorsement-related analyses through the Illinois Longitudinal Data System:**
  - Establish sustainable system for sector-based pathway analyses, including employment outcome reports
- 3. Provide education supply and workforce sector demand reports** to guide local career pathway system implementation

# Communications

## Agencies will seek to:

1. **Coordinate the use of existing platforms** to share information across institutions and agencies
2. **Adopt and utilize common language about key program design elements related to CCP Endorsements** in order to:
  - Send consistent signals about what the work is, and why it is important, to a broad audience of stakeholders from different institutions, regions, and communities across Illinois
  - Initiate, strengthen, and/or expand relationships between K-12, higher education, and employers/industry
  - Recruit and cultivate new partners who can become integral to the success of Endorsements over time
3. **[Additional strategies/supports TBD]**

# Scaling Up Endorsements

**State agencies can support regional efforts to scale endorsements programs in the following ways:**

## Identify priorities

Look to local economic development plans and priorities to shape regional pathways design efforts

Start with priority sectors best aligned with local labor market needs

Engage local/regional stakeholders to identify strengths and needs

## Build on strengths

Identify strong existing education and workforce development programs and institutions that can serve as starting places for the work

Harness existing commitments to, and enthusiasm for, advancing the work

Develop and communicate a clear regional vision for pathways endorsements

## Work across systems

Develop a cross-sector team of local leaders to guide and champion pathways development

Backwards map pathways designs from industry to community college to high school

Establish clear goals and metrics by which to measure success

# Plan Oversight and Next Steps

- Utilize the Workforce Readiness through Career Pathways and Apprenticeships Committee (WRTCPAC), a Governor's Cabinet on Children and Youth initiative, to oversee this plan
  - The Community Empowerment Subcommittee is working to build a tailored career pathway system based on the needs and resources of communities, and will also support implementation
- Develop intra- and inter-agency work plans in the first quarter of FY18 to support CCP Endorsement implementation
- Schedule quarterly meetings to review progress toward implementation

# Appendix A: Identified Priority Sectors



Agriculture, Food, and Natural Resources

Finance and Business Services

Health Sciences and Technology

Information Technology

Manufacturing, Engineering, Technology, and Trades

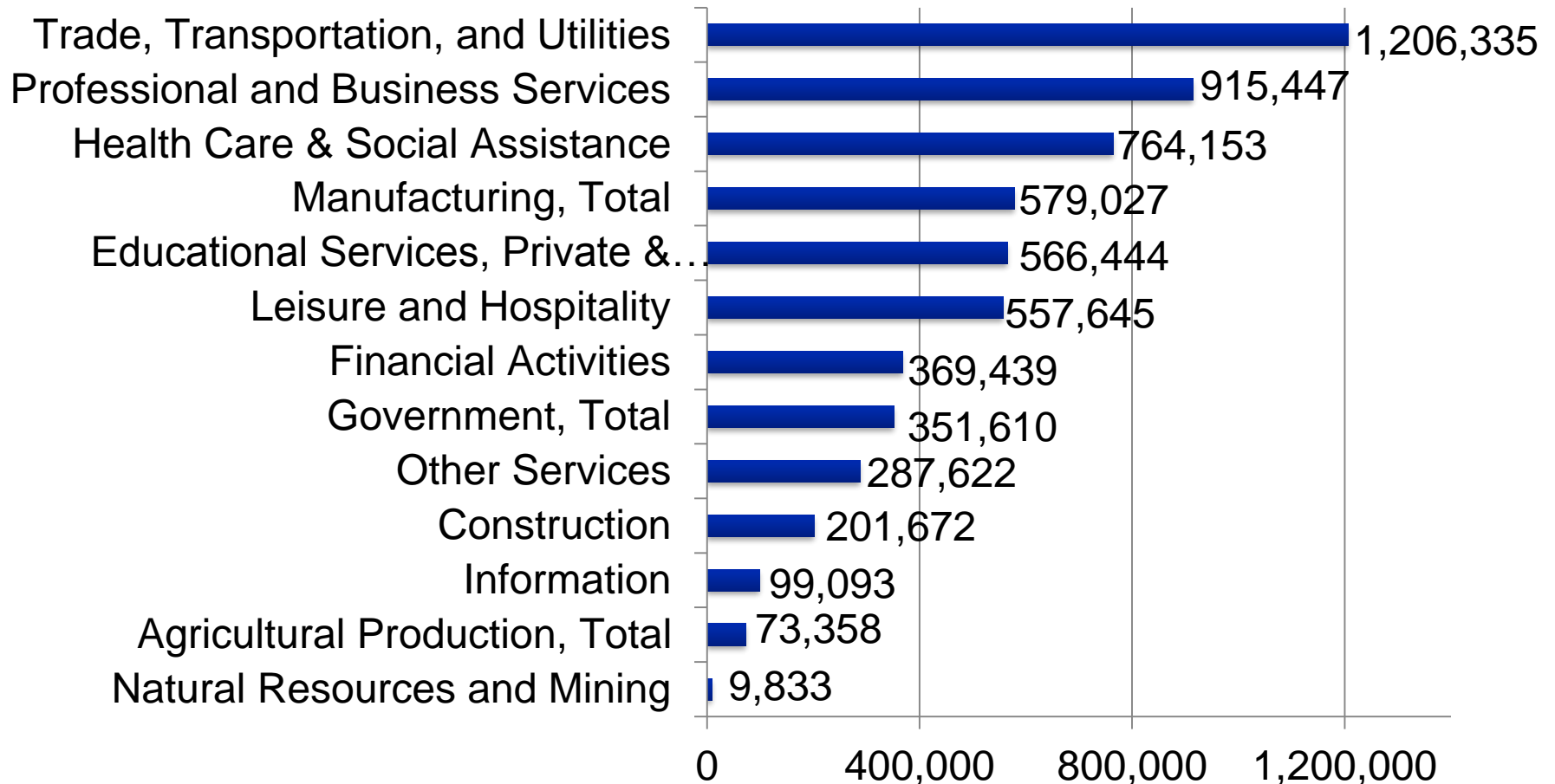
# Appendix A: Identification of Priority Sectors

## Considerations in identification of priority sectors

- Labor market information
  - Industry size
  - Projected growth
  - Wages
- State WIOA plan
- Opportunities within industries for young people to grow and advance in careers

# Appendix A: Largest Industries in IL

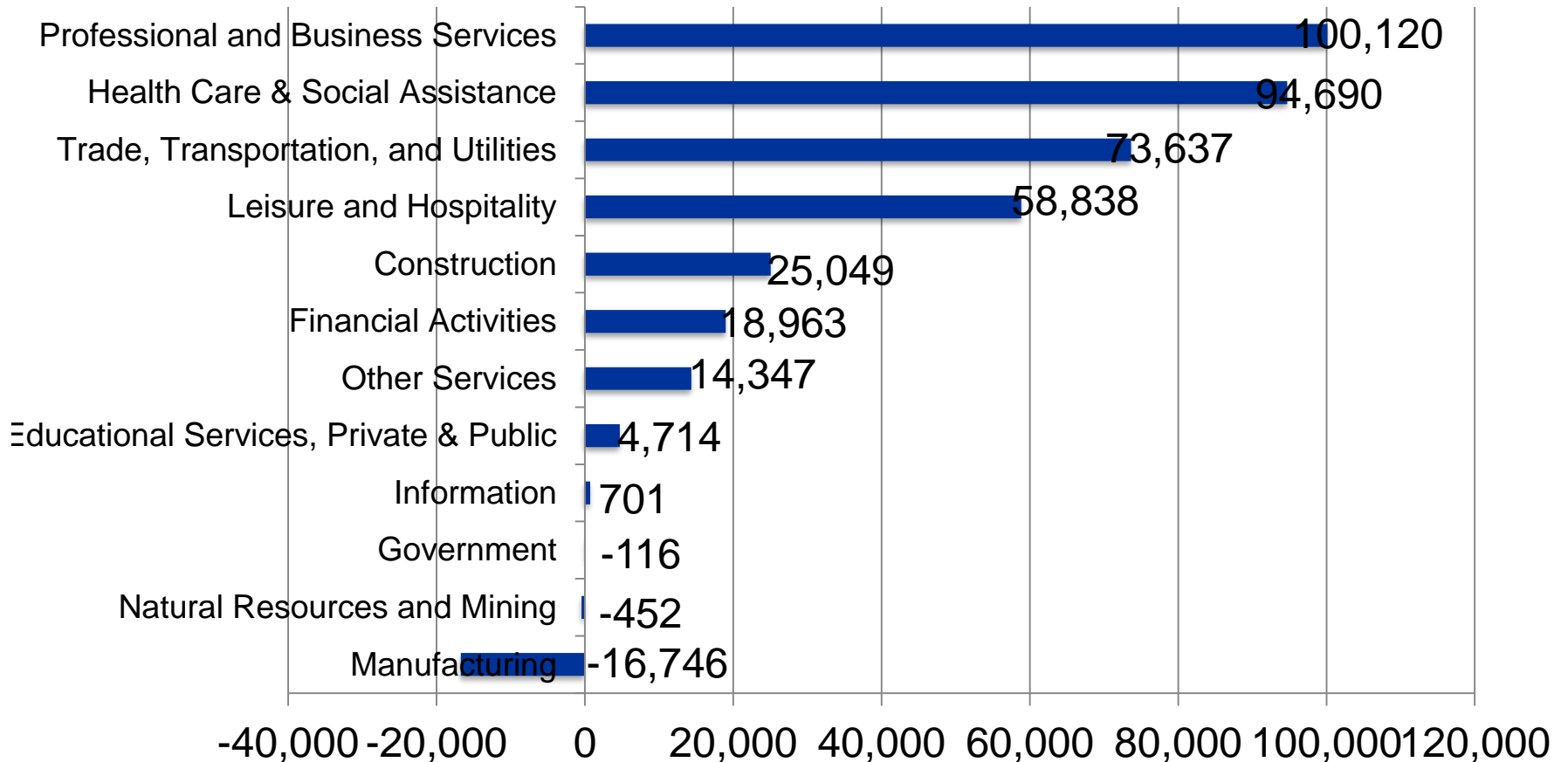
## Industries in Illinois sorted by the number of jobs in 2014





# Appendix A: Industry Growth

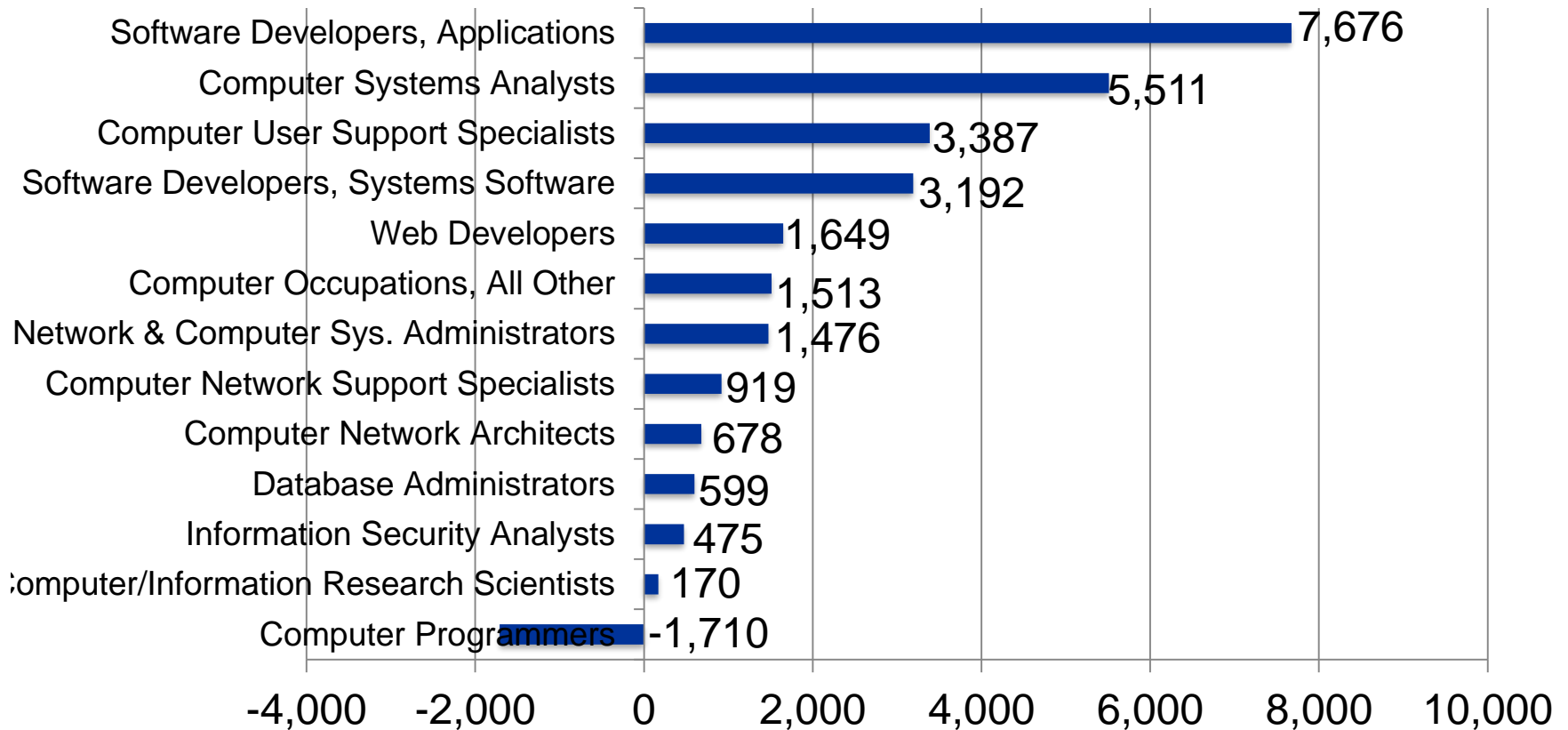
## Projected change (2014-2024) in the number of jobs by industry



Source: Illinois Department of Employment Security Economic Information and Analysis Division

# Appendix A: IT Occupations

## Projected change in the number of jobs in IT occupations, 2014-2024



Source: Illinois Department of Employment Security Economic Information and Analysis Division

# Appendix B: Competency Mapping

## Goal

Priority area industry sector subcommittees (AFNR, Health Science, IT, Manufacturing, and Finance/Business), comprised of representatives from the employers/industry and education sectors, develop and adopt 10 technical and 10 professional competencies to guide College and Career Pathways design

## Process


- Sector subcommittees convene to:
  - Review and discuss competency mapping strategies, resources (national; Illinois-specific) for developing competency statements, etc.
  - Iteratively develop, refine, and revise competency statements
- Collect and incorporate feedback from sector-based HR staff, 60 by 25 Network working teams, JFF and other national experts, etc.

# Appendix B: Competency Mapping

KEY ACTIVITIES	TIMELINE
Codification of competency modelling strategies and resources in five priority industry sectors: AFNR, Health Science, IT, Manufacturing, and Finance/Business	June 2017
<ul style="list-style-type: none"> <li>• Interviews with sector-based employee representatives (HR)</li> <li>• Industry Sector Subcommittee Meeting #1 (virtual)</li> </ul>	July 2017
Interviews with sector-based employee representatives (HR)	August 2017
Industry Sector Subcommittee Meeting #2 (in-person)	September 2017
Industry Sector Subcommittee Meeting #3 (virtual)	November 2017
Collect Feedback on proposed competency statements and performance indicators from regional working teams	January 2018
Public Comment Period	January - February 2018
Industry Sector Subcommittee Meeting #4 (virtual)	March 2018
Competency Map Adoption	April 2018

**ILLINOIS STATE BOARD OF EDUCATION**  
**June 14, 2017**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** 2018 Board Meeting Dates

**Materials:** Proposed 2018 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 2018. Other boards and advisory groups are beginning to schedule their 2018 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 meetings be held via video conference in Springfield and Chicago during the months of February, April, June, August, and October. A two-day meeting is recommended for the Board retreat and meeting in September.

There will be opportunities scheduled throughout the year 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 2018 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 2018 meeting dates for the State Board of Education.

**Next Steps**

Staff will make logistical arrangements for 2018 meetings of the Illinois State Board of Education.

## PROPOSED 2018 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 and Chicago.

Springfield:  
 Illinois State Board of Education  
 100 N. First St.  
 3<sup>rd</sup> Floor  
 Springfield, IL

Chicago:  
 Illinois State Board of Education  
 100 W. Randolph  
 Suite 14-300  
 Chicago, IL

NOTE: Please watch for the meeting posting for a possible change in the start time of these regular meetings.

### PROPOSED 2018 Board of Education Meeting Schedule

Please check back to the ISBE website ([www.isbe.net/calendar](http://www.isbe.net/calendar)) for final meeting postings.

Date	Description
January 17	Springfield
February 14	Video Conference (Springfield, Chicago)
March 14	Springfield
April 18	Video Conference (Springfield, Chicago)
May 16	Springfield
June 13	Video Conference (Springfield, Chicago)
July	No Board Meeting
August 8	Video Conference (Springfield, Chicago)
September 11-12	Board Retreat and Meeting (2 day meeting, Springfield)
October 17	Video Conference (Springfield, Chicago)
November 16 (Fri)	Chicago (as needed)
December 12	Springfield

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Karen Corken, First Deputy Superintendent *KJC*

**Agenda Topic:** 2017 Legislative Session

**Materials:** None

**Staff Contact(s):** 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 items that may be addressed in the Spring Legislative Session and to update the Board on legislative initiatives for the session.

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

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

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

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

**Background Information**

The General Assembly adjourned the Spring Legislative Session. The adjournment resolution calls for continuous session. Below is a summary of tracked legislation. Unless otherwise noted, all bills listed have passed both Houses.

**Budget / Funding**

- SB 1 (Manar/Davis) establishes an evidence-based funding formula.
- HB 1126 (Davis) allows certain school districts to put forth a referendum regarding a temporary property tax freeze. This measure has not passed the House and may only become law if SB 1 is signed into law.

- HB 1259 (Davis) and HB 1261 (Davis) provide mandate relief (physical education, driver's education, and third-party contracting) for school districts if and only if SB 1 is signed into law. This measure has not passed the House.
- HB 2808 (Davis) establishes an evidence-based funding formula. HB 2808 has not yet passed the House.
- SB 1124 (Barickman) establishes an evidence-based funding formula. SB 1124 has not yet passed the Senate.
- SB 1125 (Barickman) provides for mandate relief if/when SB 1124 (see above) is signed into law. SB 1125 has not yet passed the Senate.
- HB 425 (Welch/Lightford) provides for state funding of Intermediate Service Center (ISC) director and assistant director salaries. Three ISC regions were established following the abolition of the Cook County Regional Office of Education (ROE). Each region is led by an appointed director and assistant director who provide services to the area in the same manner as a regional superintendent of schools in every other county in the state.
- HB 656 (Gordon-Booth/Holmes) changes the Teachers' Retirement System (TRS) federal funds rate from the unfunded liability rate, to the normal cost rate (currently about 7 percent).
- HB 213 (Ford/Lightford) amends the Illinois Lottery Law. Provides that any money transferred from the State Lottery Fund to the Common School Fund shall be supplemental to, and not in lieu of, any other money due to be transferred to the Common School Fund by law or appropriation.
- HB 2426 (Currie/Aquino) provides that, beginning in fiscal year 2018, at least 25 percent of any additional Preschool Education, Parental Training, and Prevention Initiative program funding over and above the previous fiscal year's allocation shall be used to fund programs for children ages 0-3 and funding for Preschool Education, Parental Training, and Prevention Initiative programs above the allocation for these programs in FY 2017 must be used solely as a supplement for these programs and may not supplant funds received from other sources.
- HB 3012 (Mayfield/Link) allows Waukegan School District to make a one-time transfer of certain excess funds to the Operations and Maintenance Fund of the district by proper resolution and following a public hearing.

#### Licensure

- HB 106 (Batnick/Connelly) adds master's degree in public administration to the list of master's degrees that qualify an individual for a chief school business official endorsement (currently business administration, finance, or accounting).
- HB 655 (Cavaletto/Fowler) requires ISBE to notify Professional Educator License (PEL) holders to renew their license via email (if one is made available) six months prior to the date in which the license is set to lapse.
- HB 3298 (Scherer/Manar) allows individuals who substitute teach for 10 days in their first year of holding a substitute teaching license to apply for and receive a reimbursement of the \$50 application fee from the State Board.
- HB 2898 (Crespo/Morrison) removes the sunset on a provision that allows school support personnel with at least four years of work experience to receive a principal endorsement on their professional educator license. The provision currently sunsets on June 30, 2021.
- HB 2470 (Walsh/Bertino-Tarrant) removes a duplicate reference to a test of work proficiency and removes a provision requiring the completion of coursework. This is with respect to a provisional career and technical educator endorsement on an Educator License with Stipulations.



## Boards, Commissions, and Reporting

- HB 768 (Welch/Holmes) removes the State Charter School Commission's ability to authorize charter schools that have been denied by local school districts.
- SB 865 (Manar/Mitchell) requires a school district report card to include the total and per pupil pension normal cost amount the state contributed to TRS in the prior fiscal year for the district's employees.
- HB 2461 (McAsey/Bush) requires school report cards to include the most current data collected and maintained by ISBE regarding gifted education and advanced academic programs, as well as the number of teachers a school employs who hold a PEL endorsed for gifted education.
- SB 449 (Lightford/Chapa LaVia) extends the Performance Evaluation Advisory Council through June 30, 2021 (currently 2017).
- SB 1991 (Bennett/Costello) creates the Agriculture Education Shortage Task Force. Sets forth requirements for membership of the task force. Requires the task force to submit a report by January 1, 2019, concerning specified subjects. Sets forth requirements for meetings and recommendations. Repeals the provisions on February 1, 2019.
- HB 2461 (McAsey/Bush) requires the Illinois Report Card to include demographic information concerning gifted education and advanced academic programs, as well as information concerning the number of teachers a school district employs who hold a gifted education endorsement.
- HJR 24 (Willis/Bertino-Tarrant) requires the P20 Council to establish an Advisory Committee for the purposes of reviewing kindergarten transitions. HJR 24 has not been approved by the Senate.
- HJR 22 (Durkin/Harris) requires the State Board of Education to create the Task Force on Modes of School Transportation for Elementary and Secondary Education. The task force must submit its findings and recommendations to the Governor and General Assembly. HJR 22 has not been approved by the Senate.

## School Districts

- HB 1254 (Costello/Schimpf) allows the State Superintendent to declare an interrupted school day when a school district closes for the memorial service or funeral of a community member.
- HB 243 (Flowers) allows school districts that operate high schools to establish a partnership with a local police department, county sheriff, or police training academy to establish a jobs training program for high school students.
- HB 261 (Mussman/Bennett) authorizes school districts to pay for housing for homeless students living out of district in lieu of providing transportation to the student's school of origin.
- HB 826 (Lilly/Koehler) allows districts to hire school social workers. Requires that school social workers hired by districts must also have an endorsement in social work on their PEL.
- SB 757 (Morrison/Nekritz) allows for a student's scores on any state assessment to be removed from the student's transcripts if requested by a parent.
- HB 3139 (Chapa LaVia/Collins)/SB 1947 (Collins/Chapa LaVia) requires all districts to collect and review their chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success.

- HB 3507 (Greenwood/Clayborne) allows for a child to be absent from school on a particular day or days or at a particular time of day for the reason that his or her parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment, a combat zone, or combat-support postings.
- HB 3869 (Wallace/Hunter) requires in-service training to include training on civil rights and cultural diversity.
- SB 1796 (Hastings/Hoffman) creates the Student Online Personal Protection Act and places prohibitions on the sharing of student data with third-party entities.
- SB 1483 (Althoff/Skillicorn) extends the time by which a request to inspect and copy a student's records must be granted from five business days to 10 business days.
- SB 1223 (Lightford/Lilly) creates the Accelerated Placement Act. Requires districts to have a policy that allows for accelerated placement. Requires ISBE to collect data and create reports on acceleration.
- HB 2527 (Sosnowski/Stadelman) allows ROEs to partner with not-for-profits to award high school diplomas to adult learners over the age of 21.
- HB 2540 (Willis/Harmon) creates a hearing process for school districts in suburban Cook County to withdraw from special education cooperatives.
- HB 2794 (Ford/Martinez) requires high schools to inform all 11th- and 12th-grade students of dual enrollment and dual credit opportunities at public community colleges for qualified students.
- HB 3215 (Wallace/Hunter) requires school districts and charter schools to make feminine hygiene products available, at no cost to students, in the bathrooms of school buildings.
- HB 3368 (Sims/Trotter) requires the State Board of Education to post resources regarding the teaching of entrepreneurial skills for use by school districts with secondary schools. Also requires the State Board to gather input from business groups and universities when developing the list of resources
- HB 3369 (Sims/Van Pelt) requires the State Board of Education to post resources regarding the teaching of high-skilled manufacturing to be used in high schools and vocational education programs
- HB 3394 (Walsh/Morrison) provides that the Department of Children and Family Services may recommend that a school district remove a school employee who is the subject of an investigation from his or her employment position pending the outcome of the investigation. All employment decisions regarding school personnel shall be the sole responsibility of the school district or employer. Provides that the department may not require a school district to remove a school employee from his or her employment position or limit the school employee's duties pending the outcome of an investigation.
- HB 3437 (Soto/Hunter) amends the Charter Schools Law of the School Code. Provides that if a determination is made to close a charter school located within the boundaries of the Chicago School District for at least one school year, the charter school shall give at least 60 days' notice of the closure to all affected students and parents or legal guardians.
- HB 3437 (Soto/Hunter) amends the Charter Schools Law of the School Code. Provides that if a determination is made to close a charter school located within the boundaries of the Chicago School District for at least one school year, the charter school shall give at least 60 days' notice of the closure to all affected students and parents or legal guardians.
- SB 447 (Cunningham/Hurley) amends the Chicago School District Article of the School Code. Provides that a maximum of 80 additional students may be enrolled in the

agricultural science school's significantly modified curriculum for diverse learners, commonly known as the special education cluster program.

- SB 764 (Morrison/Mayfield) allows the Department of Children and Family Services, in cooperation with school officials, to distribute appropriate materials in school buildings listing the toll-free telephone number established in the Abused and Neglected Child Reporting Act, including methods of making a report under the Abused and Neglected Child Reporting Act, to be displayed in a clearly visible location in each school building.

#### Special Education / Wellness

- HB 2663 (Stratton/Lightford) prohibits early childhood education programs that receive state funding from expelling students.
- HB 2950 (Conyears-Ervin/Van Pelt) requires all schools to provide information on a periodic basis to students concerning what to do if the student is being bullied and what resources are available.
- HB 2993 (Slaughter/McGuire) adds language to the School Code to emphasize that school districts are able to serve students produce that has been grown and harvested by students in school-owned or community gardens if the soil and compost in which the produce is grown meets the standards adopted by the Illinois Department of Public Health.
- HB 3903 (Stratton/Hutchinson) prohibits districts from establishing booking stations for students on school grounds.
- HB 2618 (Gabel/Harmon) clarifies that a parent or guardian has 10 days "after a party declines to participate in mediation" to file a request for a due process hearing in order to continue the stay-put provision.
- HB 2369 (Harper/Hunter) requires school districts to make adequate accommodations for lactating pupils.
- HB 2377 (Davidsmeyer/Tracy) extends the sunset date for the partial personnel jurisdiction exemption for all positions within the Illinois School for the Deaf and the Illinois School for the Visually Impaired requiring licensure by the State Board of Education to August 30, 2019, and makes it apply to all rehabilitation/mobility instructors and rehabilitation/mobility instructor trainees at the Illinois School for the Visually Impaired.
- SB 1532 (Collins/Chapa LaVia) provides that a school district report card shall include the average daily attendance of students who have Individualized Education Programs and students who have 504 plans that provide for special education services within the school district.
- SB 1692 (Raoul/Mitchell, C) allows an advanced practice nurse to provide a written statement indicating that it is safe for a student to return to play and learning. Includes physician assistants and athletic trainers as professionals who may provide certain services under the provisions. Includes physical therapists, psychologists, occupational therapists, athletic trainers, physician assistants, and other non-licensed healthcare professionals as persons who must take a concussion-related continuing education course.

#### ISBE Initiatives

- HB 3820 (Crespo/Bertino-Tarrant) removes barriers to licensure and cleans up provisions in the licensure section of the School Code.
- HB 2612 (Pritchard/Bertino-Tarrant) includes a complete review and rewrite 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.

- HB 2442 (Bennett/Barickman) requires the college entrance exam to be given during the school day. This will ensure greater access to a college entrance exam for all students.
- SB 1486 (Weaver/McAsey) is a continuation of ISBE's efforts to streamline 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. This legislation has passed committee.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
 Stephanie B. Donovan, General Counsel *SPD*

**Agenda Topic:** Informational Item: Annual Report on the Status of Agency Rulemaking

**Materials:** None

**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 2017. 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 2016 but completed in FY 2017.

**Summary of FY 2017 Rulemaking Activities**

The chart below presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2017. These are organized in chronological order, with the most recent rulemakings 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.

<b>Title of the Part and Ill. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
Part 23 (Standards for School Support Personnel)	The amendments will address PA 99-623, which added marriage and family therapists to the list of professionals that may apply for a school support personnel endorsement. This rulemaking will provide the standards individuals must meet in order to obtain the endorsement.	DIBR: June 14, 2017 Adoption: Effective:

<b>Title of the Part and III. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
Part 228 (Transitional Bilingual Education)	Designates a new screener for determining placement for potential English Learners.	DIBR: May 24, 2017 Adoption: Effective:
Part 228 (Transitional Bilingual Education)	Designates a new screener for determining placement for potential English Learners.	DIBR: N/A Adoption: May 24, 2017 Effective: This rule was adopted via emergency rulemaking
Part 401 (Special Education Facilities Under Section 14-7.02 of the School Code)	Creates greater clarity and specificity to providers and public school districts attempting to serve special education students who are placed in nonpublic special education programs. The Part is being revised with student safety, academic, and social emotional outcomes at the forefront consistent with ISBE goals. Proposed changes outline with greater specificity that Part 401 programs are to be considered and classified as a highly restrictive option when less restrictive options on the continuum of alternative placements have already been exhausted and are not appropriate for the student.	DIBR: March 15, 2017 Adoption: Effective:

<b>Title of the Part and III. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
Part 1 (Public Schools Evaluation, Recognition and Supervision)	Allows ROEs and ISCs to access ELIS to ensure educators are properly licensed and endorsed, prohibits paraprofessionals from disciplining students, clarifies that head teachers serving in place of a principal may hold a PEL endorsed for supervision, no longer requires certain middle grade teachers to meet the requirements for middle grade endorsements, requires driver's education substitutes to be endorsed for driver's education, and makes updates to KIDS.	DIBR: January 24, 2017 Adoption: April 13, 2017 Effective:
Part 20 (Standards for Endorsements in Elementary Education)	Clarifies that candidates who complete educator preparation programs on or before September 1, 2018, must be entitled for that endorsement by September 1, 2019.	DIBR: January 24, 2017 Adoption: April 13, 2017 Effective:
Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education)	Clarifies that candidates who complete educator preparation programs on or before September 1, 2018, must be entitled for that endorsement by September 1, 2019. Candidates who complete their programs on or before September 1, 2019, must be entitled by September 1, 2020.	DIBR: January 24, 2017 Adoption: April 13, 2017 Effective:
Part 50 (Evaluations of Educator Licensed Employees Under Articles 24A and 34 of the School Code)	Clarifies that before an individual can evaluate certified staff in the next licensure renewal cycle, that individual must complete a retraining program provided or approved by ISBE.	DIBR: January 24, 2017 Adoption: April 13, 2017 Effective: N/A. This rulemaking was withdrawn.

<b>Title of the Part and III. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
Part 1 (Public Schools Evaluation, Recognition and Supervision)	Creates standards to evaluate applicants for the Competency-Based High School Graduation Requirements Pilot Program and standards students must meet to obtain the Global Scholar Certification.	DIBR: N/A Adoption: November 18, 2016 Effective: December 27, 2016
Part 650 (Charter Schools)	Removes "renewals" from the Part to align the Section with current statute and practices.	DIBR: August 25, 2016 Adoption: November 18, 2016 Effective: December 27, 2016
Part 1 (Public Schools Evaluation, Recognition and Supervision)	Updates the website for FitnessGram® to a more general website, clarifies data to be reported, and extends the deadline from May 1 to June 30 for schools to report data.	DIBR: August 25, 2016 Adoption: November 18, 2016 Effective: December 27, 2016
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 clarifies the personnel who may serve as a mentor to a principal candidate.	DIBR: April 13, 2016 Adoption: August 25, 2016 Effective: September 15, 2016
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: August 25, 2016 Effective: September 15, 2016.
Part 235 (Early Childhood Block Grant)	Sets forth the requirements for several grants available to qualified entities to provide training, technical assistance, and web-based services.	DIBR: April 13, 2016 Adoption: September 15, 2016 Effective: October 24, 2016



<b>Title of the Part and III. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
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: August 9, 2016
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: August 9, 2016
Part 25 (Educator Licensure)	Proposes the Council for Accreditation of Educator Preparation’s accreditation process as an option for approval of Illinois education preparation providers and programs, addresses requirements for licensure of administrative and supervisory staff in order to alleviate shortages, and addresses the applicability of testing requirements.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: August 9, 2016
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 endorsement by September 1, 2019.	DIBR: March 16, 2016 Adoption: June 16, 2016 Effective: August 9, 2016

<b>Title of the Part and III. Adm. Code Citation</b>	<b>Description</b>	<b>Timeline/Status</b>
Part 27 (Standards for Endorsements in Specific Teaching Fields)	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: August 9, 2016

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**June 14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Stephanie B. Donovan, General Counsel 

**Agenda Topic:** Informational Item: Rulemaking Anticipated for FY 2017

**Materials:** None

**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 the first six months of fiscal year 2018. 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 the Illinois Administrative Procedure Act [5 ILCS 100]. This report, in a chart format, summarizes the rulemakings published in the *Illinois Register* 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 2018**

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 2018. 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 2018 that were initially reviewed earlier in FY 2017.

For your ease of reference, a link is provided to the current rules on our agency's website, as applicable.

**Title of the Part and  
III. Adm. Code Citation**

**Description**

**Anticipated Timeline**

<b>June Board Meeting</b>		
<b><i>Initial Review</i></b>		
Part 23 (Standards for School Support Personnel)  <a href="https://www.isbe.net/Documents/23ark.pdf">https://www.isbe.net/Documents/23ark.pdf</a>	The amendments will address PA 99-623, which added marriage and family therapists to the list of professionals that may apply for a school support personnel endorsement. This rulemaking will provide the standards individuals must meet in order to obtain the endorsement.	DIBR: June 14, 2017 Adoption: September 2017 Effective: October 2017
Part 75 (Agricultural Education)  <a href="https://www.isbe.net/Documents/75ark.pdf">https://www.isbe.net/Documents/75ark.pdf</a>	The amendments will address PA 99-826, which created the Agriculture Education Teacher Grant Program. This rulemaking will establish the criteria for eligible applicants to apply for grant funds to compensate agricultural education teachers for personal services outside their regular teaching duties.	DIBR: June 14, 2017 Adoption: September 2017 Effective: October 2017
<b><i>Adoption</i></b>		
None.		

**August Board Meeting  
Initial Review**

Part 1 (Public Schools Evaluation, Recognition, and Supervision)

<https://www.isbe.net/Documents/ONEARK.pdf>

These amendments will revise the Competency-Based High School Graduation Requirements Pilot program authorized by PA 99-674. This rulemaking will update the existing rules to reflect the experiences from the first cohort of applications in order to improve the administration and the selection process of the pilot program. Additionally, this rulemaking will implement PA 98-1102, which requires ISBE to determine school districts that fall in the top 20 percent of any of the listed discipline categories to submit a plan identifying how the school districts will reduce exclusionary disciplinary practices or racial disproportionality or both. Subsequently, the identified school districts must submit progress reports to ISBE.

DIBR: August 16, 2017  
Adoption: November 17, 2017  
Effective: December 2017

**Adoption**

Part 228 (Transitional Bilingual Education)

<https://www.isbe.net/Documents/228ARK.pdf>

Designates a new screener for determining placement for potential English Learners.

DIBR: May 24, 2017  
Adoption: August 16, 2017  
Effective: September 2017

<p>Part 401 (Special Education Facilities Under Section 14-7.02 of the School Code)</p> <p><a href="https://www.isbe.net/Documents/401ARK.pdf">https://www.isbe.net/Documents/401ARK.pdf</a></p>	<p>This rulemaking will provide greater clarity and specificity to providers and public school districts attempting to serve special education students who are placed in nonpublic special education programs. The Part is being revised with student safety, academic, and social emotional outcomes at the forefront consistent with ISBE goals. Proposed changes outline with greater specificity that Part 401 programs are to be considered and classified as a highly restrictive option when less restrictive options on the continuum of alternative placements have already been exhausted and are not appropriate for the student.</p>	<p>DIBR: March 15, 2017 Adoption: : August 16, 2017 Effective: September 2017</p>
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<p><b>September Board Meeting</b> <i>Initial Review</i></p>		
<p>None.</p>		
<p><b>Adoption</b></p>		
<p>Part 23 (Standards for School Support Personnel)</p> <p><a href="https://www.isbe.net/Documents/23ark.pdf">https://www.isbe.net/Documents/23ark.pdf</a></p>	<p>The amendments will address PA 99-623 (the Post Secondary and Workforce Readiness Act), which added marriage and family therapists to the list of professionals that may apply for a school support personnel endorsement. This rulemaking will provide the standards individuals must meet in order to obtain the endorsement.</p>	<p>DIBR: June 14, 2017 Adoption: September 2017 Effective: October 2017</p>

<p>Part 75 (Agricultural Education)</p> <p><a href="https://www.isbe.net/Documents/75ark.pdf">https://www.isbe.net/Documents/75ark.pdf</a></p>	<p>The amendments will address PA 99-826, which created the Agriculture Education Teacher Grant Program. This rulemaking will establish the criteria for eligible applicants to apply for grant funds to compensate agricultural education teachers for personal services outside their regular teaching duties.</p>	<p>DIBR: June 14, 2017 Adoption: September 2017 Effective: October 2017</p>
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<b>October Board Meeting Initial Review</b>		
<p>Part 25 (Educator Licensure)</p> <p><a href="https://www.isbe.net/Documents/25ark.pdf">https://www.isbe.net/Documents/25ark.pdf</a></p>	<p>This rulemaking will implement changes made to educator licensure in PA 99-920, make updates to teacher leader competencies, make changes to endorsement requirements as a result of summer stakeholder meetings, and make technical changes as needed.</p>	<p>DIBR: October 18, 2017 Adoption: January 2018 Effective: February 2018</p>
<p>Part 27 (Standards for Endorsements in Specific Teaching Fields)</p> <p><a href="https://www.isbe.net/Documents/27ark.pdf">https://www.isbe.net/Documents/27ark.pdf</a></p>	<p>This rulemaking will update all content area standards to align with national standards rather than state standards.</p>	<p>DIBR: October 18, 2017 Adoption: January 2018 Effective: February 2018</p>
<p>Part 28 (Standards for Endorsements in Special Education)</p> <p><a href="https://www.isbe.net/Documents/28ark.pdf">https://www.isbe.net/Documents/28ark.pdf</a></p>	<p>This rulemaking will update special education endorsements standards to align with national standards, where applicable. In areas where national standards do not exist, the current state standards will be reviewed and revised accordingly.</p>	<p>DIBR: October 18, 2017 Adoption: January 2018 Effective: February 2018</p>
<p>Part 226 (Special Education)</p> <p><a href="https://www.isbe.net/Documents/226ark.pdf">https://www.isbe.net/Documents/226ark.pdf</a></p>	<p>This rulemaking will update the requirements for a obtaining a Learning Behavior Specialist I endorsement.</p>	<p>DIBR: October 18, 2017 Adoption: January 2018 Effective: February 2018</p>

**Adoption**

None.

**November Board Meeting  
Initial Review**

Part 1 (Public Schools Evaluation, Recognition, and Supervision)

<https://www.isbe.net/Documents/ONEARK.pdf>

This rulemaking will implement the provisions of PA 99-623 (the Postsecondary and Workforce Readiness Act), which authorizes ISBE to adopt administrative rules to administer the College and Career Pathway Endorsement programs prior to implementation of the interagency plan in 2018.

DIBR: November 17, 2017  
Adoption: February 2018  
Effective: March 2018

**Adoption**

Part 1 (Public Schools Evaluation, Recognition, and Supervision)

<https://www.isbe.net/Documents/ONEARK.pdf>

These amendments will revise the Competency-Based High School Graduation Requirements Pilot program authorized by PA 99-674. This rulemaking will update the existing rules to reflect the experiences from the first cohort of applications in order to improve the administration and the selection process of the pilot program. Additionally, this rulemaking will implement PA 98-1102, which requires ISBE to determine school districts that fall in the top 20 percent of any of the listed discipline categories to submit a plan identifying how the school districts will reduce exclusionary disciplinary practices or racial disproportionality or both. Subsequently, the identified school districts must submit progress reports to ISBE.

DIBR: August 16, 2017  
Adoption: November 17, 2017  
Effective: December 2017



<b>December Board Meeting Initial Review</b>		
Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)  <a href="https://www.isbe.net/Documents/100ARK.pdf">https://www.isbe.net/Documents/100ARK.pdf</a>	This rulemaking will incorporate required accounting practices and standardized account coding to implement the school level financial data reporting as required by the Every Student Succeeds Act (ESSA).	DIBR: December 13, 2017 Adoption: March 2018 Effective: April 2018
Part 254 (Vocational Education)  <a href="http://www.isbe.net/rules/archives/pdfs/254ARK.pdf">http://www.isbe.net/rules/archives/pdfs/254ARK.pdf</a>	This rulemaking 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 13, 2017 Adoption: March 2018 Effective: April 2018
44 Ill. Adm. Code 7200 (General Grantmaking)  New Part	This rulemaking will incorporate, 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: December 13, 2017 Adoption: March 2018 Effective: April 2018
<b>Adoption</b>		
2 Ill. Adm. Code 5000 (Public Information, Rulemaking and Organization)  <a href="http://www.isbe.net/rules/archives/pdfs/5000ARK.pdf">http://www.isbe.net/rules/archives/pdfs/5000ARK.pdf</a>	This rulemaking will update Appendix B to reflect the current organizational structure of the State Board of Education and the agency.	DIBR: Not applicable Adoption: December 13, 2017 Effective: December 2017