

ILLINOIS STATE BOARD OF EDUCATION  
100 N. First St.  
Springfield, IL 62777

September 13-14, 2017

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

**SEPTEMBER 13, 2017**

12:00 p.m. – 5:00 p.m.

**Convene Board Retreat**  
Board Room

\*5:00 p.m.

**Reception Hosted by Illinois Association of Regional Superintendents of Schools**

Arlington's, 210 Broadway St., Springfield

\* The reception will begin at the conclusion of the previous session.

**SEPTEMBER 14, 2017**

8:00 a.m.

**Breakfast available for Board Members**  
Board Conference Room

8:30 a.m. – 12:30 p.m.

**Convene Plenary Session**  
Board Room

ILLINOIS STATE BOARD OF EDUCATION  
100 N. First Street, Springfield, IL

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

September 13, 2017  
12:00 p.m.

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

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

**II. Introduction of 2017-18 Student Advisory Council**

**III. Strategic Plan Update pp. 4-63**

- A. Celebration of where we are and a review of where we've been including 5 areas of focus (finance system, quality, autonomy, competency and community)
- B. Review of goals in keeping with ESSA language and commitment
- C. Review of language (vision, mission and goals) to ensure inclusiveness

**IV. Every Student Succeeds Act pp. 64-190**

- A. ECE and the K-2 indicator
- B. Full day kindergarten
- C. College and Career Readiness
- D. IL-EMPOWER

September 14, 2017  
8:30 a.m.

**V. Reconvene/Roll Call/Pledge of Allegiance**

**VI. Public Participation**

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

- A. \*Approval of Minutes
  - 1. Plenary Minutes: August 16, 2017 **pp. 191-195**
- B. \*Rules for Adoption
  - 1. Part 1 (Public Schools Evaluation, Recognition, and Supervision) **pp. 196-211**
  - 2. Part 23 (Standards for School Support Personnel Endorsements) **pp. 212-225**
  - 3. Part 25 (Educator Licensure) **pp. 226-242**
  - 4. Part 30 (Programs for the Preparation of Principals in Illinois) **pp. 243-251**
  - 5. Part 75 (Agriculture Education Program) **pp. 252-268**
- C. \*Contracts & Grants Over \$1 Million
  - 1. Abstinence Education RFP **pp. 269**
  - 2. High School Accountability Assessments Culminating in a College Entrance Exam RFSP **pp. 270-273**
- D. \*Waiver and Modification Process **pp. 274-276**
- E. \*Fall 2016 Waiver Report **pp. 277-293**
- F. \*NASBE Annual Conference Voting Delegate **pp. 294-295**

**End of Consent Agenda**

**VIII. Legislative Agenda for 2017 Veto Session & 2018 Spring Session pp. 296-298**

**IX. Remaining Qualified School Construction Bond Authorization *pp. 299-301***

**X. PARCC Preliminary Statewide Results *pp. 302-310***

**XI. Discussion Items**

- A. District Oversight Update
- B. Budget Update
- C. Standard-Setting Methodology for SAT Performance Levels ***pp. 311-314***
- D. Other Items for Discussion

**XII. Closed Session (as needed)**

**XIII. Semi-Annual Review of Closed Session Minutes**

**XIV. Announcements & Reports**

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

**XV. Information Items**

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

**XVI. School Funding Bill**

**XVII. House Bill 656 *pp. 315-331***

**XVIII. House Bill 5729 *pp. 332-386***

**XIX. Teacher Shortage *pp. 387***

**XX. Retreat Wrap-Up**

**XXI. 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



# 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

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:**

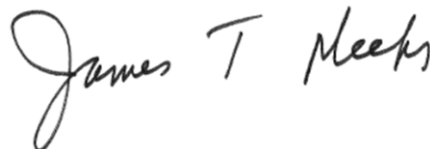
Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes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



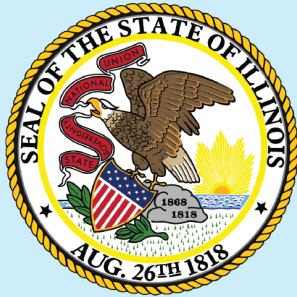
Tony Smith, Ph.D.  
State Superintendent of Education



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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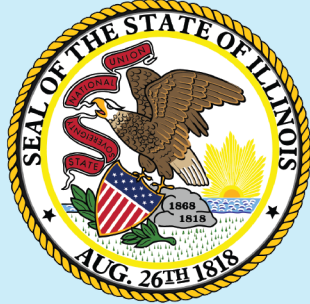
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# Illinois State Board of Education

# 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.

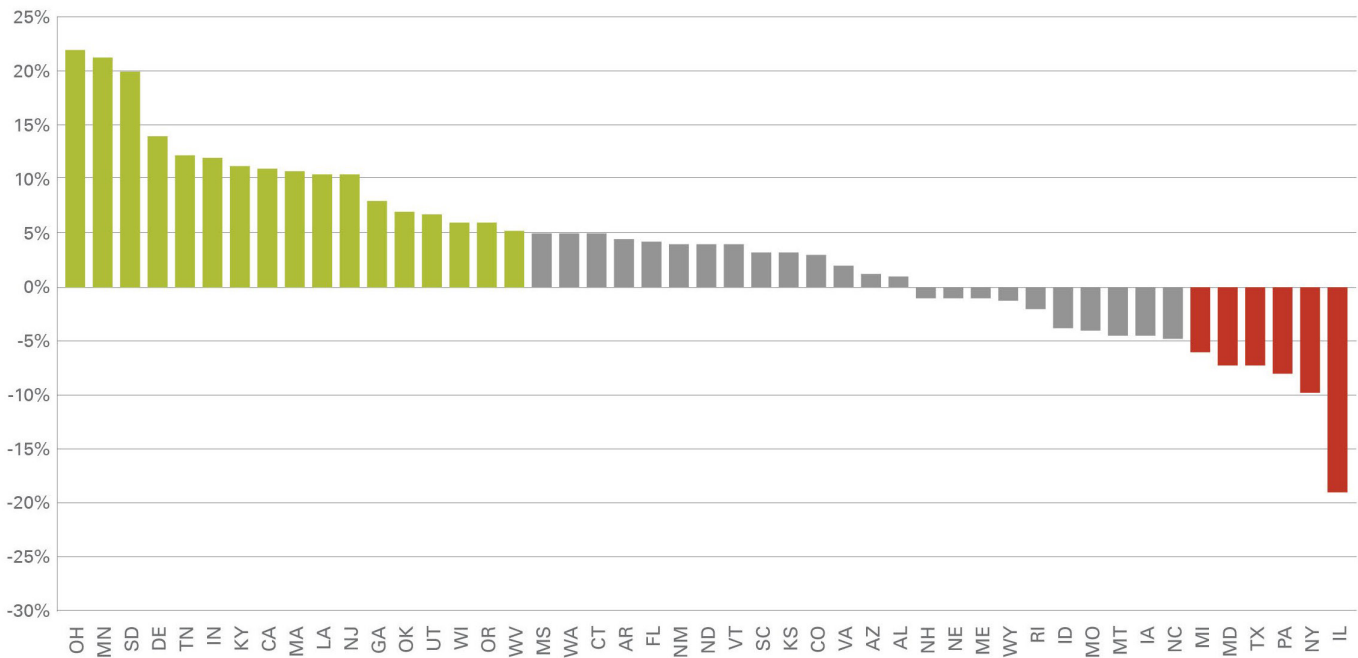
State and federal statutes require Illinois to start collecting data on expenditures at the school level. ISBE has begun establishing data collection processes

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

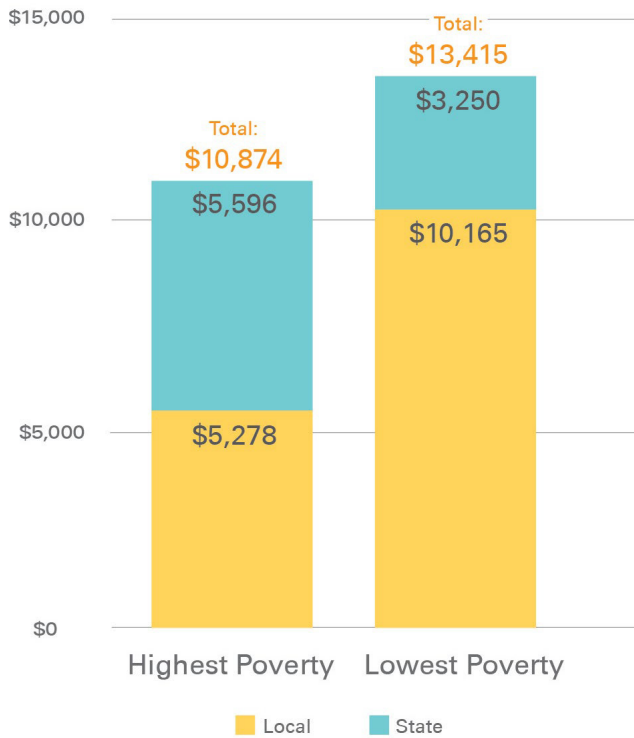
Figure One: Gaps in State and Local Revenues per Student Between Districts Serving the Most and the Fewest Students in Poverty



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



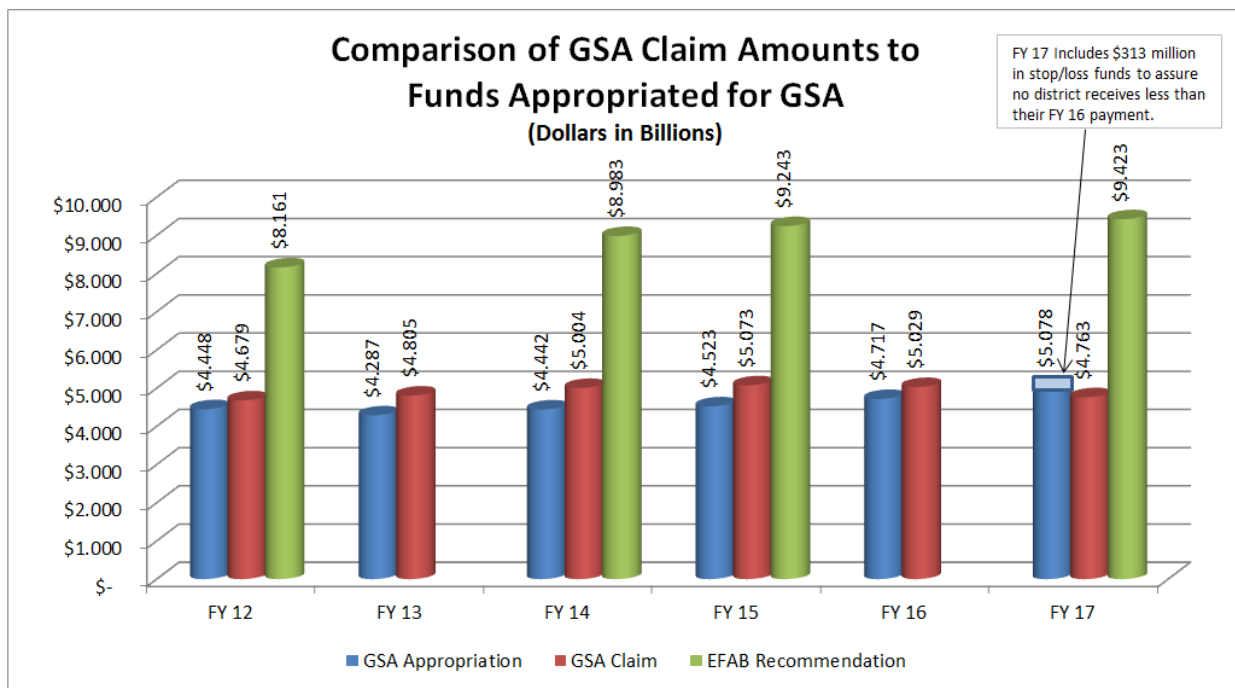
Source: The Education Trust. Funding Gaps 2015.

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: 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

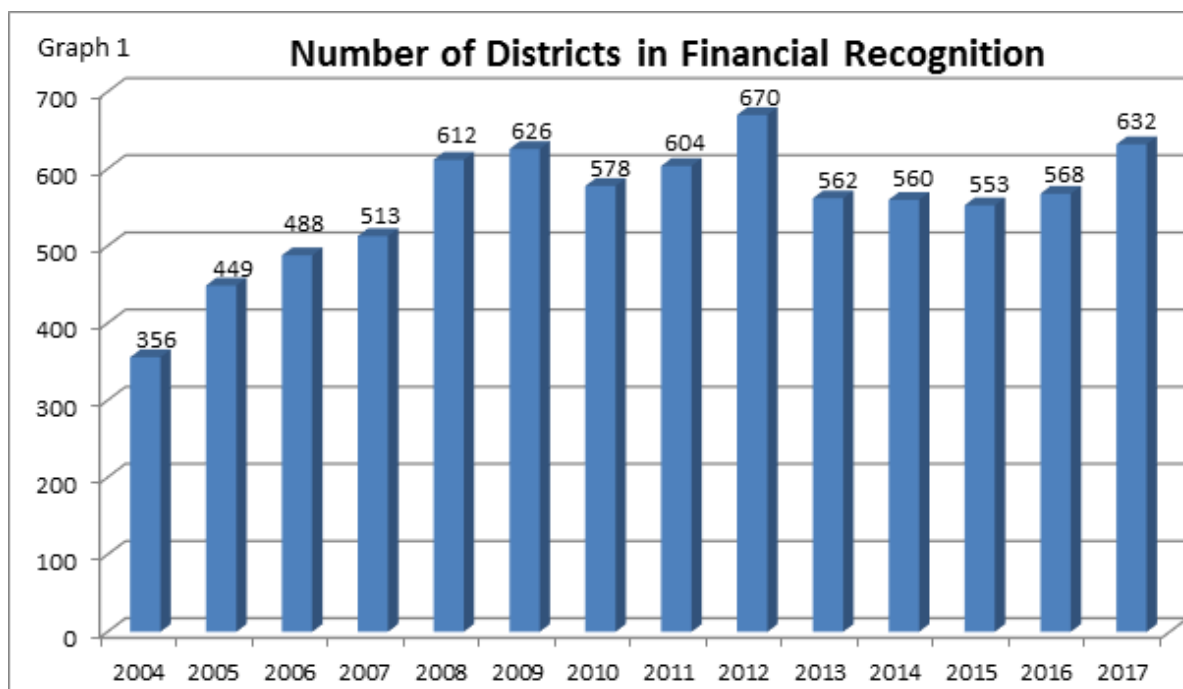
costs and by eliminating staff and programs. More than a fourth of all Illinois school districts in FY 2016 issued short- or long-term debt to sustain normal operations. School districts pay interest on outstanding debt, which decreases the funds available for education services in the future.

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.

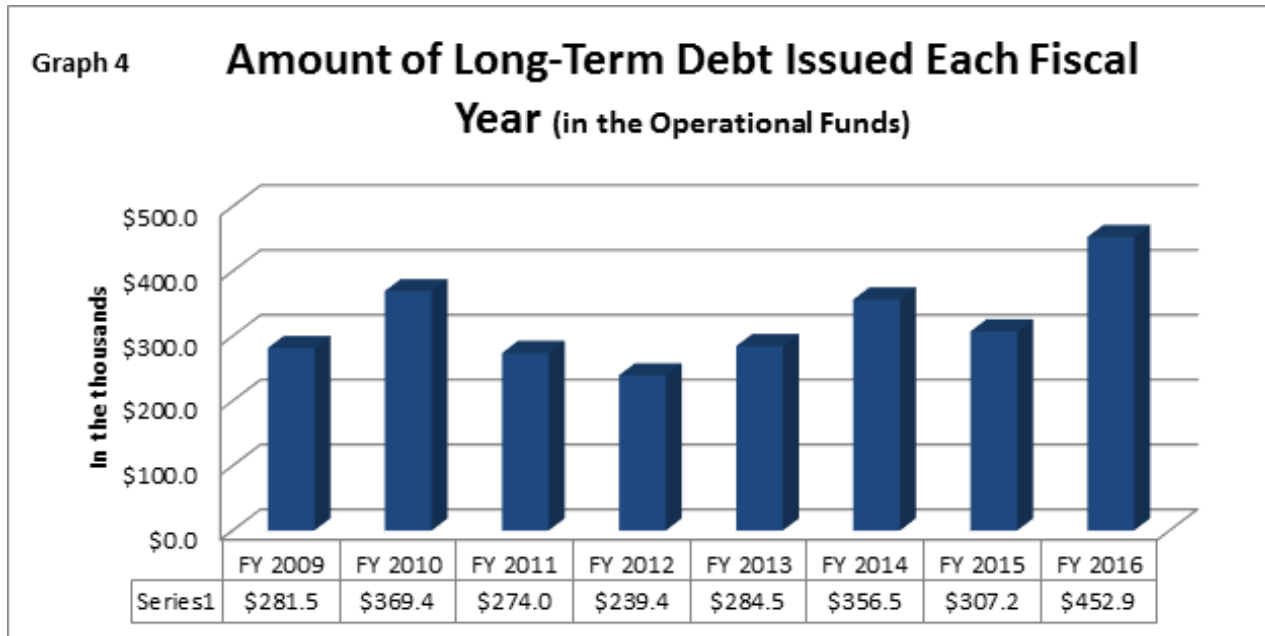
In addition, ISBE finalized a settlement agreement in February 2017 in the matter of *Chicago Urban League, et al. v. Illinois State Board of Education*. The settlement agreement resolved longstanding litigation by establishing how ISBE will proceed when the General Assembly fails to enact an appropriation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

Figure 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

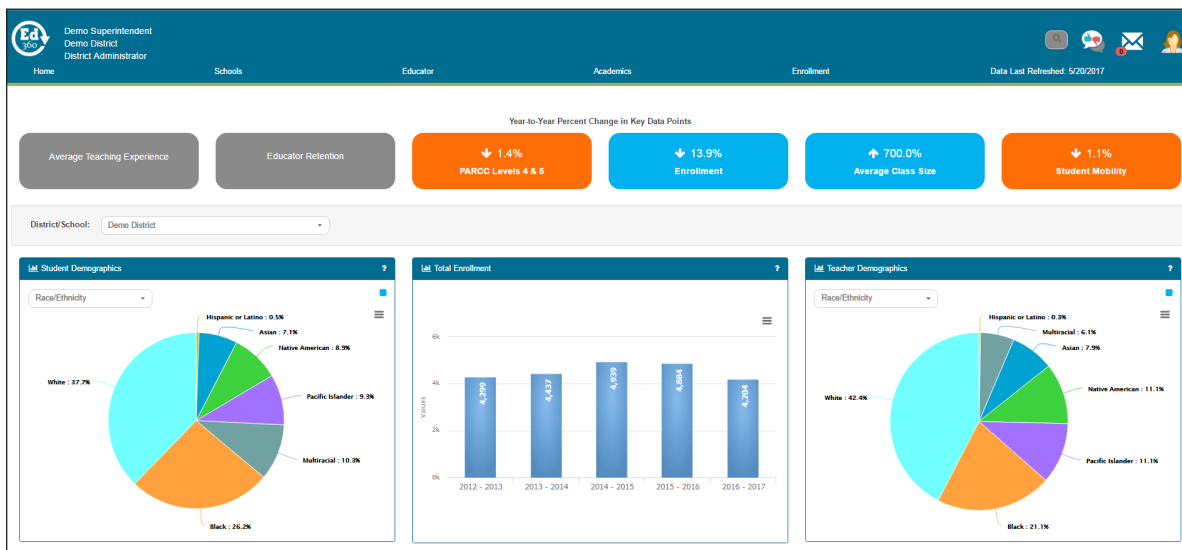
Management, 2) Curriculum and Instruction, and/or 3) Climate and Culture.

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.

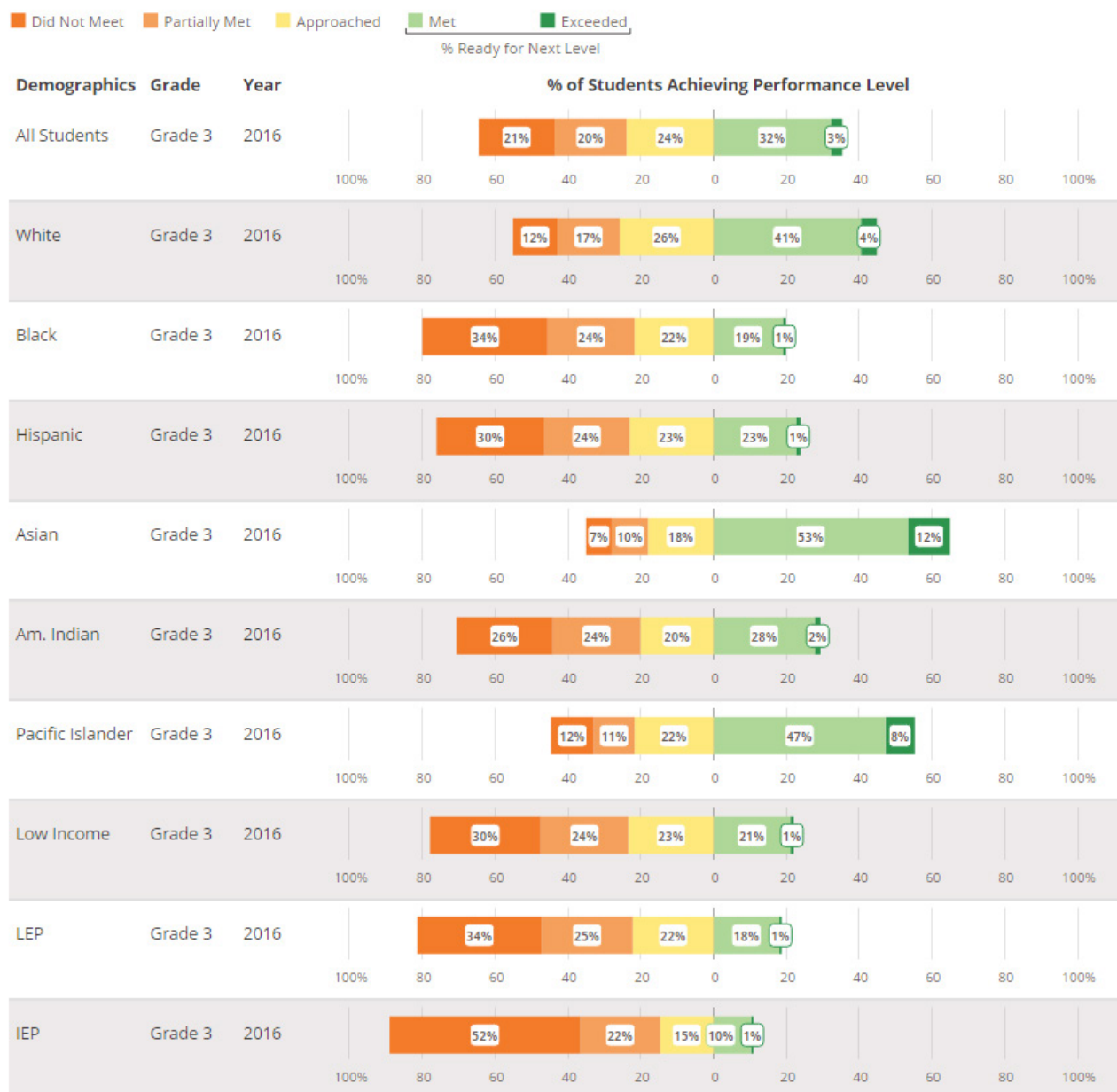
School year 2016-17 marked the first year of full implementation for the six schools that received federal School Improvement Grant 1003(g) awards in 2015-16. At one elementary school, changes to curriculum and instructional practice supported by the grant resulted in an improvement from 29.5% of third 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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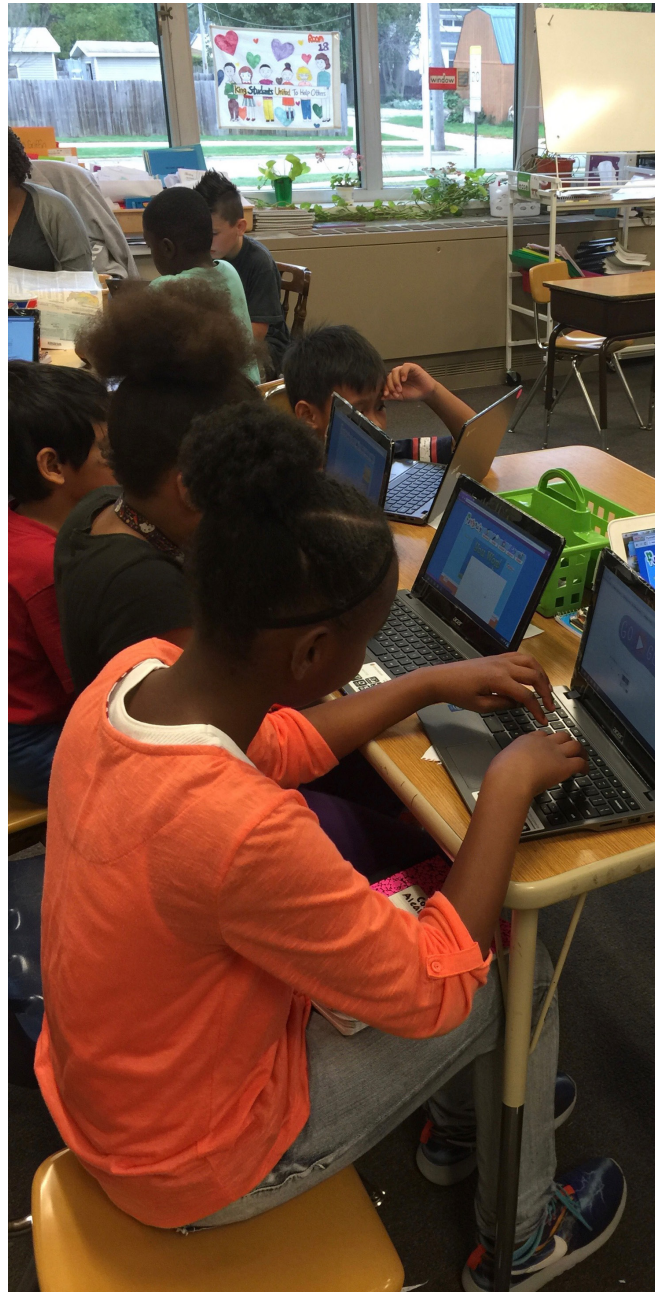
## RESULTS TO DATE

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.

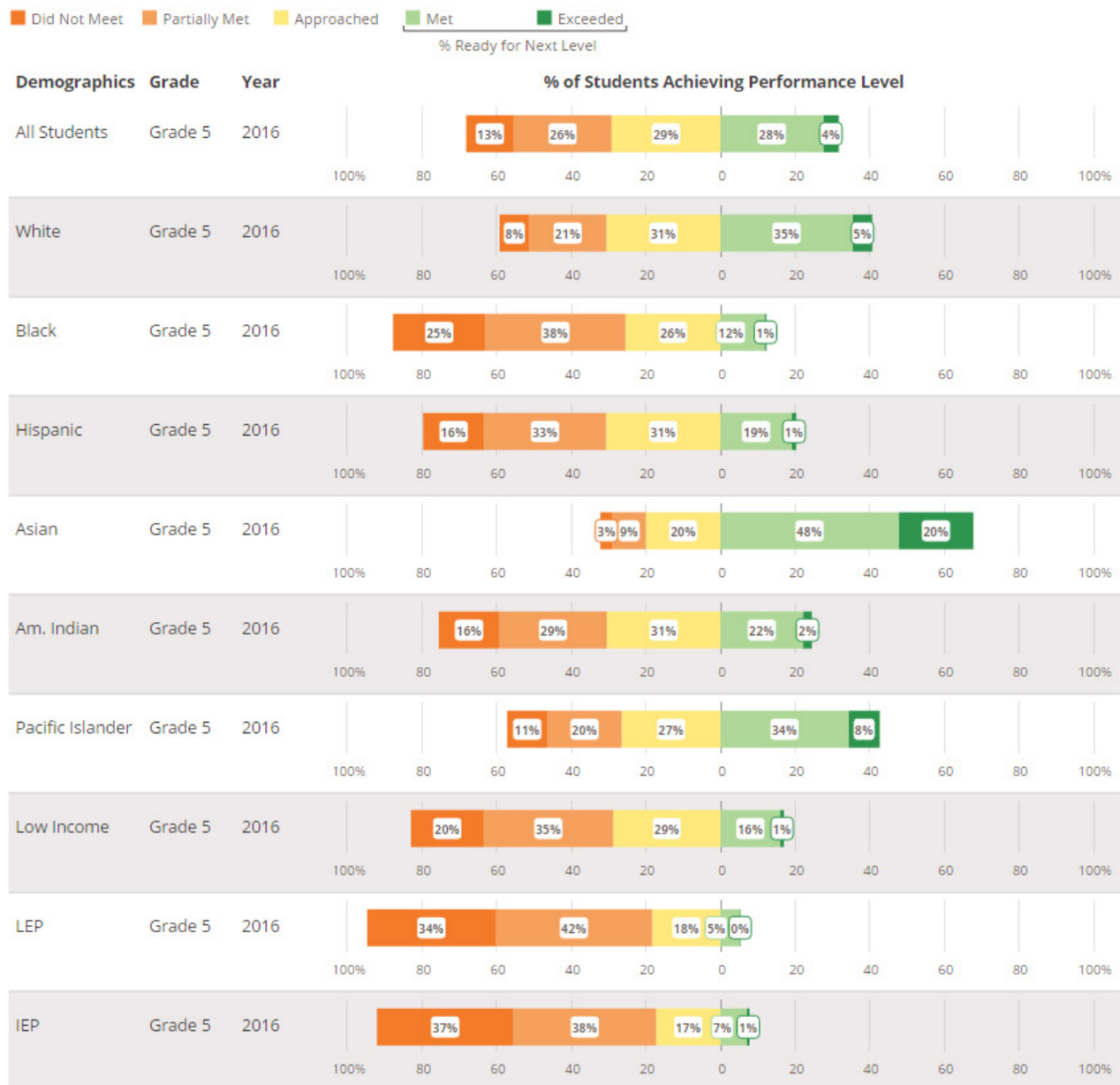
For instance, the Giving Our Achievers Lifelong Success (GOALS) program serves approximately 300 students at five different sites in East St. Louis and focuses on STEM academic enrichment. Staff at GOALS engage families through workshops on topics of interest, such as nutrition and wellness and how to 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.**

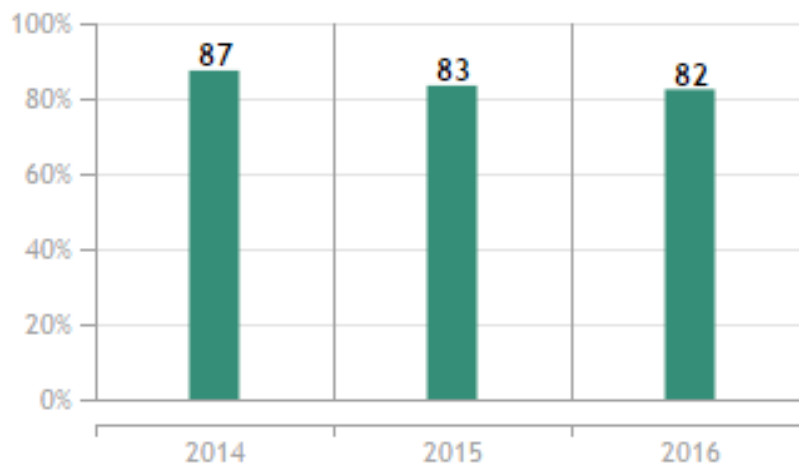
One of ISBE’s goals is to see 90 percent or more of ninth-graders are on track to graduate with their cohort because all students can succeed in high school.

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.

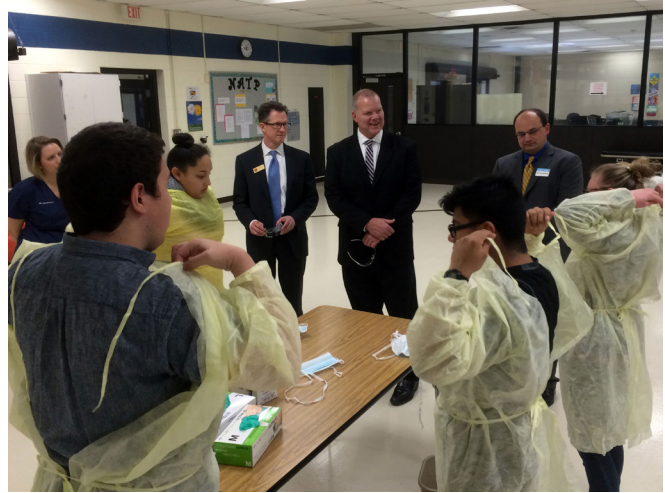
Including ninth-grade on track as an accountability indicator spurs heightened awareness of and attention to students' first year of high school as a decisive moment in their academic trajectory.

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

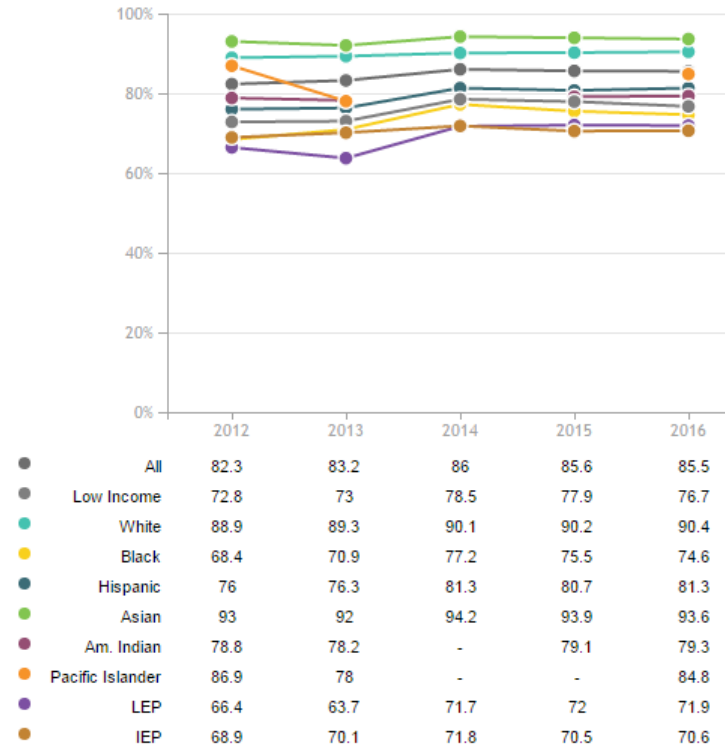
The new accountability framework that ISBE developed under the Every Student Succeeds Act includes college and career readiness as an indicator of school quality and student success for high schools. The indicator outlines criteria for students to achieve either Distinguished Scholar or College and Career 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.

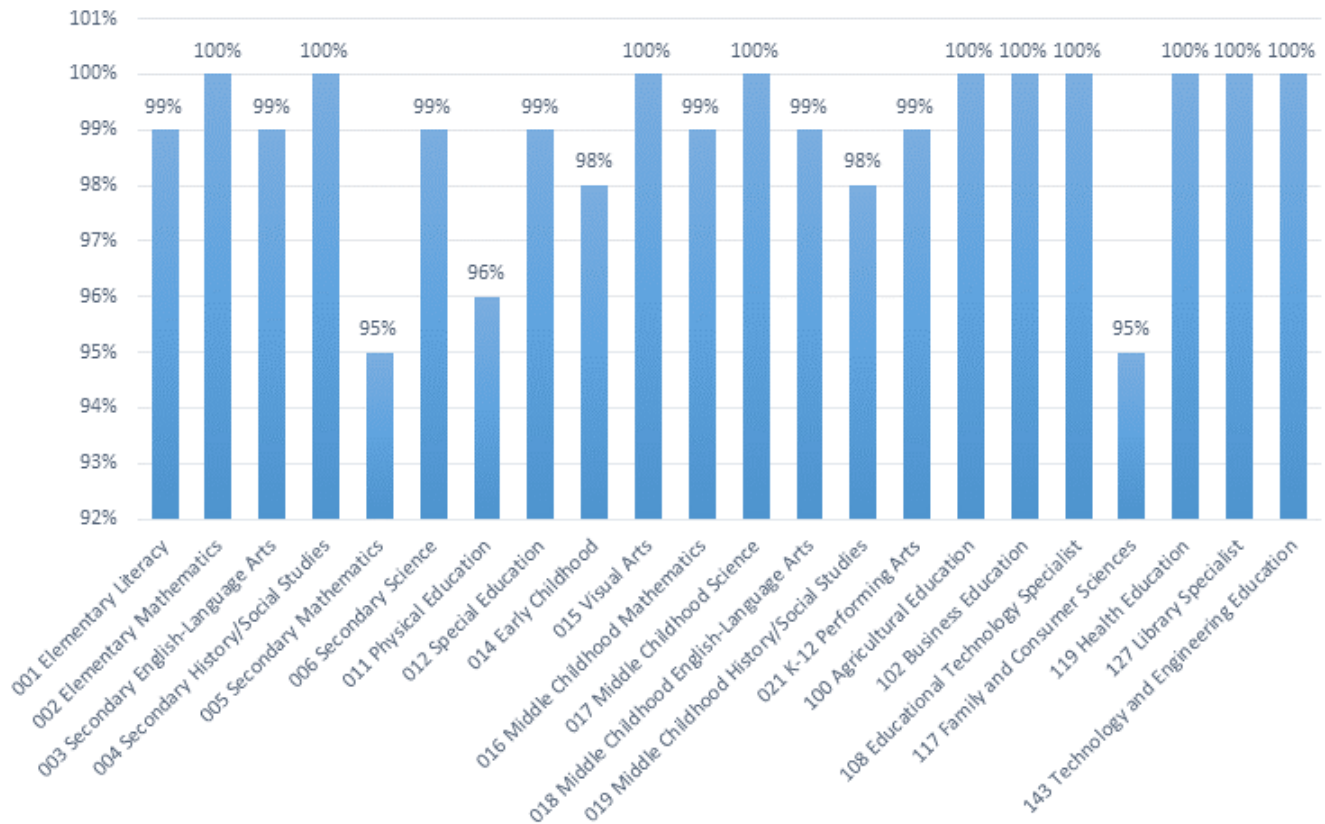
## PROGRESS AND INITIATIVES

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.

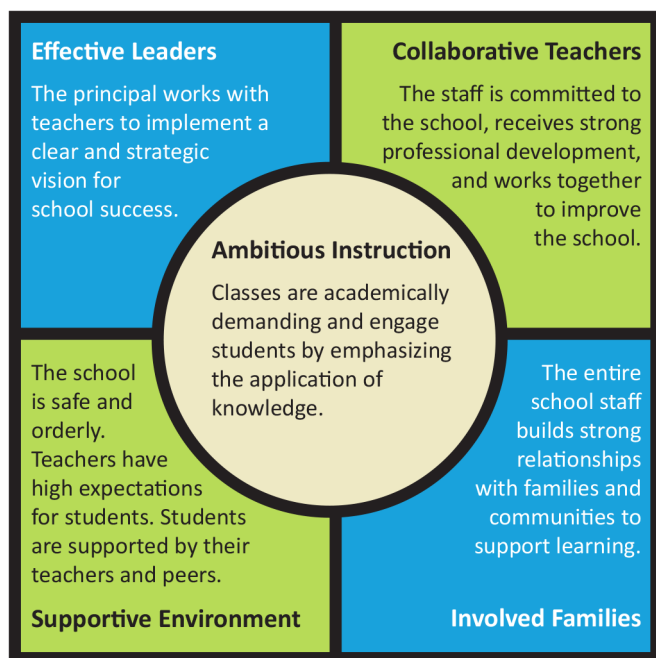
The 5Essentials Survey, which is being administered statewide for the fifth consecutive year during the 2016-17 school year, continues to provide valuable feedback about individual schools' climate and culture. The Consortium on School Research at the University of Chicago developed the 5Essentials Survey -- 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

## 2017 PROGRESS REPORT

COMPREHENSIVE STRATEGIC PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

Published by the Office of Communications, June 2017



**Illinois State Board of Education**  
**State Template for the**  
**Consolidated State Plan**  
**Under the Every Student Succeeds Act**



**U.S. Department of Education**  
OMB Number: 1810-0576  
Expiration Date: November 30, 2019



## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)<sup>1</sup>, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State Education Agency (SEA) may submit a consolidated state plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated state plan.

The U.S. Department of Education (ED) encourages each state to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated state plan. Further, ED aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.<sup>2</sup>

ED identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated state plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support Local Education Agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time, and manner for submission of the consolidated state plan, ED has established this template for submitting the consolidated state plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated state plan. The consolidated state plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated state plan, ED encourages each SEA to reflect on its overall vision and how the different sections of the consolidated state plan work together to create one comprehensive approach to improving outcomes for all students. ED encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

<sup>2</sup> In developing its consolidated state plan, each SEA must meet the requirements section 427 of the General Education Provisions Act and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers, and other program beneficiaries with special needs.



## Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated state plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated state plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated state plan.

### Submission Procedures

Each SEA must submit to ED its consolidated state plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

ED will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated state plan or an individual program state plan that addresses all of the required components received:

- On or prior to April 3, 2017, is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017, is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated state plan or individual program state plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

ED will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

### Publication of State Plan

After the Secretary approves a consolidated state plan or an individual program state plan, an SEA must publish its approved plan(s) on the SEA's website in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

## **Consultation**

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

## **Assurances**

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., [OSS.Alabama@ed.gov](mailto:OSS.Alabama@ed.gov)).



## **Cooperation with CCSSO**

ISBE worked with CCSSO throughout its plan development, including developing our own template, including all required elements were met.

## **Section 427 GEPA Statement**

The Illinois State Board of Education (ISBE) is the agency responsible for state federal funds administered under the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA). ISBE requires each applicant for federal funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. ISBE ensures that all ESSA programs are a part of a State-wide system that supports the whole child and provides an environment free from discrimination and harassment based upon gender, race, national origin, color, disability or age. ISBE will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all teachers, families and students with special needs.

## Cover Page

| <b>Contact Information and Signatures</b>   |  |
|---|--|
| <b>SEA Contact (Name and Position):</b><br>Jason A. Helfer Ph.D.<br>Deputy Superintendent for Teaching and Learning   | <b>Telephone:</b><br>217-782-4123  |
| <b>Mailing Address:</b><br>100 N. First Street<br>Springfield, IL 62777   | <b>Email Address:</b><br>jhelfer@isbe.net  |
| <p>By signing this document, I assure that:<br/>                     To the best of my knowledge and belief, all information and data included in this plan are true and correct.<br/>                     The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.<br/>                     Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p> |  |
| <b>Authorized SEA Representative (Printed Name)</b><br><br>Tony Smith, Ph.D.  | <b>Telephone:</b><br><br>217-785-1288  |
| <b>Signature of Authorized SEA Representative</b><br>  | <b>Date:</b><br>4/11/17  |
| <b>Governor (Printed Name)</b><br><br>Bruce Rauner  | <b>Date SEA provided plan to the Governor under ESEA section 8540:</b><br><br>2/1/17 |
| <b>Signature of Governor</b><br>   | <b>Date:</b><br>4/11/17  |

## Programs Included in the Consolidated State Plan

***Instructions:** Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated state plan. If an SEA elected not to include one or more of the programs below in its consolidated state plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated state plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).*

Check this box if the SEA has included all of the following programs in its consolidated state plan.

**or**

If all programs are not included, check each program listed below for which the SEA is submitting an individual program state plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers (21<sup>st</sup> CCLC)
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

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## Introduction

The mission of the Illinois State Board of Education (ISBE) is to “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 sees the Every Student Succeeds Act (ESSA) as an opportunity to live this mission in partnership with Illinois stakeholders.<sup>3</sup>

In Illinois, we believe that a universal culture of high expectations is fundamental to creating and supporting the conditions that provide the best opportunities for all students. ESSA fosters the conditions for Illinois to implement a holistic, comprehensive, and coordinated system of support that prepares each and every student for academic excellence and postsecondary success. Illinois is using the opportunities provided through ESSA to reduce barriers to learning in order to achieve fair access to high-quality educational opportunities for each and every child.

In developing the state plan for Illinois, ISBE has worked diligently to engage stakeholders through a collaborative process in order to learn from their expertise. ISBE recognizes that engaging a broad representation of stakeholder groups, all of whom are committed to improving student outcomes, is a crucial aspect in the development and implementation of an education delivery system that results in success for each and every child. From the inception of the process in January 2016 through submission to the U.S. Department of Education (ED) in April of 2017, ISBE recognized an opportunity through ESSA to actively engage Illinois residents on all aspects of creating a better education system in Illinois. The result of this collaboration is a plan that is both consistent with the law and reflective of the values and thinking in Illinois. The next important step in this work is implementation. While Illinois’ ESSA State Plan reflects many of the ideas offered by stakeholders, it is important to note that ideas not listed in this plan are not forgotten or ignored. Some of the input we received is specific to implementation and will guide our next steps. The relationships we built with stakeholders in the planning process will be essential as implementation begins such that we can discuss and develop shared action steps.

ISBE has co-authored four drafts of the ESSA State Plan with educators, community members, and national experts. This fourth draft is different from initial drafts as it presents the work we have developed collaboratively with all required participants, includes a formal introduction, and includes the template for submission of the consolidated state plan provided by ED in December 2016.

This template contains six sections: Long-Term Goals; Consultation and Performance Management; Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students. At the conclusion of the introduction of the required template, ED provides:

*When developing its consolidated state plan, the Department encourages each State Education Agency (SEA) to reflect on its overall vision and how the different sections of the consolidated state plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA’s vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?*

Articulating this comprehensive vision is challenging within the structure of the template insofar as it requires the state to respond to prompts that, for the purposes of compliance, are compartmentalized. To more fully articulate the vision for Illinois and how ESSA assists us with making our vision real, this introduction connects topics in ways

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<sup>3</sup> ESSA, signed into law by President Obama on December 10, 2015, is the reauthorization of the Elementary and Secondary Education Act (ESEA), the national education law.

that allow for Illinois to share our values and, from this, the story about the educational opportunities and supports we are working to provide for each and every child in Illinois schools.

### **Vision, Mission, and Goals**

At the outset of the ESSA State Plan for Illinois, the vision, mission, and goals of the ISBE are shared:

#### **Vision**

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

#### **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.

#### **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.

The vision, mission, and goals of ISBE directly contribute to a larger set of Illinois initiatives wherein by the year 2025, 60 percent or more of Illinoisans will hold a high-quality degree or postsecondary credential.

Illinois has clearly articulated a bold set of ideas and aspirations that with considerable collective effort and policy support will be realized over time. In Illinois, we know that a vision, mission, and supporting goals are only as useful as the collective work to make real what appears aspirational. The work we describe in ESSA is evidence of this collective quest. The most important question posed by ED is, “How does the state plan for Illinois, developed through deliberation and collaboration, assist in realizing the vision, mission, and goals articulated by ISBE?”

A partial answer to this question is provided by understanding the importance of deliberation and collaboration in working through the important values held by those involved in the development of the ESSA State Plan for Illinois.

#### **Collaboration**

*It is for this reason...at the present time not to be distracted in allowing any issue, no matter how useful in itself, to displace the freedom of intelligence in public communication by means of speech, publication in daily and weekly press, in books, in public assemblies, in scientific inquiry, as the center and burning focus of democracy. Nothing will be more fatal in the end than surrender and compromise on this point. Now, more than ever, it is urgently necessary to hold it in steady view as the heart from which flows the life-blood of democracy.<sup>4</sup>*

Listening to and learning from stakeholders created the foundation upon which the Illinois ESSA State Plan was developed. As John Dewey, American philosopher, psychologist, and education reformer in the early 20<sup>th</sup> century,

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<sup>4</sup> Dewey, J. (ca. 1946), “What is Democracy” (unpublished manuscript, ca.1946), Special Collections, Morris Library, Southern Illinois University, Box 55, Folder 3.

suggests above, public deliberation is essential for both sustaining and growing democracy. Creating and holding multiple public spaces for the introduction and contemplation of ideas was and is necessary in order to develop the ESSA State Plan for Illinois. This public space requires multiple avenues of entry for interested individuals and groups to share their values, opinions, and beliefs focused upon the “problem of practice,” also known as ESSA. It is also essential in that the relationships and interdependence developed through dialogue will make the more difficult work of implementation significantly more possible.

Current problems of practice most often emerge from previous contexts or challenges. In this case, the previous context for ESSA is No Child Left Behind (NCLB). In the case of ESSA, these previous contexts and their interrelationships can be understood as an attempt to reach greater equity through compliance, pressure, and oversight. NCLB was a promise that all children would do better in school and this obligation to all children was manifest through oversight, competition, and federal overreach.

These conditions for students, educators, and administrators were determined from afar. Ultimately, the rules often created confusion, resentment, and frustration for educators, families, communities, and, most importantly, students. The intent of NCLB, if actualized, was a public good. The ability to name deep inequities in educational opportunity and outcomes is ground we must not lose in our efforts to educate all children. However, the requirements for this public good, in fact, silenced many of those who needed to do the real work: educators and communities committed to improving the lives of their students. This silencing is precisely what Dewey was warning against in his writing and speaking. We suffer the loss of local wisdom and capacity to transform when the voices of those who have to live the requirements of a law or practice are removed from important communal deliberation and when the notion of expertise is limited to those far removed from the everyday living of a law or practice.

When a problem of practice emerges from a previous context, it is not a rejection of the past. It is an opportunity to learn from the past by taking parts that were important and placing them in a new context. When ESSA was signed into law on December 10, 2015, there were artifacts from NCLB that carried forward into the new law. Most specifically, ESSA kept the focus on equity of outcomes from NCLB that is essential to national prosperity and security. One of the most significant modifications from NCLB, however, was the acknowledgement that expertise existed in many spaces and the importance of this expertise in the development and implementation of the state plan. ESSA also acknowledges the critical importance of connecting early childhood education all the way through to postsecondary attainment. The authors of ESSA acknowledged what was overlooked in NCLB -- that those who were required to “live” ESSA should have a voice in the conditions that constitute the work.

ESSA requires collaboration with stakeholders as part of creating state plans. ISBE fully embraced this requirement and has gone to great lengths to engage the entire state through a variety of means. The State Board’s hypothesis is that if we repeatedly engage community members in the conversation about what we want Illinois students to know and be able to do, ask educators and community members what support and accountability for these outcomes should look like, and connect these new networks to already existing groups that this approach would lead to the development of a plan that is durable, nimble, and robust enough to radically improve educational outcomes in the state so that we can reach our goal of having 60 percent of Illinoisans with a high-quality degree or postsecondary credential by 2025.

ISBE conducted three listening tours around the state to introduce ESSA and take feedback from educators and community members (including students and families). We also held meetings with content experts to gain insight and recommendations on the accountability requirements of the plan. In addition to this work, ISBE also established an email address through which individuals and stakeholders could submit their comments, critiques, and suggestions. The result of this work is a state plan that is grounded in the belief that each and every child should have easy access to high-quality educational opportunities. The Illinois ESSA State Plan is the result of many drafts. The first draft included divergent opinions; we sought feedback on how to reconcile those opinions. The second and third drafts

narrowed the range of ideas. Finally in draft four, we produced a plan that is responsive to local needs while meeting statewide goals and meeting the federal obligations in ESSA.

ESSA requires that a state regularly revisit its plan to ensure that the plan is, in fact, producing the intended outcomes. If student outcomes do not meet those described in the plan, then ISBE will collaborate with stakeholders to determine the best approach to improving student outcomes. We are expected to implement this plan, continuously improve this plan, and ensure community members stay engaged in this work. Public deliberation is what Dewey emphasized as being good for the nurturing of democracy. The opportunity provided in ESSA for public deliberation is essential to ensure that Illinois' ESSA State Plan is a living document and its promise is realized in support of the whole child and a more economically vibrant Illinois.



## The Whole Child

Both stakeholders and ISBE have been deliberate in identifying the importance of meeting the needs of “the whole child”<sup>5</sup> throughout the development of the ESSA State Plan for Illinois. We believe caring for “the whole child” is an essential part of promoting academic excellence. The notion of “the whole child” in the ESSA State Plan for Illinois can be understood as a child within an ecology of multiple and interconnected parts (e.g., the child is an individual composed of interacting parts, such as cognitive, social and emotional, and physical, among others, *and* that this individual lives within overlapping environments including, but not limited to, home, school, and community). This idea has been articulated by the Governor’s Cabinet on Children and Youth and suggested by multiple stakeholders. It is well described by the visual expression of the child as central to and living within an interconnected system.<sup>6</sup>



However, if “the whole child” is understood as expressed above, then there are additional relationships inside and outside of school to ensure that the needs of the “the whole child” are met.<sup>7</sup> One important relationship not highlighted in the above image is the importance of ensuring that each and every child has access to highly effective educators who utilize a standards-based rigorous curriculum to develop new and more refined understandings. In this way, the needs of child are met through adapting instruction based upon child’s interest, readiness level, and learning profile and allow for multiple modes of representation. The intersection of academic rigor and the ideas shared above

<sup>5</sup> ISBE, throughout the plan, attempts to include “the whole child” when using terminology such as “for each and every child,” “all students,” and “every student.”

<sup>6</sup> Image accessed from <https://www.cdc.gov/healthyouth/images/wsc-model-ig.png> on January 14, 2017. For additional information on the Whole School, Whole Community, Whole Child model, please access <https://www.cdc.gov/healthyouth/wsc/index.htm>.

<sup>7</sup> While the following will frame the work identified in the vision, mission, and goals in a means/end continuum, it is not intended to create a simple dichotomy. Rather, its intent is to demonstrate the necessary interactions and feedback loops necessary in order for a vision, mission, and goals to be realized.

are woven through the vision, mission, and goals of the Illinois State Board of Education and ESSA will assist in bringing those ideas to life.

## **Vision**

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

The ISBE vision targets the following ends (outcomes): “whole, healthy children” and “whole, healthy systems.” The mission includes additional ends: “... empower[ment] of districts, and equitable outcomes for all students.” Finally, the Board goals as outcomes and the long-term goals for students also serve as ends. Many stakeholders were curious throughout the drafting of the ESSA State Plan for Illinois about the means through which ISBE will achieve its identified ends. ISBE and the school districts we support are necessary, but not sufficient, to generate these outcomes. Meeting the needs of the “whole child” is, in fact, a “whole community” effort.

Local school districts are best positioned to serve as the community hubs for improving the life outcomes of children and families. The ESSA State Plan is one part of coordinating and improving systems in Illinois.

## **System of Support**

The most obvious area in the ESSA State Plan for Illinois where “leadership and resources” are provided is through IL-EMPOWER. Most simply, IL-EMPOWER will serve as the statewide system of support for schools identified for comprehensive supports and services.<sup>8</sup> IL-EMPOWER services are, however, available to *all* schools and districts in Illinois.<sup>9</sup> IL-EMPOWER is a structure through which school improvement services are delivered.

ISBE will release the requirements for vendor pre-approval in spring 2017 through which providers of service focusing on improving student outcomes may apply and be pre-approved. Schools identified for comprehensive services will work with pre-approved providers to select the provider(s) that best meet the needs of the school community as determined through a needs assessment/equity audit.<sup>10</sup> Schools will, with their selected provider(s), develop a work plan with improvement targets and metrics related to the information gleaned from the needs assessment/equity audit. ISBE will use fiscal year 2016 and FY 2017 carryover dollars, as well as FY 2018 Statewide System of Support dollars, for this work.

ISBE will utilize field-based staff to assist districts and schools identify areas in need of support as well as connecting schools and districts together in peer networks in order to support one another. The agency has a major role to play in increasing statewide collaboration and sharing effective practices that will make a demonstrable difference in student outcomes. Sharing data, promoting effective practices, and facilitating connections across districts are core functions of the agency going forward. Capacity in individual schools and districts is necessary; however, it will not be sufficient to improve the entire system. Building collective capacity in Illinois to reach our 60 percent by 2025 goal is the only way we’ll get there.

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<sup>8</sup> Schools identified for targeted services and supports may use the services of IL-EMPOWER, but they are not required to do so as their plans for support and improvement are approved at the district level.

<sup>9</sup> Schools that are not identified for comprehensive services that wish to use an approved provider through IL-EMPOWER will need to conduct a needs assessment and equity audit in order to obtain the services.

<sup>10</sup> ESSA requires that a needs assessment is conducted to determine areas requiring additional support. ISBE, while not disagreeing with this, also believes that an equity audit at the school level can be instructive in identifying areas in need of support and/or equity gaps. Thus, ISBE is currently working on an approach that will provide schools with the information they require and intends to have a draft of the instrument completed by spring 2017.

The intersections of IL-EMPOWER, accountability, and assessments are really the heart, head, and hands of the plan. It is too simplistic to state that assessments (and other accountability indicators) are used for the purposes of accountability and accountability is used for the purposes of identifying schools for support. Logistically, this may be true, but what is missing from this picture is the powerful positive interdependence of each aspect of the system. In classrooms, the relationship between instruction, learning, and assessment is what drives positive growth. If we look at schools like the children they serve, they are learning and growing. The thoughtful intersection of IL-EMPOWER, accountability, and assessment is our best way to drive positive growth statewide.

### **Assessment and Accountability**

*First of all, as everyone knows, America doesn't do well on international tests.....But, where we undoubtedly lead the world is in variability. American standard deviations on all the [international] tests are just about at the top.....No country in the civilized world can match us in terms of the maldistribution of wealth...none can match the gap we create between our most literate and least literate countrymen. Ours is a diversity of inequality.<sup>11</sup>*

*I want to argue that one of the principal ways in which our minds are shaped to daily life is through the stories we tell and listen to – whether truth or fiction. We learn our culture principally through the stories that circulate within its bounds.<sup>12</sup>*

Jerome Bruner, like Dewey, was a public intellectual. His work was expansive and encompassed such diverse, yet interrelated, interests as concept formation, instructional design and delivery, and the use of storytelling as a central way of making meaning. He was committed to the public good. Bruner was an expert at making his work understandable to a variety of audiences. What he identifies in the quotes above is an example of the multiple ways one can view the use and outcomes of an assessment (e.g., the story one may wish to tell). His story on this topic emphasizes the possible intersections of the uses and outcomes of assessment results. For Bruner, assessment results could be used for the purpose of comparison. Comparison between two or more things or groups or ideas can be useful or not. These comparisons can lead to judgments of “good/bad,” “better/worse,” or “correct/incorrect.” What Bruner creates is a good way to discuss the various tensions resulting when considering the uses of assessment and, by extension, accountability. We heard about this tension in Illinois. We did not hear, however, that the current outcomes and access to quality educational opportunities are acceptable to anyone. We heard about the urgent need for better outcomes and better access across all groups of students.

The assessment and accountability sections of Illinois ESSA State Plan identify, among other things, the assessments Illinois will administer each school year to children in grades 3 through 8. More specifically, student performance on these assessments is part of the required academic indicators within ESSA. Illinois is also required to select one or more school quality indicators that are used along with required academic indicators for the purposes of accountability.

As indicated previously, one of the nationally important elements of NCLB that remains is the requirement of annual testing in grades 3 through 8. The purpose of annual testing is to ensure that groups of children are meeting particular learning targets at particular times to ensure all children have fair access to high-quality public schools and are receiving the support they require.

ESSA retains the NCLB requirement for annual testing, and states now have additional say in selecting non-academic indicators and determining what weight both academic and non-academic indicators will hold within an accountability system. The importance of recognizing growth is also present in ways it was not in NCLB. The authors of ESSA saw

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<sup>11</sup> Bruner, Jerome S. *The Bulletin*. Boston, MA: American Academy of Arts and Sciences, 2004.

<sup>12</sup> Bruner, Jerome S. *In Search of Pedagogy: The Selected Works of Jerome Bruner*. New York, NY:Routledge, 2006.

the error of placing the entire locus of control with those farthest removed from the work that occurs in schools around the country. Moving this control closer to those who do the work provides ways to describe and support the complex interrelationship between the various levels of responsibility for student outcomes (e.g., federal, state, and local).

Many groups and individuals shared their thinking on school quality indicators and the weighting of indicators as the Illinois plan was developed. The weighting of the academic indicators and school quality indicators will identify schools in need of support and as well those well positioned to support them. Unlike NCLB before it, ESSA emphasizes supporting schools and districts. We believe a quality accountability system that focuses on equity and growth is the cornerstone of our next chapter of improving student outcomes in Illinois.

In order for Illinois' educators to create a positive story, educators must become the central protagonists. Teachers, school service personnel, principals, superintendents, and school boards are directly responsible for putting Illinois on the path to 60 percent by 2025. The good work that is occurring with their students and staff must be identified and highlighted. The stories of educational excellence must be shared locally, regionally, and statewide. At the same time, a system of support needs to be robust and accessible enough so that schools, as living and breathing institutions, can ask for and receive the support they need without shame.

Every student in Illinois deserves to attend a high-quality school. If there isn't a high-quality education option for students where they live, that is a problem for all of Illinois. The statewide goal of 60 percent by 2025 will require some significant change and support in places where students and communities aren't on that track yet. It will also require a new and more comprehensive model of engagement and support from communities already on that track.

### **Supports for Educators and Students**

ISBE is committed to supporting educators in the development of their professional capital. Professional capital is the knowledge, skills, and understandings that an educator uses to meet the needs of the whole child in the context of a professional community. This suggests that educator knowledge, skills, and understanding certainly include things such as, but not limited to, human development, instructional design and delivery, universal design, differentiated instruction, balanced assessment practices, and data and assessment literacy. In addition to these areas, educators must be sensitive to the experiences that each and every child brings into the school and classroom(s) and the appropriate supports that may assist the child as they develop. The professional capital possessed by educators is the means through which they meet the ends in support of each and every child.<sup>13</sup> The State of Illinois must prioritize collective, collaborative professional capital as a means of improving schools, districts, and communities.

Schools ought to be places in which each and every child can -- through trying and sometimes failing, and trying again -- develop a rich sense of self. This sense of self is most clearly described in that they can see a positive future for themselves in the world. This is part of the common good of public schooling. As described in the "whole child" diagram, this sense of self is developed both inside and outside of the school. The experiences provided to children within school are deliberately designed and limited in terms of time, whereas that is not always the case outside of school. Nonetheless, children in Illinois' schools should be able to access and pursue multiple educational opportunities (e.g., Advanced Placement/International Baccalaureate offerings and exams; career and technical education experiences -- both exploratory work and career pathways; and access to experiences in the fine arts that allow the student to create, perform, and critique, among others). These opportunities should be based upon one or

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<sup>13</sup> For clarity of example, the "educator" in this example is a classroom teacher. However, ISBE recognizes the important work of administrators, teacher leaders, school service personnel, paraprofessionals, and other staff at the school who are essential in supporting the whole child.

more of the following: interest, readiness level, and/or learning profile.<sup>14</sup> These experiences should provide children the opportunity for multiple modes of representing their understanding. These opportunities should be pursued in environments that are safe for children to try out ideas and learn from their mistakes in what educator/author Linda Darling-Hammond calls a “culture of revision and redemption.”<sup>15</sup>

In order to provide these opportunities for students, Illinois is obligated to provide resources and training to educators so that they can more readily provide these opportunities for students. Providing those resources and training is a central part of the work articulated in the ESSA State Plan for Illinois.<sup>16</sup> In addition to the “within school” work articulated within the ESSA State Plan for Illinois, stakeholders also suggested that ISBE be deliberate in its “between school” work and use ESSA as an opportunity to clarify the importance of transitions between natural “fractures” in school composition. Students are much more likely to be comfortable in school within a system in which moving from building to building, based upon grade level, is thoughtful and deliberate care is taken to ensure the supports necessary are “moving” with the child.<sup>17</sup>

## Conclusion

We take seriously the questions posed by ED within the ESSA template. This introduction is our attempt to demonstrate the state vision for education and how ESSA is an opportunity to assist Illinois in achieving our vision. At the same time, this text is our effort to extend beyond the required sections in the template to provide the field with intentions that were difficult, if not impossible, to articulate in the ED template.

To this end, we emphasize the importance of collaboration and deliberation in the entire process. The work that has occurred thus far has demonstrated what this collaboration and deliberation can and should be when matters of importance for the public good are considered. Supporting the whole child and how this notion enhances the vision, mission, and goals of ISBE and Illinois was considered. We feel that it is vitally important that Illinoisans achieve academic excellence and earn postsecondary credentials in order for the state to achieve social and economic vitality.

This narrative description is intended to recognize, thank, and appreciate the people of Illinois, who care deeply about quality education, and ensure that all students have fair access to quality. Countless individuals have spent extraordinary amounts of their personal and professional time assisting ISBE in the development of the ESSA State Plan for Illinois. However, submitting and receiving approval for the plan is only the beginning of the work. To take this strategy and make it result in an excellent education for each and every child in Illinois is work that lies ahead. We must become better partners for the success of our more than 2 million preK-12 students if we hope to achieve our short- and long-term statewide goals.

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<sup>14</sup> This statement should not be understood as a child only accesses opportunities when ready or interested or when some characteristic of her or his learning profile is “met.” Rather, it is meant to suggest that readiness, interest, and learning profile are used to support the student in moving toward and accessing the particular opportunity in which the student is interested.

<sup>15</sup> Darling-Hammond, Linda. *Redesigning High Schools: What matters and What Works*. Stanford, CA: School Redesign Network, 2002. [https://edpolicy.stanford.edu/sites/default/files/10-features-good-small-schools-redesigning-high-schools-what-matters-and-what-works\\_0.pdf](https://edpolicy.stanford.edu/sites/default/files/10-features-good-small-schools-redesigning-high-schools-what-matters-and-what-works_0.pdf).

<sup>16</sup> This work will occur deliberately on the part of ISBE. ISBE is currently developing a scope and calendar of the resources and training necessary to “move” this work forward. So, too, but possibly in a more limited way, IL-EMPOWER vendors will provide these supports should a school identify this as an area in need of support.

<sup>17</sup> One way that ISBE is asking schools and districts to consider this will occur within the Title application where there is an expectation that schools will be able to articulate how they transition students throughout the P-12 continuum.



## Long-term Goals

*Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its state-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the state's minimum number of students.*

*In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.*

### A. Academic Achievement

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its state-determined timeline for attaining such goals.

The vision, mission, and goals of ISBE and ESSA explicitly focus on the equity of services, resources, and supports available for each and every child in order for them to be successful in school and beyond. NCLB, the predecessor to ESSA, put in place a structure to ensure that all children would be proficient in English language arts and mathematics, but it did not recognize or honor local expertise and context. ESSA, in doing so, allows states and districts the opportunity to create an accountability system that is grounded upon the belief that each and every child has the right to be taught and supported by a highly effective teacher in order to grow into confident, competent, and connected young person. ESSA, moreover, allows ISBE and districts (LEAs) to create and participate in a statewide system of support. This statewide system of support in connection with the accountability system assists not only in the identification of districts eligible to receive supports but those who are in a position to provide support, should they choose. Put differently, ESSA provides ISBE the opportunity, through the following vision, mission, and goals, to advocate for schools and support the whole child:<sup>18</sup>

#### Vision

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

#### 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.

#### 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.

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<sup>18</sup> Retrieved on January 14, 2017, from <https://www.isbe.net/Pages/Agency-and-Board-Information.aspx>.

- 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 determined that using the following Board goals also make sense as the ambitious long-term goals:

- 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.

So, too, these goals align with a larger state goal whereby 60 percent of its residents earn high-quality degrees and career credentials by 2025.<sup>19</sup>

In previous iterations of the plan, ISBE identified a 15-year timeline, with three-year interim goals. This recommendation emerged from the accountability stakeholder work groups and is consistent with the proposed timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the percentage of all learners in Illinois who make annual progress toward the long-term goals.

The Illinois Balanced Accountability Measure Committee (IBAMC) concurred with the proposed 15-year timeline in its final recommendations, but recommended interim goals over a five- or six-year time frame.

For the purposes of identification for support, ISBE will use a three-year benchmarking process in order to identify a baseline from which three-year interim goals will be identified. A baseline will be established from no less than the most recent three years of academic achievement assessment data included as academic indicators in the accountability system required in ESSA. Once the baseline for academic achievement for all students and each subgroup has been established, the 90 percent targets will be back mapped with the timeline of interim goals determined by the State Board.

ISBE will use a three-year composite average to establish its baseline performance levels and measures of interim progress. Baseline data will not be available until state assessment for all students has been administered and recorded for all student demographic groups for three consecutive years.

ISBE will collect and report data, through grade 12, for former English Learners (ELs) and children formally identified with a disability, in addition to the subgroups required in ESSA, in order to ensure equity.

a. Academic Achievement. (*ESEA section 1111(c)(4)(A)(i)(I)(aa)*)

- i. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The long-term goals are as follows:

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<sup>19</sup> Addition information on the 60x25 initiative can be accessed at <http://www.isac.org/home/isac-big-goal.html>.

- 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.

ISBE identified a 15-year timeline, with three-year interim goals. This recommendation emerged from the accountability stakeholder work groups and is consistent with the proposed timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the percentage of all learners in Illinois who make annual progress toward the long-term goals.

The baseline for the measures of interim progress shared below use 2016 PARCC data. ISBE will revisit the baseline data once three years of data is available. So too, ISBE will collect and report data, through grade 12, for former English Learners (ELs) and children formally identified with a disability, in addition to the subgroups required in ESSA, in order to ensure equity.

The long-term goals adopted by ISBE in September 2015 are significantly more ambitious than previous board goals insofar as the goals are more comprehensive, inclusive of all student populations, and identify targets for readiness and achievement throughout the continuum of each and every child's P-12 schooling. It is important to maintain the same ambitious goals for all students and student demographic groups, ISBE will also conduct ongoing analysis of school's actual success in closing achievement gaps to determine three-year interim goals that are both ambitious but also achievable.

- ii. Provide the baseline and long-term goals in the table below.

The baseline for the long-term goals and measurements of interim progress use 2016 PARCC results for English/Language Arts and mathematics. The data for grades 9-12 is unable to be disaggregated insofar as the 2016 administration of the PARCC exam in ELA and Mathematics occurred at the end of specific courses.<sup>20</sup> From this baseline, measures of interim progress for all learners in Illinois were determined. These measures of interim progress are not the result of a three-year composite average of data. As indicated previously, once a three-year composite average are available for academic indicators, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

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<sup>20</sup> Beginning in 2017, Illinois administers the SAT at no cost and during the school day to every student in the 11<sup>th</sup> grade.

| <b>Benchmark and Measurement of Interim Progress: English Language Arts Grades 3-8</b> |          |            |             |               |              |              |                 |              |   |                            |                                  |            |                    |                |            |                    |                       |                               |
|--|----------|------------|-------------|---------------|--------------|--------------|-----------------|--------------|---|----------------------------|----------------------------------|------------|--------------------|----------------|------------|--------------------|-----------------------|-------------------------------|
| <b>ELA</b>   |          | <b>All</b> | <b>Male</b> | <b>Female</b> | <b>White</b> | <b>Black</b> | <b>Hispanic</b> | <b>Asian</b> | <b>Hawaiian/<br/>Pacific<br/>Islander</b> | <b>Native<br/>American</b> | <b>Two or<br/>More<br/>Races</b> | <b>LEP</b> | <b>Not<br/>LEP</b> | <b>Migrant</b> | <b>IEP</b> | <b>Not<br/>IEP</b> | <b>Low<br/>Income</b> | <b>Not<br/>Low<br/>Income</b> |
| <b>2016</b>  | Grade3-8 | 36.5       | 30.0        | 43.2          | 45.9         | 18.1         | 25.0            | 66.4         | 49.3                                      | 29.0                       | 39.4                             | 9.7        | 39.1               | 6.7            | 7.9        | 40.8               | 21.9                  | 51.7                          |
| <b>2019</b>  | Grade3-8 | 46.5       | 41.3        | 52.0          | 54.2         | 31.6         | 37.2            | 70.8         | 56.9                                      | 40.4                       | 48.9                             | 24.8       | 48.6               | 22.3           | 23.3       | 50.0               | 34.7                  | 58.9                          |
| <b>2022</b>  | Grade3-8 | 56.6       | 52.5        | 60.8          | 62.4         | 45.1         | 49.4            | 75.3         | 64.6                                      | 51.9                       | 58.4                             | 39.8       | 58.2               | 37.9           | 38.7       | 59.3               | 47.4                  | 66.1                          |
| <b>2025</b>  | Grade3-8 | 66.6       | 63.8        | 69.5          | 70.7         | 58.5         | 61.6            | 79.7         | 72.2                                      | 63.3                       | 67.9                             | 54.9       | 67.7               | 53.6           | 54.1       | 68.5               | 60.2                  | 73.2                          |
| <b>2028</b>  | Grade3-8 | 76.6       | 75.0        | 78.3          | 79.0         | 72.0         | 73.8            | 84.1         | 79.8                                      | 74.8                       | 77.4                             | 69.9       | 77.3               | 69.2           | 69.5       | 77.7               | 73.0                  | 80.4                          |
| <b>2031</b>  | Grade3-8 | 86.7       | 86.3        | 87.1          | 87.2         | 85.5         | 85.9            | 88.5         | 87.5                                      | 86.2                       | 86.8                             | 85.0       | 86.8               | 84.8           | 84.9       | 86.9               | 85.7                  | 87.6                          |
| <b>2032</b>  | Grade3-8 | 90.0       | 90.0        | 90.0          | 90.0         | 90.0         | 90.0            | 90.0         | 90.0                                      | 90.0                       | 90.0                             | 90.0       | 90.0               | 90.0           | 90.0       | 90.0               | 90.0                  | 90.0                          |
|  |          |            |             |               |              |              |                 |              |   |                            |                                  |            |                    |                |            |                    |                       |                               |
| <b>2016</b>  | Grade 3  | 35.5       | 31.3        | 39.8          | 44.8         | 19.9         | 23.9            | 65.0         | 55.3                                      | 29.4                       | 39.1                             | 18.7       | 39.8               | 3.2            | 11.0       | 39.2               | 22.1                  | 51.0                          |
| <b>2019</b>  | Grade 3  | 45.7       | 42.3        | 49.2          | 53.3         | 33.0         | 36.3            | 69.7         | 61.8                                      | 40.8                       | 48.6                             | 32.1       | 49.2               | 19.5           | 25.8       | 48.7               | 34.8                  | 58.3                          |
| <b>2022</b>  | Grade 3  | 55.9       | 53.3        | 58.6          | 61.8         | 46.2         | 48.7            | 74.4         | 68.3                                      | 52.1                       | 58.2                             | 45.4       | 58.6               | 35.8           | 40.6       | 58.3               | 47.6                  | 65.6                          |
| <b>2025</b>  | Grade 3  | 66.2       | 64.3        | 68.0          | 70.2         | 59.3         | 61.1            | 79.1         | 74.8                                      | 63.5                       | 67.7                             | 58.8       | 68.0               | 52.0           | 55.4       | 67.8               | 60.3                  | 72.9                          |
| <b>2028</b>  | Grade 3  | 76.4       | 75.3        | 77.5          | 78.7         | 72.5         | 73.5            | 83.8         | 81.3                                      | 74.9                       | 77.3                             | 72.2       | 77.5               | 68.3           | 70.3       | 77.3               | 73.0                  | 80.3                          |
| <b>2031</b>  | Grade 3  | 86.6       | 86.3        | 86.9          | 87.2         | 85.6         | 85.9            | 88.4         | 87.8                                      | 86.2                       | 86.8                             | 85.5       | 86.9               | 84.6           | 85.1       | 86.8               | 85.8                  | 87.6                          |
| <b>2032</b>  | Grade 3  | 90.0       | 90.0        | 90.0          | 90.0         | 90.0         | 90.0            | 90.0         | 90.0                                      | 90.0                       | 90.0                             | 90.0       | 90.0               | 90.0           | 90.0       | 90.0               | 90.0                  | 90.0                          |
|  |          |            |             |               |              |              |                 |              |   |                            |                                  |            |                    |                |            |                    |                       |                               |
| <b>2016</b>  | Grade 4  | 36.9       | 31.8        | 42.2          | 47.2         | 18.7         | 24.3            | 66.1         | 47.8                                      | 28.3                       | 41.8                             | 6.1        | 40.4               | 0.0            | 10.2       | 41.1               | 22.0                  | 53.5                          |
| <b>2019</b>  | Grade 4  | 46.9       | 42.7        | 51.2          | 55.2         | 32.1         | 36.6            | 70.6         | 55.7                                      | 39.9                       | 50.8                             | 21.8       | 49.7               | 16.9           | 25.2       | 50.3               | 34.8                  | 60.3                          |
| <b>2022</b>  | Grade 4  | 56.8       | 53.6        | 60.1          | 63.3         | 45.4         | 48.9            | 75.1         | 63.6                                      | 51.4                       | 59.9                             | 37.6       | 59.0               | 33.8           | 40.1       | 59.4               | 47.5                  | 67.2                          |
| <b>2025</b>  | Grade 4  | 66.8       | 64.5        | 69.1          | 71.3         | 58.8         | 61.3            | 79.5         | 71.5                                      | 63.0                       | 68.9                             | 53.3       | 68.3               | 50.6           | 55.1       | 68.6               | 60.3                  | 74.0                          |
| <b>2028</b>  | Grade 4  | 76.7       | 75.5        | 78.1          | 79.3         | 72.2         | 73.6            | 84.0         | 79.5                                      | 74.6                       | 78.0                             | 69.0       | 77.6               | 67.5           | 70.1       | 77.8               | 73.0                  | 80.9                          |
| <b>2031</b>  | Grade 4  | 86.7       | 86.4        | 87.0          | 87.3         | 85.5         | 85.9            | 88.5         | 87.4                                      | 86.1                       | 87.0                             | 84.8       | 86.9               | 84.4           | 85.0       | 86.9               | 85.8                  | 87.7                          |
| <b>2032</b>  | Grade 4  | 90.0       | 90.0        | 90.0          | 90.0         | 90.0         | 90.0            | 90.0         | 90.0                                      | 90.0                       | 90.0                             | 90.0       | 90.0               | 90.0           | 90.0       | 90.0               | 90.0                  | 90.0                          |
|  |          |            |             |               |              |              |                 |              |   |                            |                                  |            |                    |                |            |                    |                       |                               |
| <b>2016</b>  | Grade 5  | 35.3       | 29.7        | 41.3          | 45.3         | 16.3         | 22.8            | 66.6         | 41.8                                      | 24.6                       | 38.4                             | 2.9        | 37.9               | 2.9            | 7.4        | 39.7               | 20.0                  | 51.5                          |
| <b>2019</b>  | Grade 5  | 45.6       | 41.0        | 50.4          | 53.7         | 30.1         | 35.4            | 71.0         | 50.8                                      | 36.9                       | 48.1                             | 19.2       | 47.7               | 19.2           | 22.9       | 49.1               | 33.1                  | 58.7                          |
| <b>2022</b>  | Grade 5  | 55.8       | 52.3        | 59.6          | 62.1         | 43.9         | 48.0            | 75.4         | 59.9                                      | 49.1                       | 57.8                             | 35.6       | 57.4               | 35.6           | 38.4       | 58.6               | 46.3                  | 65.9                          |
| <b>2025</b>  | Grade 5  | 66.1       | 63.6        | 68.7          | 70.4         | 57.8         | 60.6            | 79.8         | 68.9                                      | 61.4                       | 67.4                             | 51.9       | 67.2               | 51.9           | 53.9       | 68.0               | 59.4                  | 73.2                          |
| <b>2028</b>  | Grade 5  | 76.3       | 74.9        | 77.8          | 78.8         | 71.6         | 73.2            | 84.2         | 78.0                                      | 73.7                       | 77.1                             | 68.2       | 77.0               | 68.2           | 69.4       | 77.4               | 72.5                  | 80.4                          |

|             |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|-------------|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>2031</b> | Grade 5 | 86.6 | 86.2 | 87.0 | 87.2 | 85.4 | 85.8 | 88.5 | 87.0 | 85.9 | 86.8 | 84.6 | 86.7 | 84.6 | 84.8 | 86.9 | 85.6 | 87.6 |
| <b>2032</b> | Grade 5 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
|             |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>2016</b> | Grade 6 | 34.9 | 27.6 | 42.5 | 44.3 | 16.0 | 23.7 | 63.8 | 48.3 | 29.1 | 37.2 | 2.2  | 36.7 | 9.7  | 5.9  | 39.3 | 20.4 | 49.6 |
| <b>2019</b> | Grade 6 | 45.2 | 39.3 | 51.4 | 52.9 | 29.9 | 36.1 | 68.7 | 56.1 | 40.5 | 47.1 | 18.7 | 46.7 | 24.8 | 21.7 | 48.8 | 33.5 | 57.2 |
| <b>2022</b> | Grade 6 | 55.6 | 51.0 | 60.3 | 61.4 | 43.8 | 48.6 | 73.6 | 63.9 | 51.9 | 57.0 | 35.1 | 56.7 | 39.8 | 37.4 | 58.3 | 46.5 | 64.8 |
| <b>2025</b> | Grade 6 | 65.9 | 62.7 | 69.2 | 70.0 | 57.6 | 61.0 | 78.5 | 71.8 | 63.4 | 66.9 | 51.6 | 66.7 | 54.9 | 53.2 | 67.8 | 59.6 | 72.3 |
| <b>2028</b> | Grade 6 | 76.2 | 74.4 | 78.1 | 78.6 | 71.5 | 73.4 | 83.5 | 79.6 | 74.8 | 76.8 | 68.1 | 76.7 | 69.9 | 69.0 | 77.3 | 72.6 | 79.9 |
| <b>2031</b> | Grade 6 | 86.6 | 86.1 | 87.0 | 87.1 | 85.4 | 85.9 | 88.4 | 87.4 | 86.2 | 86.7 | 84.5 | 86.7 | 85.0 | 84.7 | 86.8 | 85.7 | 87.5 |
| <b>2032</b> | Grade 6 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
|             |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>2016</b> | Grade 7 | 37.3 | 28.8 | 46.3 | 46.4 | 17.7 | 26.2 | 68.6 | 50.0 | 31.6 | 39.2 | 2.9  | 39.1 | 17.9 | 6.3  | 42.0 | 22.3 | 52.0 |
| <b>2019</b> | Grade 7 | 47.2 | 40.3 | 54.5 | 54.6 | 31.3 | 38.2 | 72.6 | 57.5 | 42.6 | 48.7 | 19.2 | 48.6 | 31.4 | 22.0 | 51.0 | 35.0 | 59.1 |
| <b>2022</b> | Grade 7 | 57.1 | 51.8 | 62.7 | 62.8 | 44.8 | 50.1 | 76.6 | 65.0 | 53.5 | 58.3 | 35.6 | 58.2 | 44.9 | 37.7 | 60.0 | 47.7 | 66.3 |
| <b>2025</b> | Grade 7 | 66.9 | 63.2 | 70.9 | 70.9 | 58.4 | 62.1 | 80.6 | 72.5 | 64.5 | 67.8 | 51.9 | 67.7 | 58.5 | 53.4 | 69.0 | 60.4 | 73.4 |
| <b>2028</b> | Grade 7 | 76.8 | 74.7 | 79.1 | 79.1 | 71.9 | 74.1 | 84.7 | 80.0 | 75.4 | 77.3 | 68.2 | 77.3 | 72.0 | 69.1 | 78.0 | 73.1 | 80.5 |
| <b>2031</b> | Grade 7 | 86.7 | 86.2 | 87.3 | 87.3 | 85.5 | 86.0 | 88.7 | 87.5 | 86.4 | 86.8 | 84.6 | 86.8 | 85.5 | 84.8 | 87.0 | 85.8 | 87.6 |
| <b>2032</b> | Grade 7 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
|             |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>2016</b> | Grade 8 | 39.1 | 30.8 | 47.7 | 47.4 | 19.6 | 29.5 | 68.8 | 53.1 | 31.4 | 41.1 | 3.4  | 40.9 | 7.7  | 6.5  | 43.8 | 25.0 | 52.4 |
| <b>2019</b> | Grade 8 | 48.6 | 41.9 | 55.6 | 55.4 | 32.8 | 40.8 | 72.8 | 60.0 | 42.4 | 50.3 | 19.6 | 50.1 | 23.1 | 22.2 | 52.5 | 37.2 | 59.5 |
| <b>2022</b> | Grade 8 | 58.2 | 53.0 | 63.6 | 63.4 | 46.0 | 52.2 | 76.8 | 66.9 | 53.4 | 59.4 | 35.9 | 59.3 | 38.6 | 37.8 | 61.1 | 49.4 | 66.5 |
| <b>2025</b> | Grade 8 | 67.7 | 64.1 | 71.5 | 71.4 | 59.2 | 63.5 | 80.7 | 73.9 | 64.4 | 68.6 | 52.1 | 68.5 | 54.0 | 53.5 | 69.8 | 61.6 | 73.6 |
| <b>2028</b> | Grade 8 | 77.3 | 75.2 | 79.4 | 79.4 | 72.4 | 74.9 | 84.7 | 80.8 | 75.4 | 77.8 | 68.4 | 77.7 | 69.4 | 69.1 | 78.5 | 73.8 | 80.6 |
| <b>2031</b> | Grade 8 | 86.8 | 86.3 | 87.4 | 87.3 | 85.6 | 86.2 | 88.7 | 87.7 | 86.3 | 86.9 | 84.6 | 86.9 | 84.9 | 84.8 | 87.1 | 85.9 | 87.7 |
| <b>2032</b> | Grade 8 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |



| Benchmark and Measurement of Interim Progress: Mathematics Grades 3-8 |          |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |         |               |                   |
|---|----------|------|------|--------|-------|-------|----------|-------|----------------------------------|--------------------|-------------------------|------|------------|---------|------|---------|---------------|-------------------|
| Math  |          | All  | Male | Female | White | Black | Hispanic | Asian | Hawaiian/<br>Pacific<br>Islander | Native<br>American | Two or<br>more<br>races | LEP  | Not<br>LEP | Migrant | IEP  | Not IEP | Low<br>Income | Not Low<br>Income |
| <b>2016</b>   | Grade3-8 | 31.6 | 30.9 | 32.4   | 40.7  | 12.4  | 20.5     | 66.5  | 43.2                             | 24.2               | 33.5                    | 13.1 | 33.5       | 9.4     | 8.3  | 35.2    | 17.4          | 46.6              |
| <b>2019</b>   | Grade3-8 | 42.6 | 42.0 | 43.2   | 49.9  | 27.0  | 33.5     | 70.9  | 52.0                             | 36.5               | 44.1                    | 27.5 | 44.1       | 24.5    | 23.6 | 45.5    | 31.0          | 54.7              |
| <b>2022</b>   | Grade3-8 | 53.5 | 53.1 | 54.0   | 59.2  | 41.5  | 46.6     | 75.3  | 60.8                             | 48.9               | 54.7                    | 41.9 | 54.7       | 39.6    | 38.9 | 55.8    | 44.6          | 62.9              |
| <b>2025</b>   | Grade3-8 | 64.5 | 64.1 | 64.8   | 68.4  | 56.1  | 59.6     | 79.7  | 69.5                             | 61.2               | 65.3                    | 56.4 | 65.3       | 54.7    | 54.3 | 66.0    | 58.2          | 71.0              |
| <b>2028</b>   | Grade3-8 | 75.4 | 75.2 | 75.6   | 77.7  | 70.6  | 72.6     | 84.1  | 78.3                             | 73.6               | 75.9                    | 70.8 | 75.9       | 69.9    | 69.6 | 76.3    | 71.9          | 79.2              |
| <b>2031</b>   | Grade3-8 | 86.4 | 86.3 | 86.4   | 86.9  | 85.2  | 85.7     | 88.5  | 87.1                             | 85.9               | 86.5                    | 85.2 | 86.5       | 85.0    | 84.9 | 86.6    | 85.5          | 87.3              |
| <b>2032</b>   | Grade3-8 | 90.0 | 90.0 | 90.0   | 90.0  | 90.0  | 90.0     | 90.0  | 90.0                             | 90.0               | 90.0                    | 90.0 | 90.0       | 90.0    | 90.0 | 90.0    | 90.0          | 90.0              |
|   |          |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |         |               |                   |
| <b>2016</b>   | Grade 3  | 39.6 | 39.4 | 39.8   | 50.7  | 19.1  | 27.9     | 73.5  | 49.1                             | 30.3               | 41.5                    | 25.7 | 43.2       | 12.9    | 15.9 | 43.2    | 25.0          | 56.7              |
| <b>2019</b>   | Grade 3  | 49.1 | 48.9 | 49.2   | 58.1  | 32.4  | 39.5     | 76.6  | 56.8                             | 41.5               | 50.6                    | 37.8 | 52.0       | 27.4    | 29.8 | 52.0    | 37.2          | 62.9              |
| <b>2022</b>   | Grade 3  | 58.5 | 58.4 | 58.6   | 65.4  | 45.7  | 51.2     | 79.7  | 64.4                             | 52.7               | 59.7                    | 49.8 | 60.8       | 41.8    | 43.7 | 60.8    | 49.4          | 69.2              |
| <b>2025</b>   | Grade 3  | 68.0 | 67.9 | 68.0   | 72.8  | 59.0  | 62.8     | 82.8  | 72.1                             | 63.9               | 68.8                    | 61.9 | 69.5       | 56.3    | 57.6 | 69.5    | 61.6          | 75.4              |
| <b>2028</b>   | Grade 3  | 77.4 | 77.4 | 77.5   | 80.2  | 72.3  | 74.5     | 85.9  | 79.8                             | 75.1               | 77.9                    | 73.9 | 78.3       | 70.7    | 71.5 | 78.3    | 73.8          | 81.7              |
| <b>2031</b>   | Grade 3  | 86.9 | 86.8 | 86.9   | 87.5  | 85.6  | 86.1     | 89.0  | 87.4                             | 86.3               | 87.0                    | 86.0 | 87.1       | 85.2    | 85.4 | 87.1    | 85.9          | 87.9              |
| <b>2032</b>   | Grade 3  | 90.0 | 90.0 | 90.0   | 90.0  | 90.0  | 90.0     | 90.0  | 90.0                             | 90.0               | 90.0                    | 90.0 | 90.0       | 90.0    | 90.0 | 90.0    | 90.0          | 90.0              |
|   |          |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |         |               |                   |
| <b>2016</b>   | Grade 4  | 30.5 | 30.4 | 30.6   | 40.3  | 11.8  | 18.3     | 64.6  | 41.7                             | 22.3               | 33.5                    | 6.7  | 33.3       | 0.0     | 10.0 | 33.7    | 16.1          | 46.5              |
| <b>2019</b>   | Grade 4  | 41.7 | 41.6 | 41.7   | 49.6  | 26.5  | 31.7     | 69.4  | 50.8                             | 35.0               | 44.1                    | 22.3 | 43.9       | 16.9    | 25.0 | 44.3    | 30.0          | 54.7              |
| <b>2022</b>   | Grade 4  | 52.8 | 52.8 | 52.9   | 58.9  | 41.1  | 45.2     | 74.1  | 59.8                             | 47.7               | 54.7                    | 37.9 | 54.6       | 33.8    | 40.0 | 54.8    | 43.8          | 62.8              |
| <b>2025</b>   | Grade 4  | 64.0 | 63.9 | 64.0   | 68.3  | 55.8  | 58.6     | 78.9  | 68.9                             | 60.4               | 65.3                    | 53.6 | 65.2       | 50.6    | 55.0 | 65.4    | 57.7          | 71.0              |
| <b>2028</b>   | Grade 4  | 75.1 | 75.1 | 75.2   | 77.6  | 70.5  | 72.1     | 83.7  | 77.9                             | 73.1               | 75.9                    | 69.2 | 75.8       | 67.5    | 70.0 | 75.9    | 71.5          | 79.1              |
| <b>2031</b>   | Grade 4  | 86.3 | 86.3 | 86.3   | 86.9  | 85.1  | 85.5     | 88.4  | 87.0                             | 85.8               | 86.5                    | 84.8 | 86.5       | 84.4    | 85.0 | 86.5    | 85.4          | 87.3              |
| <b>2032</b>   | Grade 4  | 90.0 | 90.0 | 90.0   | 90.0  | 90.0  | 90.0     | 90.0  | 90.0                             | 90.0               | 90.0                    | 90.0 | 90.0       | 90.0    | 90.0 | 90.0    | 90.0          | 90.0              |
|   |          |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |         |               |                   |
| <b>2016</b>   | Grade 5  | 31.7 | 31.0 | 32.5   | 40.8  | 12.2  | 20.3     | 67.8  | 42.8                             | 24.5               | 32.5                    | 5.4  | 33.9       | 14.3    | 7.8  | 35.4    | 17.0          | 47.2              |
| <b>2019</b>   | Grade 5  | 42.6 | 42.1 | 43.3   | 50.0  | 26.8  | 33.4     | 72.0  | 51.7                             | 36.8               | 43.3                    | 21.3 | 44.4       | 28.5    | 23.2 | 45.6    | 30.7          | 55.2              |
| <b>2022</b>   | Grade 5  | 53.6 | 53.1 | 54.1   | 59.3  | 41.4  | 46.4     | 76.1  | 60.5                             | 49.1               | 54.1                    | 37.1 | 54.9       | 42.7    | 38.6 | 55.9    | 44.4          | 63.3              |
| <b>2025</b>   | Grade 5  | 64.5 | 64.2 | 64.8   | 68.5  | 56.0  | 59.5     | 80.3  | 69.4                             | 61.3               | 64.8                    | 53.0 | 65.5       | 56.9    | 54.0 | 66.1    | 58.1          | 71.3              |
| <b>2028</b>   | Grade 5  | 75.4 | 75.3 | 75.6   | 77.7  | 70.6  | 72.6     | 84.5  | 78.2                             | 73.6               | 75.6                    | 68.9 | 76.0       | 71.1    | 69.5 | 76.4    | 71.8          | 79.3              |
| <b>2031</b>   | Grade 5  | 86.4 | 86.3 | 86.4   | 86.9  | 85.1  | 85.6     | 88.6  | 87.1                             | 85.9               | 86.4                    | 84.7 | 86.5       | 85.3    | 84.9 | 86.6    | 85.4          | 87.3              |

|             |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|-------------|---------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>2032</b> | Grade 5 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
| <b>2016</b> | Grade 6 | 28.7 | 28.2 | 29.2 | 37.7 | 9.5  | 17.4 | 63.4 | 37.8 | 22.1 | 30.5 | 3.8  | 30.2 | 12.9 | 5.7  | 32.2 | 14.2 | 43.4 |
| <b>2019</b> | Grade 6 | 40.2 | 39.8 | 40.6 | 47.5 | 24.6 | 31.0 | 68.4 | 47.6 | 34.8 | 41.7 | 20.0 | 41.4 | 27.4 | 21.5 | 43.0 | 28.4 | 52.1 |
| <b>2022</b> | Grade 6 | 51.7 | 51.4 | 52.0 | 57.3 | 39.7 | 44.6 | 73.4 | 57.4 | 47.6 | 52.8 | 36.1 | 52.6 | 41.8 | 37.3 | 53.9 | 42.6 | 60.9 |
| <b>2025</b> | Grade 6 | 63.2 | 63.0 | 63.4 | 67.1 | 54.8 | 58.2 | 78.4 | 67.2 | 60.3 | 64.0 | 52.3 | 63.8 | 56.3 | 53.1 | 64.7 | 56.8 | 69.6 |
| <b>2028</b> | Grade 6 | 74.7 | 74.6 | 74.8 | 76.9 | 69.9 | 71.9 | 83.4 | 77.0 | 73.0 | 75.1 | 68.5 | 75.1 | 70.7 | 68.9 | 75.6 | 71.1 | 78.4 |
| <b>2031</b> | Grade 6 | 86.2 | 86.1 | 86.2 | 86.7 | 85.0 | 85.5 | 88.3 | 86.7 | 85.8 | 86.3 | 84.6 | 86.3 | 85.2 | 84.7 | 86.4 | 85.3 | 87.1 |
| <b>2032</b> | Grade 6 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
| <b>2016</b> | Grade 7 | 27.3 | 26.0 | 28.7 | 35.0 | 9.4  | 17.2 | 63.3 | 37.9 | 22.5 | 29.0 | 3.3  | 28.6 | 13.8 | 4.7  | 30.7 | 13.7 | 40.6 |
| <b>2019</b> | Grade 7 | 39.1 | 38.0 | 40.2 | 45.3 | 24.5 | 30.9 | 68.3 | 47.7 | 35.2 | 40.4 | 19.6 | 40.1 | 28.1 | 20.7 | 41.8 | 28.0 | 49.9 |
| <b>2022</b> | Grade 7 | 50.8 | 50.0 | 51.7 | 55.6 | 39.6 | 44.5 | 73.3 | 57.4 | 47.8 | 51.9 | 35.8 | 51.6 | 42.4 | 36.7 | 52.9 | 42.3 | 59.1 |
| <b>2025</b> | Grade 7 | 62.6 | 62.0 | 63.2 | 65.9 | 54.7 | 58.2 | 78.3 | 67.2 | 60.5 | 63.3 | 52.1 | 63.1 | 56.7 | 52.7 | 64.1 | 56.6 | 68.4 |
| <b>2028</b> | Grade 7 | 74.3 | 74.0 | 74.7 | 76.3 | 69.9 | 71.8 | 83.3 | 77.0 | 73.1 | 74.8 | 68.3 | 74.7 | 71.0 | 68.7 | 75.2 | 70.9 | 77.7 |
| <b>2031</b> | Grade 7 | 86.1 | 86.0 | 86.2 | 86.6 | 85.0 | 85.5 | 88.3 | 86.7 | 85.8 | 86.2 | 84.6 | 86.2 | 85.2 | 84.7 | 86.3 | 85.2 | 86.9 |
| <b>2032</b> | Grade 7 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |
| <b>2016</b> | Grade 8 | 31.8 | 30.3 | 33.5 | 40.4 | 11.9 | 21.6 | 66.4 | 49.2 | 22.5 | 32.6 | 5.0  | 33.3 | 0.0  | 5.2  | 35.9 | 17.6 | 45.5 |
| <b>2019</b> | Grade 8 | 42.7 | 41.5 | 44.1 | 49.7 | 26.5 | 34.4 | 70.8 | 56.9 | 35.2 | 43.4 | 20.9 | 43.9 | 16.9 | 21.1 | 46.0 | 31.2 | 53.8 |
| <b>2022</b> | Grade 8 | 53.6 | 52.7 | 54.7 | 59.0 | 41.2 | 47.3 | 75.3 | 64.5 | 47.8 | 54.1 | 36.9 | 54.6 | 33.8 | 37.0 | 56.2 | 44.8 | 62.2 |
| <b>2025</b> | Grade 8 | 64.5 | 63.9 | 65.3 | 68.3 | 55.8 | 60.1 | 79.7 | 72.2 | 60.5 | 64.9 | 52.8 | 65.2 | 50.6 | 52.9 | 66.3 | 58.3 | 70.5 |
| <b>2028</b> | Grade 8 | 75.5 | 75.1 | 75.9 | 77.6 | 70.5 | 72.9 | 84.1 | 79.8 | 73.1 | 75.7 | 68.8 | 75.8 | 67.5 | 68.8 | 76.5 | 71.9 | 78.9 |
| <b>2031</b> | Grade 8 | 86.4 | 86.3 | 86.5 | 86.9 | 85.1 | 85.7 | 88.5 | 87.5 | 85.8 | 86.4 | 84.7 | 86.5 | 84.4 | 84.7 | 86.6 | 85.5 | 87.2 |
| <b>2032</b> | Grade 8 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 | 90.0 |

| Benchmark and Measure of Interim Progress: High School English Language Arts |           |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |            |               |                      |
|--|-----------|------|------|--------|-------|-------|----------|-------|----------------------------------|--------------------|-------------------------|------|------------|---------|------|------------|---------------|----------------------|
|  |           | All  | Male | Female | White | Black | Hispanic | Asian | Hawaiian/<br>Pacific<br>Islander | Native<br>American | Two or<br>more<br>races | LEP  | Not<br>LEP | Migrant | IEP  | Not<br>IEP | Low<br>Income | Not<br>Low<br>Income |
| 2016   | Grade9-12 | 34.1 | 27.1 | 41.4   | 42.8  | 14.7  | 22.9     | 61.2  | 45.0                             | 26.0               | 39.0                    | 3.1  | 35.5       | 0.0     | 6.3  | 37.6       | 20.3          | 44.8                 |
| 2019   | Grade9-12 | 44.6 | 38.9 | 50.5   | 51.7  | 28.8  | 35.5     | 66.6  | 53.4                             | 38.0               | 48.6                    | 19.4 | 45.7       | 16.9    | 22.0 | 47.4       | 33.4          | 53.3                 |
| 2022   | Grade9-12 | 55.1 | 50.7 | 59.6   | 60.5  | 42.9  | 48.1     | 72.0  | 61.9                             | 50.0               | 58.1                    | 35.7 | 55.9       | 33.8    | 37.7 | 57.3       | 46.4          | 61.8                 |
| 2025   | Grade9-12 | 65.5 | 62.5 | 68.7   | 69.4  | 57.1  | 60.6     | 77.4  | 70.3                             | 62.0               | 67.7                    | 52.0 | 66.2       | 50.6    | 53.4 | 67.1       | 59.5          | 70.2                 |
| 2028   | Grade9-12 | 76.0 | 74.3 | 77.9   | 78.2  | 71.2  | 73.2     | 82.8  | 78.8                             | 74.0               | 77.3                    | 68.3 | 76.4       | 67.5    | 69.1 | 76.9       | 72.6          | 78.7                 |
| 2031   | Grade9-12 | 86.5 | 86.1 | 87.0   | 87.1  | 85.3  | 85.8     | 88.2  | 87.2                             | 86.0               | 86.8                    | 84.6 | 86.6       | 84.4    | 84.8 | 86.7       | 85.6          | 87.2                 |
| 2032   | Grade9-12 | 90.0 | 90.0 | 90.0   | 90.0  | 90.0  | 90.0     | 90.0  | 90.0                             | 90.0               | 90.0                    | 90.0 | 90.0       | 90.0    | 90.0 | 90.0       | 90.0          | 90.0                 |

| Benchmark and Measures of Interim Progress: High School Mathematics |           |      |      |        |       |       |          |       |                                  |                    |                         |      |            |         |      |            |               |                      |
|---|-----------|------|------|--------|-------|-------|----------|-------|----------------------------------|--------------------|-------------------------|------|------------|---------|------|------------|---------------|----------------------|
|   |           | All  | Male | Female | White | Black | Hispanic | Asian | Hawaiian/<br>Pacific<br>Islander | Native<br>American | Two or<br>more<br>races | LEP  | Not<br>LEP | Migrant | IEP  | Not<br>IEP | Low<br>Income | Not<br>Low<br>Income |
| 2016  | Grade9-12 | 21.8 | 20.7 | 22.9   | 28.3  | 8.7   | 16.4     | 44.3  | 33.6                             | 18.3               | 24.2                    | 6.0  | 22.9       | 12.5    | 4.5  | 24.0       | 13.5          | 29.7                 |
| 2019  | Grade9-12 | 34.6 | 33.7 | 35.5   | 39.9  | 23.9  | 30.2     | 52.9  | 44.2                             | 31.7               | 36.5                    | 21.8 | 35.5       | 27.0    | 20.5 | 36.4       | 27.8          | 41.0                 |
| 2022  | Grade9-12 | 47.4 | 46.7 | 48.1   | 51.4  | 39.2  | 44.0     | 61.4  | 54.8                             | 45.2               | 48.9                    | 37.5 | 48.1       | 41.6    | 36.6 | 48.8       | 42.2          | 52.3                 |
| 2025  | Grade9-12 | 60.2 | 59.7 | 60.6   | 63.0  | 54.4  | 57.8     | 70.0  | 65.3                             | 58.6               | 61.2                    | 53.3 | 60.6       | 56.1    | 52.6 | 61.1       | 56.5          | 63.6                 |
| 2028  | Grade9-12 | 73.0 | 72.7 | 73.2   | 74.6  | 69.7  | 71.6     | 78.6  | 75.9                             | 72.1               | 73.6                    | 69.0 | 73.2       | 70.6    | 68.6 | 73.5       | 70.9          | 74.9                 |
| 2031  | Grade9-12 | 85.7 | 85.7 | 85.8   | 86.1  | 84.9  | 85.4     | 87.1  | 86.5                             | 85.5               | 85.9                    | 84.8 | 85.8       | 85.2    | 84.7 | 85.9       | 85.2          | 86.2                 |
| 2032  | Grade9-12 | 90.0 | 90.0 | 90.0   | 90.0  | 90.0  | 90.0     | 90.0  | 90.0                             | 90.0               | 90.0                    | 90.0 | 90.0       | 90.0    | 90.0 | 90.0       | 90.0          | 90.0                 |

## B. Graduation Rate

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its state-determined timeline for attaining such goals.

ISBE proposed a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the proposed timeline for improvement for schools receiving comprehensive and targeted supports and services. The state-level long-term goals and measurements of interim progress are based on progressive increases in the graduation rate. The target of 90 percent of students graduating college and career ready is based on goals adopted by the Board in September of 2015. The college and career readiness indicator in the accountability system will also provide data necessary for the calculation of a baseline graduation rate and interim goals in order to meet the board goal of “90 percent or more of students will graduate from high school college and career ready.”

Since 2012, Illinois has used extended year adjusted cohort graduation rates into its accountability system insofar as it better represents the success schools have in graduating students that need additional time and support. Moreover, the graduation long-term goals (e.g., four-year, five-year, and six-year) are ambitious insofar as they include more than matriculation from high school. In addition to this, ISBE, in how its long-term goals are articulated, requires that 90% or more of students who graduate from Illinois’ public schools are ready for both college *and* career. Although it is important to maintain the same ambitious goals for all students and student demographic groups, ISBE will also conduct ongoing analysis of school’s actual success in closing achievement gaps to determine three-year interim goals that are both ambitious but also take into account the improvement necessary to make significant progress.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

The baseline data provided in the chart does not include data from the college and career readiness indicator. ISBE will have a three-year average for the four-year, five-year, and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the four-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

| <b>Benchmark and Measures of Interim Progress: 4-Year Graduation Rate</b> |            |              |              |                 |              |                                       |                            |                              |            |            |                       |
|---|------------|--------------|--------------|-----------------|--------------|---------------------------------------|----------------------------|------------------------------|------------|------------|-----------------------|
| <b>4-Year Graduation</b>  | <b>All</b> | <b>White</b> | <b>Black</b> | <b>Hispanic</b> | <b>Asian</b> | <b>Hawaiian/<br/>Pacific Islander</b> | <b>Native<br/>American</b> | <b>Two or More<br/>Races</b> | <b>LEP</b> | <b>IEP</b> | <b>Low<br/>Income</b> |
| <b>2016</b>   | 85.5       | 90.4         | 74.6         | 81.3            | 93.6         | 84.8                                  | 79.3                       | 84.7                         | 71.9       | 70.6       | 76.7                  |
| <b>2019</b>   | 86.3       | 90.0         | 77.5         | 82.9            | 90.0         | 85.8                                  | 81.3                       | 85.7                         | 75.3       | 74.2       | 79.2                  |
| <b>2022</b>   | 87.2       | 90.0         | 80.4         | 84.6            | 90.0         | 86.8                                  | 83.3                       | 86.7                         | 78.7       | 77.9       | 81.7                  |
| <b>2025</b>   | 88.0       | 90.0         | 83.3         | 86.2            | 90.0         | 87.7                                  | 85.3                       | 87.7                         | 82.1       | 81.5       | 84.2                  |
| <b>2028</b>   | 88.9       | 90.0         | 86.2         | 87.8            | 90.0         | 88.7                                  | 87.3                       | 88.7                         | 85.5       | 85.2       | 86.7                  |
| <b>2031</b>   | 89.7       | 90.0         | 89.0         | 89.5            | 90.0         | 89.7                                  | 89.3                       | 89.7                         | 88.9       | 88.8       | 89.2                  |
| <b>2032</b>   | 90.0       | 90.0         | 90.0         | 90.0            | 90.0         | 90.0                                  | 90.0                       | 90.0                         | 90.0       | 90.0       | 90.0                  |

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its state-determined timeline for attaining such goals.

ISBE will also utilize five-year and six-year extended cohort graduation rates as a part of its accountability system. Moreover, including the five and six year graduation rates ensures that those students who require additional time to graduate are recognized. The baseline data provided in the chart does not include data from the college and career readiness indicator. **ISBE identified the most likely group of students not meeting the four year graduation rate target and determined the projected graduation growth for this group of students is a 2.0% increase for the 5 year cohort and .5% increase for the 6 year cohort.** ISBE will have a three-year average for the five-year and six-year adjusted graduation rate at the conclusion of the 2017-2018 for most subgroups (the former English Learners and children formally with a disability subgroups will have a three-year average in 2020). Once a three-year average for the five-year and six-year graduation rates is available, ISBE will revisit and revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

| <b>Benchmark and Measures of Interim Progress: 5-Year Adjusted Cohort Graduation Rate</b> |            |              |              |                 |              |                                   |                        |                          |            |            |                   |
|---|------------|--------------|--------------|-----------------|--------------|-----------------------------------|------------------------|--------------------------|------------|------------|-------------------|
| <b>5-Year Graduation</b>  | <b>All</b> | <b>White</b> | <b>Black</b> | <b>Hispanic</b> | <b>Asian</b> | <b>Hawaiian/ Pacific Islander</b> | <b>Native American</b> | <b>Two or More Races</b> | <b>LEP</b> | <b>IEP</b> | <b>Low Income</b> |
| <b>2016</b>   | 87.7       | 91.4         | 79.2         | 84.2            | 95.5         | 88.4                              | 82.4                   | 87.3                     | 77.8       | 75.1       | 81.8              |
| <b>2019</b>   | 88.4       | 91.5         | 81.3         | 85.5            | 95.5         | 89.0                              | 84.0                   | 88.1                     | 80.2       | 77.9       | 83.5              |
| <b>2022</b>   | 89.1       | 91.6         | 83.5         | 86.8            | 95.5         | 89.6                              | 85.6                   | 88.9                     | 82.5       | 80.7       | 85.2              |
| <b>2025</b>   | 89.9       | 91.7         | 85.6         | 88.1            | 95.5         | 90.2                              | 87.2                   | 89.7                     | 84.9       | 83.6       | 86.9              |
| <b>2028</b>   | 90.6       | 91.8         | 87.7         | 89.4            | 95.5         | 90.8                              | 88.8                   | 90.4                     | 87.3       | 86.4       | 88.6              |
| <b>2031</b>   | 91.3       | 91.9         | 89.9         | 90.7            | 95.5         | 91.4                              | 90.4                   | 91.2                     | 89.6       | 89.2       | 90.3              |
| <b>2032</b>   | 92.0       | 92.0         | 92.0         | 92.0            | 95.5         | 92.0                              | 92.0                   | 92.0                     | 92.0       | 92.0       | 92.0              |



| <b>Benchmark and Measures of Interim Progress: 6-Year Adjusted Cohort Graduation Rate</b> |            |              |              |                 |              |                                   |                        |                          |            |            |                   |
|---|------------|--------------|--------------|-----------------|--------------|-----------------------------------|------------------------|--------------------------|------------|------------|-------------------|
| <b>6-Year Graduation</b>  | <b>All</b> | <b>White</b> | <b>Black</b> | <b>Hispanic</b> | <b>Asian</b> | <b>Hawaiian/ Pacific Islander</b> | <b>Native American</b> | <b>Two or More Races</b> | <b>LEP</b> | <b>IEP</b> | <b>Low Income</b> |
| <b>2016</b>   | 88.2       | 91.6         | 79.9         | 85              | 95.9         | 84.5                              | 90.6                   | 88.3                     | 78.8       | 76.5       | 82.2              |
| <b>2019</b>   | 88.9       | 91.8         | 82.0         | 86.3            | 95.9         | 85.8                              | 90.9                   | 89.0                     | 81.1       | 79.2       | 83.9              |
| <b>2022</b>   | 89.6       | 91.9         | 84.1         | 87.5            | 95.9         | 87.2                              | 91.2                   | 89.7                     | 83.4       | 81.8       | 85.6              |
| <b>2025</b>   | 90.4       | 92.1         | 86.2         | 88.8            | 95.9         | 88.5                              | 91.6                   | 90.4                     | 85.7       | 84.5       | 87.4              |
| <b>2028</b>   | 91.1       | 92.2         | 88.3         | 90.0            | 95.9         | 89.8                              | 91.9                   | 91.1                     | 87.9       | 87.2       | 89.1              |
| <b>2031</b>   | 91.8       | 92.4         | 90.4         | 91.3            | 95.9         | 91.2                              | 92.2                   | 91.8                     | 90.2       | 89.8       | 90.8              |
| <b>2032</b>   | 92.5       | 92.5         | 92.5         | 92.5            | 95.9         | 92.5                              | 92.5                   | 92.5                     | 92.5       | 92.5       | 92.5              |

### C. English Language Proficiency

- i. **Description.** Describe the state's uniform procedure, applied consistently to all English Learners (ELs) in the state, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
  1. How the state considers a student's English language proficiency (ELP) level at the time of identification and, if applicable, any other student characteristics that the state takes into account (e.g., time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
  2. The applicable timelines over which ELs sharing particular characteristics would be expected to attain ELP within a state-determined maximum number of years and a rationale for that state-determined maximum.
  3. How the student-level targets expect all ELs to make annual progress toward attaining ELP within the applicable timelines.

The uniform procedure that is applied to all students in Illinois upon enrollment for the first time to any school or preschool program in order to identify students for whom English is not their first language is as follows:

1. All enrolled students complete a Home Language Survey.
2. An appropriate prescribed placement screening assessment is administered within 30 days of a student's enrollment in the district to those students who have a language other than English documented in the Home Language Survey.
3. Students whose English proficiency score is below the state-defined minimum for ELP on the prescribed assessment or ACCESS 2.0 are eligible for and must receive services.<sup>21</sup>
4. School districts in Illinois must annually assess the English language proficiency of all ELs in kindergarten through 12 using ACCESS 2.0 for ELs for the purpose of determining the continuing need and eligibility of individual students for language program services.<sup>22</sup>

Illinois proposes a targeted maximum timeline of five years for English Learners to achieve ELP on the annual ELP assessment, commencing in first grade, which is the first mandatory grade for student attendance in Illinois. However, ELs in Illinois are not exited from English language instructional program services or status until attaining English language proficiency. Proficiency has been established as a composite score of 4.8 or above on the ACCESS 2.0<sup>23</sup>

ELs must make annual progress towards the composite score of 4.8 or above on ACCESS 2.0 within five years. Students measure toward proficiency is individually based on entry level performance. A student is making progress provided that they score at or above their calculated interim target as shown in the chart below. The interim target is calculated by interpolating between the student's entry level ACCESS 2.0 score and the minimum exit score of 4.8. In the example below, Student A needs to make approximately 1.0 point of growth per year to meet their target. Student B would need to make 0.6 points of growth per year to meet their target.

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<sup>21</sup> [23 Illinois Administrative Code 228, Section 228.15.](#)

<sup>22</sup> [23 Illinois Administrative Code 228, Section 228.25.](#)

<sup>23</sup> The Illinois Bilingual Advisory Council provided this score recommendation to ISBE in June 2017.

| Year   | Sample Target A | Sample Target B |
|--------|-----------------|-----------------|
| Year 1 | 1               | 2.6             |
| Year 2 | 2               | 3.2             |
| Year 3 | 2.9             | 3.7             |
| Year 4 | 3.9             | 4.3             |
| Year 5 | 4.8             | 4.8             |

- Describe how the SEA established ambitious state-designed long-term goals and measurements of interim progress for increases in the percentage of all English Learners in the state making annual progress toward attaining English language proficiency based on 1.C.i. and provide the state-designed long-term goals and measurements of interim progress for English language proficiency.

ISBE will use a 15-year timeline, with three-year interim goals, that emerged from the accountability stakeholder work groups and is consistent with the timeline for improvement for schools receiving comprehensive and targeted supports and services. The goal is for 90 percent of EL students in a school or district to be making sufficient annual progress towards proficiency. ISBE established the interim goals by interpolating between the baseline year, 2017, and the 90.0 goal in 2032. ISBE consulted WIDA and statewide stakeholders to establish the interim goals as they would best fit the English Learner population and be most understandable to parents.

The measures of interim progress shared below are not the result of a three-year composite average of data. As indicated previously, once a three-year composite average is available, ISBE will revise the measurements of interim progress currently identified in the ESSA State Plan for Illinois.

The progress goals for EL students reflect the Illinois State Board Education’s approved statewide goals. At the time of Board approval, however, ISBE had yet to receive scores from the 2017 administration of ACCESS 2.0. ACCESS 2.0, administrated for the first time in 2017, was revised to more accurately align with the rigorous college and career ready standards students in Illinois are required to meet. Moreover, since this was the first administration of the revised ACCESS assessment, ISBE neither had the scores from the 2017 administration nor a newly adopted EL proficiency standard in order to include in the May 2017 submission. As such, these progress measures and goals will be revisited and amended by the Illinois State Board of Education once three years of data is available.

**Percent of EL Students Making On-Target Annual Progress towards Proficiency**

| ELP Assessment | All - EL |
|----------------|----------|
| 2016           | 63.0     |
| 2017           | 22.1     |
| 2020           | 35.7     |
| 2023           | 49.3     |
| 2026           | 62.9     |
| 2029           | 76.5     |
| 2032           | 90.0     |

ISBE will fully implement its accountability system including all required indicators, such as Progress in Achieving English Language Proficiency, to identify schools prior to the start of the 2018-19 school year.

## Section 2: Consultation and Performance Management

### 2.1 Consultation

*Instructions:* Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated state plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the state:

- The Governor or appropriate officials from the Governor's Office;
- Members of the state legislature;
- Members of the state board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the state;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English Learners, and other historically underserved students;
- Institutions of higher education;
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
3. Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.

**A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

The importance of stakeholder feedback has both provided the foundation and substance of the ESSA State Plan for Illinois. The process through which this plan was developed recognizes and honors the expertise of the field. The result of this collaboration is a plan that is consistent with the law and reflective of values and thinking of stakeholders. This collaboration provided the vision for the ESSA State Plan for Illinois. The next important step in this work is implementation. While Illinois' ESSA State Plan reflects many of the ideas offered by stakeholders, it is important to note that those ideas that are not directly evidenced in this plan are not forgotten or ignored. Some of the input we received is specific to implementation and will guide our next steps.

The development of the ESSA State Plan occurred in five phases. The intention during the first four phases of this work was to listen and refine the ideas shared with ISBE. For example, during phase one, stakeholders identified more than 40 potential school quality/school success indicators; by the time the third draft of the state plan was shared, stakeholders had whittled this down to four indicators for inclusion in a P-8 accountability system and four indicators for inclusion within an accountability system for grades 9-12. Also, in previous drafts of the state plan ISBE asserted that achievement and growth should be weighted equally whereas the field thought differently. In this draft, growth is weighted significantly more than achievement. Moreover, in order to best ensure that stakeholders had the

opportunity to share their ideas, ISBE, in addition to the required 30-day posting of the plan, posted each draft of the plan for multiple weeks.

ISBE believes that the work of implementing ESSA at the state and local levels only begins with the submission of the ESSA State Plan for Illinois to ED. Furthermore, ISBE deeply values the thinking and dedicated work provided by educators and other stakeholders for the children of Illinois each day.

As mentioned throughout the plan development, one of the most important opportunities available in ESSA is the ability for states to amend the plan. To do this well, will require us to continuously know and understand the thoughts of Illinois' stakeholders. For instance, ISBE requires the input of stakeholders in the short term for a variety of different projects:

- The development of a unique P2 schools quality/student success indicator,
- For the purpose of data collection, the definition of career ready indicators,
- A recommendation on a proficiency level for the ACCESS exam, and
- A recommendation on an elementary/middle school indicator.<sup>24</sup>

In the longer term -- and acknowledging that there is great expertise and knowledge within districts in Illinois -- ISBE, as part of its statewide system of support, would like to support schools in their sharing of best practices with other districts. More specifically, those districts that, through the accountability system required in ESSA, demonstrate that they have no underperforming subgroups and will be able to share their knowledge with other districts.

So, too, ISBE, using Title II funds, will sponsor modest grants to districts that wish to undertake a 30-60-90 research project focusing on teacher leadership and share their results with the field.<sup>25</sup>

The collaboration and consultation that occurred in the development of the ESSA State Plan was also a time for ISBE to articulate its belief in the importance of supporting and nurturing the whole child. It was evident that stakeholders believed the same. The creation of an ESSA State Plan for Illinois that is durable required that ISBE, stakeholders, and the Governor had opportunities to share ideas and reflect on the consideration of others. Composing a plan that has a laser-like focus on equity while acknowledging and appreciating that the work in supporting the whole child is iterative and will require the continued work and refinement of stakeholders, the Governor, and ISBE staff.

ISBE posted drafts of the state plan, public comment, reader's guides, and other materials at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>.

This information has been repeatedly communicated through the Superintendent's Weekly Message and social media.

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1136>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1134>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1133>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1132>

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1131>

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<sup>24</sup> In previous drafts, the elementary/middle level indicator was identified as "8<sup>th</sup> grade on-track." Feedback for the Office of the Governor suggested that this indicator should be more robust than only 8<sup>th</sup> grade on-track. This idea supports the belief of some stakeholders who stated that, just as in the college and career metaindicator in the 9-12 accountability system, there should be metaindicator in the P-8 accountability system.

<sup>25</sup> 30-60-90 projects ask that a school (or faculty within the school) identify a question they would like answered. Typically, these questions surround climate and culture or an instructional practice. In the case of ISBE, and in support of attempting to recognize, clarify, and celebrate the work of teacher leaders, the projects will surround teacher leadership. At the beginning of the 3-month project, faculty will propose a question and identify a timeline and intended outcomes. At the conclusion of the 90 days, faculty will share results with their colleagues and the field.

<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1128>  
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1126>  
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1117>  
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1114>  
<https://www.isbe.net/Lists/News/NewsDisplay.aspx?ID=1112>

See Appendix B for maps of listening tour meeting locations.

**B. Outreach and Input.** For the components of the consolidated state plan, including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated state plan; and following the completion of its initial consolidated state plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated state plan to the Department for review and approval.

ISBE's plan for informing stakeholders and collecting input prior to submitting a final draft to ED consisted of five phases:<sup>26</sup>

**Phase One:**

- January 2016 – July 2016
- Listening Tour 1 – April 2016-May 2016
- 46 meetings

**Phase Two:**

- July 2016 – September 2016
- Illinois' ESSA State Plan Draft 1 released on August 25, 2016, for six weeks of public comment
- Listening Tour 2 – September 2016
- 28 meetings

**Phase Three:**

- October 2016 – December 2016
- Illinois' ESSA State Plan Draft 2 released on November 18, 2016, for six weeks of public comment
- 20 meetings

**Phase Four:**

- January 2017 – April 2017
- February 1, 2017: Illinois' ESSA State Plan Draft 3 shared with Governor Bruce Rauner and posted on the ISBE website
- March 15, 2017: Illinois' ESSA State Plan Draft 4 shared with the Illinois State Board of Education for approval
- April 3, 2017: Illinois' ESSA State Plan submitted to ED

**Phase Five:**

- April 4, 2017 – ongoing
- Amend Illinois School Code and administrative code, as necessary
- Implementation support for LEAs
- Continued reorganization of ISBE around ESSA
- Roll-out of IL-EMPOWER

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<sup>26</sup> After submission of the plan, ISBE will provide districts will information regarding the transition year 2017-18 as well as information on implementation.



ISBE provided information to the public during all phases of work to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours and submission of comments. ISBE maintained and updated an ESSA website all during the development of the ESSA State Plan to publicly post the timeline, resources, and additional information, including the draft plans.

Also, key policymakers, including members of the Illinois General Assembly, the P-20 Council, the IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan.

The drafts of the state plan have been presented to stakeholder groups through a wide array of venues with sufficient time to consider relevant comments prior to ISBE Board approval. ISBE received 280 public comments about Draft 1, which was open for comments for six weeks, and 369 public comments about Draft 2, which was also open for comment for six weeks. As indicated earlier, ISBE has hosted listening tours, conferences, one-on-one meetings, and other stakeholder meetings since January 2016. Please see Appendix B for the list of all stakeholder meetings related to ESSA.

The Governor's Office has been provided weekly updates throughout the process. The state plan was presented to the Governor's Office in February 2017 for comment during a required 30-day review. The State Board also has been receiving monthly updates and providing input throughout the year.

More specifically, ISBE held a series of listening tour meetings throughout 2016 to ensure that creation of the ESSA State Plan for Illinois included ample opportunity for stakeholders to share their expertise. Listening Tour Reports are available in their entirety on [www.isbe.net/essa](http://www.isbe.net/essa). District superintendents, school principals, teachers, policy advocates, parents, community members, and other stakeholders attended the listening tour meetings.

The first listening tour in April and May had two objectives:

- To provide an overview of the new ESSA requirements and funding opportunities, and
- To gather feedback from education stakeholders about implementation of ESSA in Illinois.

The ESSA State Plan for Illinois Draft 1, which incorporated insights gained from the April/May tour, was released on August 25, 2016, for six weeks of public comment. The second listening tour occurred in September 2016 and focused on key issues contained within Draft 1. ISBE received more than 280 individual comments on Draft 1 via [essa@isbe.net](mailto:essa@isbe.net). Comments were submitted from 54 organizations, 70 students who advocated including the arts in ESSA, and 60 emails on behalf of library and media specialists. What follows is an identification of the larger categories in which comments were received on Draft 1 as well as general themes included within the submission.

**General Comments:<sup>27</sup>**

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* Focus attention/resources on early grades, parent engagement, teacher residency programs, teacher leadership, teacher retention, English Learner issues that assist all teachers of ELs in

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<sup>27</sup> Please note, that those topics and areas identified are for the purposes of showing the range of comments received by ISBE.

implementing curricula, assessment measures and best practices and instructional strategies, support for students with disabilities, student needs, and supporting gifted children.

- *Supports for English Learners*: Native language assessments, adjusting the ACCESS proficiency score, growth in addition to EL proficiency, and formulating a former EL subgroup for purposes of accountability.
- *Multi-tiered System of Support (MTSS)*: Focus on leadership and supporting the whole child, incorporation of the after-school quality standards, use of the Illinois School Library Media Association Linking for Learning guidelines as part of MTSS, wellness centers in MTSS, opposition to MTSS in its current form unless it's fully funded, agreement with developing strong MTSS, and focus on parents/guardians.
- *Other comments*: Maintain foundational services<sup>28</sup>, support professional learning communities, and create a gifted subgroup for the Report Card.
- *Student success/school quality indicators (support for)*: Chronic absenteeism, pre-K suspension/expulsion rates, preK-K attendance, K-2, extracurricular and out-of-school activities, teacher retention rates, after-school activity, overall school wellness and whole child wellness, Kindergarten Individual Development Survey (KIDS) protocol with adjustments, work-based learning, socio emotional learning, and school climate.
- *Accountability*: Equity in funding must come before accountability, high school growth needed, and parent involvement linked with accountability that might include funding for parent involvement coordinator.

**Comments Specific to the College and Career Ready Indicator:**

- *GPA 2.8 out of 4.0*: Concerns about the diversity of teacher grading and that GPA looks different in every district, concern about “gaming the system,” schools are moving away from traditional grading methods (some schools use number systems [1-4] instead of grades), and about students taking easier classes to improve GPA.
- *Academic benchmark/industry credentials*: ZIP Code disparities, funding and staffing challenges, and required time to scale up.
- *Behavior and experiential benchmarks*: Coordination and oversight will require additional staff, students who work or with other obligations may not be able to meet experiential requirements, may be unfairly limiting for students with disabilities, support for 90 percent attendance and 25 hours community service, and the notion of attendance should be broadly considered.
- *Miscellaneous*: Ninety percent attendance may be problematic due to prolonged illness or family/caretaker obligation, creates six necessary conditions for college and career readiness, the plan creates numerous veto points for students to achieve readiness, the requirement should be college OR career, and the work proposed is too restrictive.
- *Additional ideas*: Inquiry-based skills; soft skills needed – add intelligence, collaboration, and social skills; and arts readiness.

Draft 2 was released on November 18 for six weeks of public comment. The third listening tour occurred in late November 2016 and focused on accountability issues contained within Draft 2. These comments and the Listening Tour Reports are available in their entirety at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. Another 369 comments were submitted by 67 organizations. Within these comments, 145 were from individuals advocating to include the arts in ESSA; there were 21 emails from school library and media specialists.

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<sup>28</sup> Foundational Services are professional learning opportunities that focus on ISBE initiatives. They are delivered through Regional Offices of Education. During the 2016-17 school year, ELA, mathematics, teacher evaluation, balanced Assessment, and family and community engagement were delivered throughout Illinois.

What follows is an identification of the larger categories for which comments were received on Draft 2 as well as general themes included within the submission:

- *Health and wellness:* Providing overall school wellness and whole child wellness within the school quality/student success indicators, including an assessment for health, physical education, and socio emotional learning, aggregate fitness scores, nutrition standards, integrated physical education into school day.
- *Title II funding:* Subsidize bilingual education programs, micro-credentialing, competitive grants to teacher leaders, teacher wellness.
- *Supports for English Learners:* No more than 10-15 percent weighting for ELs in the accountability matrix, native language assessments, exit criteria: 5.0 composite score, five-year timeline and growth-to-proficiency model should be developed.
- *Student success/school quality indicators (support for):* Chronic absenteeism, physical fitness, school health index, social-worker-to-student ratio, school nurses – to –student ration, civics, arts, suspension/expulsion rates.
- *College and career ready:* Change labels, need pathway for students with disabilities.
- *Accountability:* Equity in funding must come before accountability, high school growth needed
- *Support for positive behavioral support:* (1) Ensure all Illinois schools have access to adequate technical assistance aligned to implement and sustain behavioral supports within an MTSS framework (2) use multiple measures for school climate (3) develop both state and LEA capacity for implementation, fidelity, and sustainability of supports and integrated evidence-based practices for district and schools.
- *Other:* Develop Parent Advisory Council at the state level, align ESSA with Perkins, align with early childhood education.
- *n-size:* Suggestions included an n-size between 10 and 30. Some comments just thanked ISBE for the recommendation of 20. Those who had other recommendations are captured by the following sentiments:
  - Raise the n-size to 30. The threshold of 30 for a subgroup is generally considered the minimum sample size for statistical analysis. Setting subgroups smaller than that can result in less precise data. It is critical that subgroup data be statistically significant because the sample size in ESSA could play a big role for accountability purposes, including the determination of what districts are identified as needing targeted supports.
  - Lower the n-size to 10: The current proposed n-size of 20 is a major improvement for Illinois, but there is concern that some subgroups in some schools would be overlooked if the n-size is larger. Commenters suggested it is too easy for schools in their efforts to balance the needs of the majority of the student population to lose sight of the unique needs of smaller populations of students.

Draft 3 was released on February 1 and presented to the Governor for review. While there was no official public comment period, ISBE received numerous comments on Draft 3. (These comments are available in their entirety at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx>. A total of 760 comments were submitted. One hundred of those comments were from individuals advocating that (1) growth should count more than proficiency, (2) high expectations and outcomes for all students, especially those from historically underserved subgroups, be ensured, (3) summative designations should make sense to parents, and (4) creating the appropriate plan for Illinois is more important than completing it quickly. Arts Alliance Illinois, Ingenuity, and 682 individuals wrote that arts should be included as a distinct indicator of K–12 school quality.

Some of the other critical feedback received on Draft 3 include:

- *Summative Ratings:* Further discussion and review was requested for the system of designations that is described in Draft 3. There is concern that it does not appear that the plan addresses the performance of subgroups in a school's designation.
- *Weighting:* Commenters are still providing conflicting recommendations on the weighting of indicators, from “70/30 or above ...[because] aiming for a high standard will ensure that growth and outcomes are acknowledged and Illinois students can remain competitive among their peers<sup>29</sup> to “academic indicators weighted 51% overall while the school quality or student success indicators be weighted 49%.” “... Without sufficient and equitable funding, the overall weighting should not be overly reliant on standardized tests results tied to community poverty levels as the basis for both proficiency and growth measures in the state accountability system. When the state can demonstrate adequate and sufficient funding for all schools, then we welcome the opportunity to revisit and reevaluate the overall weights.”<sup>30</sup>
- *Subgroup size:* Again, there were conflicting recommendations on the subgroup size between 20 and 30.
- *Appendix F:* Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor’s Office.

In several instances, commenters sought clarification or more time on items. For example, questions surrounding the definition of college and career ready terms were identified. Lessons learned from past school improvement efforts were offered and request for collaboration in moving forward with the development of supports and interventions were requested. Several commenters requested the development of a High School Growth options.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated state plan.

ISBE received 280 public comments from the first listening tour and 369 public comments from the second listening tour. The topics upon which stakeholders comments were generated are listed in a previous section of this document. Additionally, staff from the Midwest Comprehensive Center took formal notes from each of the listening tour meetings. These Listening Tour Reports are available in their entirety at <https://www.isbe.net/Pages/ESSA.aspx>.

All comments received via [essa@isbe.net](mailto:essa@isbe.net) and via the website were shared with relevant staff working on the ESSA State Plan for Illinois. The team reviewed and discussed the comments prior to drafting to determine how to incorporate comments.<sup>31</sup>

What follows are a few examples of how comments have assisted ISBE in clarifying portions of the draft plans and that have strongly shaped the ESSA State Plan for Illinois through its development:

- *College and career readiness:* A framework was presented in Draft 1 that had three major components -- GPA, SAT, and two or more academic benchmarks or industry credentials. A suggestion from the field prompted the incorporation of an alternative College and Career Pathway into Draft 2 to further assist in clarifying this indicator. This is testimony to the involvement of the community in the process, the

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<sup>29</sup> Illinois Chamber of Commerce Comments on Draft 3

<sup>30</sup> CTU-IFT Comments on Draft 3

<sup>31</sup> Many of the comments received focused on the implementation of the state plan and will be more appropriately developed through guidance developed by ISBE beginning in the first quarter of 2017.

responsiveness to accepting new ideas in the draft, and the time we have invested in allowing for community engagement to allow for this important dialogue to occur.

- **Chronic absenteeism:** There was interest at an early accountability stakeholder meeting in chronic absenteeism as a student success/school quality indicator. Numerous stakeholders have submitted comments in support of this indicator<sup>32</sup>. ISBE heard support at meetings for this indicator as a proven early warning sign of academic risk and of the likelihood a student will drop out of school. The definition of chronic absenteeism is being developed by the Attendance Commission.
- **Accountability:** The development of the accountability system, including identification and weighting of the included indicators, was heavily informed by the accountability working group<sup>33</sup>, the technical steering committee, recommendations of the IBAMC, and the P-20 Council, as well as the statements submitted during public comment periods and during the listening tour meetings. Not all indicators recommended were able to be included, predominantly because they did not meet one or more of the technical criteria required in ESSA (e.g., being valid, reliable, and comparable across all LEAs in the state, capable of being disaggregated for each student demographic group, supported by research that high performance or improvement is likely to increase student learning, or will aid in the meaningful differentiation of schools).
- **Exit criteria for comprehensive and targeted supports:** The exit criteria for comprehensive and targeted support and improvement were expanded to include a trajectory for student achievement and a strong plan for sustainability based on feedback provided during the first period of public comment by the Consortium for Educational Change.
- **Fine arts:** Numerous commenters indicated they believed the fine arts should be included in ESSA, but in many cases did not specify what this could mean (e.g., some commentators only suggested that the fine arts are important whereas others mentioned a fine arts indicator should be included within the accountability system).
- **School library and media specialists:** School library and media specialists were present at almost every listening tour meeting across the state and submitted numerous comments expressing the value that licensed school library and media specialists provide to schools, classrooms, and students. ISBE will include language in the Title I District Plans that asks districts “how they will identify and address disparities in library resources.”

Additional information on the listening tours and comments feedback are above and throughout this document.

**C. Governor’s consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s Office met during the development of this plan and prior to the submission of this plan.

Staff from ISBE and the Governor’s Office met weekly regarding the ESSA State Plan for Illinois in its various drafts prior to sharing Draft 3 with the Governor on February 1, 2017. Relevant topics discussed in these meetings included

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<sup>32</sup> Healthy Schools Campaign, Illinois Alliance to Prevent Obesity, Ounce of Prevention, Action for Children, Action for Healthy Kids.

<sup>33</sup> The accountability working group included representation from the Illinois Association of School Administrators, Advance Illinois, Illinois Federation of Teachers, Illinois Education Association, Leadership and Education in Neurodevelopmental and Related Disabilities, SCOPE, ED-Red, Large Unit District Association, Illinois Association of Regional School Superintendents, Stand for Children, Latino Policy Forum, Illinois Parent Teacher Association, Chicago Public Schools District 299, Chicago Teachers Union, Illinois Network of Charter Schools, General Assembly staff, members of the General Assembly, Governor’s Office, and Secretary of Education’s Office.

updates on the status of the plan, areas of the plan where concerns and questions had been identified by the Governor's Office or other stakeholders, and the various avenues through which feedback was elicited.

Date SEA provided the plan to the Governor: 2/1/2017

Check one:

- The Governor signed this consolidated state plan.  
 The Governor did not sign this consolidated state plan.

## 2.2 System of Performance Management

*Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated state plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated state plan.*

**A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated state plan.

The purpose of ESSA is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

This expanded focus reaches beyond the English language arts (ELA) and mathematics foci of NCLB to help provide a better chance of closing the achievement gap. ISBE has engaged in significant monitoring and provided technical assistance in the predecessor programs, but is now using ESSA as an opportunity to better coordinate monitoring between divisions and provide differentiated technical assistance in order to support LEAs in their work.

ISBE is expected to receive more than \$1 billion in ESSA funds to distribute to its 855 districts through the various programs. To facilitate this process, ISBE staff are developing the required statutory plans for each program and updating the grant applications for the districts to access. The grant application portal will open to districts in the late winter or early spring of 2017.

The development of these plans and applications are driven by (1) stakeholder consultation on the local level and (2) data-driven decision-making. Applications and plans are developed through consultation with districts, staff, and design experts. Elements within the plans and grant applications are based on supporting data. ISBE staff share this information in the spring of each year by creating guidance documents, having in-person meetings with Title I directors throughout the state, and holding webinars.

Review of applications is critical to ensure LEAs' activities align with both the needs of the LEA identified in their respective plans and within the greater ESSA State Plan for Illinois as well as with statutory and regulatory requirements for each program area. Staff at ISBE provide support to districts throughout this process.



To the extent possible, divisions are consolidating and coordinating their work regarding applications.<sup>34</sup> This coordination minimizes work on behalf of the district, helps to accelerate ISBE's application-approval process, and creates alignment between the plans and the application. Moreover, during the first half of 2017, ISBE is engaging in work with Fellows from the Kellogg School of Business in order to better coordinate monitoring within and between divisions for the purpose of providing better, more targeted services to districts.

ISBE is utilizing ESSA to remodel the internal organization of the agency. Divisions are coordinating professional development to districts to support application and plan development and implementation. For example, the Title Grants Administration Division (overseeing Title I, II, IV) coordinates training with Federal and State Monitoring in order to ensure that programmatic and fiscal requirements are meeting the law and, more importantly, supporting the work of educators in serving students. This work will allow ISBE to better coordinate application requirements, monitoring throughout the year, using the data submitted by districts to ensure return on investment as well as share promising practices throughout the state.<sup>35</sup>

The significant involvement of all agency staff in the creation of the ESSA State Plan for Illinois as well as the plan's strong connections to the field via stakeholder meetings will lead to valuable coordination between the ESSA State Plan for Illinois and ISBE plan initiatives. Any particular LEA plan to ensure a feedback loop includes compliance with the law, actionable suggestions for modification or amending an LEA plan (when applicable), and supports for implementation.

**B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Monitoring ESSA programs is a joint and collaborative process at ISBE. Fiscal and administrative monitoring of the ESSA programs is primarily performed by the staff of the Federal and State Monitoring Division at ISBE. This review includes both desk auditing of data supplied by districts as well as on-site visits by division staff. Districts are chosen for fiscal monitoring through an annual risk-based selection process using various data inputs, such as the amount and type of funding received, overall financial status, and number of prior issues noted during reviews or audits. All grant recipients must annually complete an internal control questionnaire that is included as a piece of the overall risk assessment. Stakeholder input from ISBE program employees, district employees, and community members is included in the risk assessment, as appropriate. Programmatic monitoring is conducted within each program area, such as monitoring within the School Improvement Grant or within the Title Grants Division. Programmatic monitoring activities are determined by the employees who work closely with the grant recipients in order to maximize monitoring resources within ISBE. ISBE is continuing to consider ways in which monitoring could serve as an opportunity to revisit and refine practices. For instance, during the first half of 2017, ISBE is engaging in work with Fellows from the Kellogg School of Business in order to better coordinate monitoring within and between divisions for

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<sup>34</sup> For example, questions from the Title I Plan will be imported into the Consolidated Application to support the budgeting process. Question #6, "describe the services provided to homeless students" will be imported into the Title I application and used to evaluate the amount of money set aside for homeless students. So, too, the application will require districts to explain how they support the transition of children from one school or the home to a school or postsecondary opportunity.

<sup>35</sup> Put differently, creating a more coherent approach that considers the information asked within the application and deliberately tying this to monitoring and outcomes, will assist ISBE in refining the supports it provides to the field in this work.

the purpose of providing better, more targeted services to districts. This work includes meeting with districts to hear perceptions and recommendations in order to create a system that best serves districts.<sup>36</sup>

Further, Illinois has adopted the principals included in the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(2 CFR Part 200\)](#) for all grants made by the state as either the originator or as a pass-through entity via the [Grant Accountability and Transparency Act \(GATA\)](#) (30 ILCS 708/1). The purpose of GATA is to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both state agencies and grantees. The law provides for the development of a coordinated, non-redundant process to establish effective and efficient oversight of the selection and monitoring of grant recipients, ensuring quality programs; limiting fraud, waste, and abuse; and defining the purpose, scope, applicability, and responsibilities in the life cycle of a grant. Fiscal, administrative, and programmatic monitoring protocols are being developed and formalized statewide in an effort to adopt best practices, create efficiencies, and improve outcomes. The requirements of GATA as well as Budgeting for Results<sup>37</sup> (BFR) and Illinois Data for Fiscal and Instructional Results, Study, and Transparency (Illinois Data FIRST<sup>38</sup>) provide ISBE with the opportunity to collect and share data on program efficacy in two ways. First, data collected from LEAs on accountability indicators will be shared on the Illinois State Report Card. Additional information on specific program outcomes, through the requirements of BFR, will be shared internally and with stakeholders in order to, as applicable, refine program goals and allocation requests.

The ISBE Internal Audit Division will audit the agency's compliance with the rules of ESSA and GATA. Internal Audit provides independent and objective assurance and advisory services directed toward evaluating the effectiveness of internal risk management, control, and governance.

**C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information, which may include input from stakeholders and data collected and reported on state and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

Most generally, various sources of data (e.g., data collected through the LEA application, program targets, Report Card, etc.) will be used for the purposes of continuous improvement by both ISBE and the LEAs. ISBE will analyze the submission and approval process for applications to collect data from LEAs and compile lists of best practices and frequently asked questions. ISBE's outreach efforts will ensure that stakeholders within and outside of the agency are aware of the support they have to implement practices that will improve outcomes for children.

More specifically, ISBE shall use data from the state and local Report Cards as well as feedback from stakeholders to evaluate needs for programmatic technical assistance. Other data points may also be used, such as issues within the application process and monitoring findings. For example, in Title I other factors considered when determining where to target technical assistance include:

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<sup>36</sup> ISBE appreciates the Latino Policy Forum sharing that "[s]chool district staff found the on-site monitoring of EL programs to be effective for overall improvement of EL programs when conducted by ISBE qualified staff."

<sup>37</sup> For additional information on Budgeting for Results, please access <https://www.illinois.gov/hsc/Documents/BFR%20Strategic%20Plan%204-27-12.pdf> and <https://www.illinois.gov/gov/budget/Pages/results.aspx>.

<sup>38</sup> For additional information on the Illinois Longitudinal Data System, please access <https://www.illinoisworknet.com/ILDS/Pages/default.aspx>.

- a) Years of experience of the program director in administering the Title I program
- b) How current is the district's Title I plan
- c) District's responsiveness to communications from ISBE regarding submission of its application and response to ISBE's review findings
- a) Size of Title I allocation
- b) Number of Federal and State Monitoring audit findings
- c) Number of A-133 Reports
- d) Budget variances (net disbursement to budget comparison of Title I grant)
- e) Any complaints made against the district

Currently, each program area has unique indicators that drive the technical assistance determinations. ISBE's goal is to use its personnel resources to provide technical assistance and capacity building to districts to meet the goals of ESSA in a comprehensive manner. Thus, ISBE is using the opportunity presented by ESSA to look more holistically as an agency at how our divisions overlap and can work together to improve efficiency and reduce burdens on districts and to improve services to students. And, while there are standardized approaches within divisions to ensure compliance, ISBE is also sensitive to the differentiated needs of districts.

ISBE will maximize effective use of ESSA funds by:

- Coordinating new plans and resources available with pre-existing resources and programs, leveraging on the knowledge of previous programs and expanding on the new opportunities provided under ESSA;
- Monitoring the implementation of activities and programs through its existing district oversight mechanisms and coordinating with other programs to minimize the burden on districts;
- Offering technical assistance to districts to help them in implementing approved program activities and tie fiscal decisions to improved student achievement;
- Providing technical assistance, professional development, and support to LEAs and schools in the development of their planning and application for comprehensive funding across programs; and
- Providing assistance or conducting a needs assessment, curriculum audits, equity audits, and other diagnostic supports and services for LEAs and schools necessary to develop strong improvement plans.

**D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

ISBE, as an agency, is transitioning toward cross-functional teams. As the ESSA State Plan for Illinois has developed, staff from different divisions have come together to consider how ISBE can most appropriately be organized in order to serve the field. Undergirding this work is the ISBE vision that states *Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure*. In order to operationalize that vision, schools and districts -- like the children they serve -- must have available to them differentiated supports based upon identified needs and readiness. This occurs in two ways.

First, ISBE staff is available to support districts by responding to questions about technical matters (e.g., how to complete a grant application, the appropriate use of funds). Included in this work is fiscal and programmatic monitoring.

Second, ISBE will provide access to supports identified as necessary by a district or school through IL-EMPOWER.

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of

IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, as well as create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do so. Schools will have four years in which to demonstrate consistent improvement in identified areas (one year for planning and three years for implementation).<sup>39</sup>

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information on organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

1. Upon notification from ISBE will begin completing a needs assessment/equity audit.
2. At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
3. ISBE will ensure that the identified vendor<sup>40</sup> has the capacity to assist the school.<sup>41</sup>
4. The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will

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<sup>39</sup> The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

<sup>40</sup> As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

<sup>41</sup> To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

allow ISBE to grant the appropriate amount of funding to each school or district.<sup>42</sup> ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.<sup>43</sup>

Members of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

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<sup>42</sup> The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

<sup>43</sup> Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School would not be able to be identified for comprehensive services indefinitely. At the same time, the type of intervention would be dependent on the specific elements within the improvement plan that, over time, were not met. In the case of a school receiving comprehensive services that is unable to meet targets, ISBE will work directly with the school to determine the necessary supports and resources outside the IL-EMPOWER structure that will aid in school improvement.

## Section 3: Academic Assessments

*Instructions: As applicable, provide the information regarding a state's academic assessments in the text boxes below.*

Currently, and as required in ESSA, Illinois has an assessment system that includes:

- Content assessments in grades 3 through 8 in ELA and mathematics.
- Administration of the SAT at no cost to 11<sup>th</sup>- grade students on a school day.
- A science assessment completed by students in grades 5, 8, and at the conclusion of Biology I in high school.
- The Dynamic Learning Maps Alternative Assessment for those students with the most significant cognitive disabilities.

In line with the opportunities presented within ESSA, ISBE endeavors to use assessment as an opportunity to ensure that each and every child is able to demonstrate academic achievement on state standards. However, while ISBE acknowledges that strong academic achievement is essential for each and every child, it is also the case that academic achievement is but one portion of a more complex picture of student development over time. ESSA requires an accountability system containing multiple measures. Thus, in addition to academic achievement, ISBE must collect and report on growth for students in grades 3 through 8. Stakeholders and the Governor have also made it clear that growth, while not required in ninth through 12th grades, is very important and should be included in the accountability system.

### A. Advanced Mathematics Coursework

Does the state: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

Yes. If yes, describe the SEA's strategies to provide all students in the state the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

ISBE will not utilize the eighth grade math exception. ISBE actively supports the implementation of the Illinois Learning Standards in mathematics in a manner that responds to students' areas of strength and builds educator capacity to effectively differentiate instruction for students.

### B. Languages other than English

Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- a. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

ISBE defines languages other than English, present to a significant extent in Illinois' student population, as any world language spoken by more than 60 percent of English Learners in the state. This accounts for over 91 percent of all English Learners in the state based on the most recent verified data (2014). ISBE provides translation of directions and reporting shells within the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. The PARCC table in Appendix C shows the 10 languages in Illinois during the last three school years (2013-14, 2014-15,



and 2015-16).<sup>44</sup> The estimate of the 2015-16 Illinois count is identical to the counts for 2014-15.

- b. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The only language that is currently being trans-adapted is Spanish for the PARCC assessment in mathematics.

- c. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

The PARCC mathematics assessment has been trans-adapted for Spanish; however, additional development and validation is necessary in all other areas and for other languages. Illinois will, to the greatest extent practicable, work to develop translations for all languages where 30 percent or more of the English Learner population speaks the same language, other than English.

- d. Native Language Assessments: Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
  - i. The state's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The state will continue work with stakeholders to identify all possible funding streams and technical resources to support this work. It is anticipated that we will continue to offer a trans-adapted version of mathematics for the 3-8 general education assessment and that we will seek to extend this opportunity to other content areas and assessment.<sup>45</sup> The goal is to provide translations for all languages where 30 percent or more of the English Learner population speaks the same world language, other than English. However, Illinois capacity to do this work will depend on a sufficient allocation from both federal and state sources to conduct the translations and validate the work.

- ii. A description of the process the state used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English Learners; students, as appropriate; and other stakeholders; and

ISBE's strategy to ensure that opportunities for meaningful consultation with stakeholders was formulated in three ways. First, ISBE provided information to the public to ensure that stakeholders had sufficient information about ESSA in order to provide meaningful feedback via the listening tours. ISBE maintained and updated an ESSA website throughout the development of the ESSA State Plan for Illinois to publicly post the timeline, resources, and additional information, including the draft plan. Second, key policymakers, including members of the Illinois General Assembly, ISBE, the P-20 Council, IBAMC, and other stakeholder groups, met regularly and were informed of the progress of the development of the ESSA State Plan for Illinois. These groups, in particular the P-20 Council and IBAMC, were integral in providing feedback and guidance in the development of all phases of the plan. Finally, the draft plan has been presented to many stakeholder groups through a wide array of venues prior to ISBE Board approval with sufficient

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<sup>44</sup> Chinese Mandarin is listed as a top 4 language in Illinois on the PARCC list. Chinese has two dialects: Mandarin and Cantonese. When the two dialects are counted together, the combination is in the top 4. Please note that Illinois counts these two dialects separately.

<sup>45</sup> Stakeholders have requested native language assessments for PARCC language arts for at least the Spanish speaking subgroup which takes into account 78% of all ELs in Illinois.

time to consider relevant comments. Please see Appendix B for the list of all stakeholder meetings related to ESSA.

ISBE included information in all three phases on specific provisions related to English Learners and assessments in languages other than English and solicited comments and consulted with stakeholders representing constituencies serving bilingual committees. The Latino Policy Forum and Bilingual Advisory Council, among others, have been deeply involved in the work of the P-20 Council and IBAMC and have contributed to the development of the plan.

- iii. As applicable, an explanation of the reasons the state has not been able to complete the development of such assessments despite making every effort.

ISBE is committed to developing native language content areas exams. However, funding has been a barrier to completing any additional development of native language or content translations. Illinois has not had a full budget in two fiscal years, though K-12 education has been funded during this time. However, the ongoing fiscal uncertainty regarding a full budget has made it difficult to identify state funding for the development of native language or content translations.

## Section 4: Accountability, Support, and Improvement for Schools

*Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.*

### 4.1 Accountability System

As mentioned previously, school accountability in ESSA requires that a state consider more than academic achievement in grades 3 through 12. Also, while ESSA requires that the accountability system of a state include academic proficiency, it also requires the following:

- Academic growth (Grades 3 through 8);
- Graduation rate (High School);
- EL proficiency (Grades 3 through 12); and
- One or more student quality or student success indicator.

The area that received the greatest attention during the listening tours and via public comments on drafts of the ESSA State Plan for Illinois was the development of an educative, equitable, and non-punitive accountability system. Common values held by ISBE and stakeholders also include high expectations for student achievement (i.e., the required academic indicators) and a system that captures the complexity of the work that occurs in schools. ISBE asserted that growth and achievement should be weighted equally in the first two drafts of the ESSA State Plan for Illinois. However, public comment and comments received from the Governor during the required 30-day review provided a strong argument that growth was of greater importance than that of proficiency. Rationale for this claim was premised upon the former accountability system in NCLB insofar as there were a number of schools whose students were showing growth. Neither the accountability system nor the Illinois School Report Card reflected this growth. Additionally, the ability for stakeholders to identify accountability indicators that extended beyond achievement and growth provide an opportunity to develop a system in which multiple measures indicative of the work that occurs in schools could be factored into a final summative designation for each school. The system outlined below contains both of the aforementioned -- growth weighted significantly higher than proficiency and school quality and school success indicators that look at aspects of schooling that were previously unavailable to the Illinois accountability system under NCLB.

#### A. Weighting

The accountability system for Illinois as well as the weights within and between the required academic category and schools quality/student success indicator are as follows:<sup>46</sup>

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<sup>46</sup> Appendix F: Accountability System Comparisons provide information on the different recommendations from IBAMC, ISBE, and the Governor's Office.

## INDICATOR WEIGHTING

| Final Response to ED feedback 08.18.17           |   | 2018-2019   |  | 2019-2020   |  |
|--|---|---|--|---|--|
| CATEGORY   | ELEMENTARY  | HIGH SCHOOL   | ELEMENTARY   | HIGH SCHOOL   |  |
| <b>Core Academic Indicators</b>                  | ELA Proficiency – 10%   | ELA Proficiency – 10%   | ELA Proficiency – 7.5%   | ELA Proficiency – 7.5%  |  |
|  | Math Proficiency - 10%  | Math Proficiency - 10%  | Math Proficiency – 7.5%  | Math Proficiency – 7.5%   |  |
|  | ELA and Math Growth – 50%<br>(simple linear regression)       | Graduation (4, 5, 6 year) - 50% <sup>47</sup>                 | ELA and Math Growth – 45%<br>(simple linear regression)        | Graduation (4, 5, 6 year) - 45%                                 |  |
|  | English Learner Proficiency – 5% (growth to target treatment) | English Learner Proficiency – 5% (growth to target treatment) | English Learner Proficiency – 5% (growth to target treatment)  | English Learner Proficiency – 5% (growth to target treatment)   |  |
|  | Science Proficiency – 0%                                      | Science Proficiency – 0%                                      | Science Proficiency – 5%                                       | Science Proficiency – 5%  |  |
| <b>TOTAL WEIGHT</b>                              | <b>75% ACADEMIC</b>   | <b>75% ACADEMIC</b>   | <b>70% ACADEMIC</b>  | <b>70% ACADEMIC</b>   |  |
| <b>Student Success/School Quality Indicators</b> | Chronic Absenteeism 20%                                       | Chronic Absenteeism 7.5%                                      | Chronic Absenteeism 5 - 10% (depending on fine arts weighting) | Chronic Absenteeism 0 - 7.5% (depending on fine arts weighting) |  |
|  | Climate Surveys – 5%  | Climate Surveys – 5%  | Climate Surveys – 5%   | Climate Surveys – 5%  |  |
|  | [Elementary/Middle Grade Indicator] – 0%                      | 9 <sup>th</sup> Grade On-Track 6.25%                          | Elementary/Middle Grade Indicator – 5%                         | 9 <sup>th</sup> Grade On-Track 6.25%                            |  |
|  | [P-2 Indicator] – 0%  | College and Career Readiness – 6.25%                          | P-2 Indicator – 5%   | College and Career Readiness – 6.25%                            |  |
|  | [Fine Arts Indicator] 0%                                      | [Fine Arts Indicator] 0%                                      | Fine Arts Indicator 0-5%                                       | Fine Arts Indicator 0-5%  |  |
| <b>TOTAL WEIGHT</b>                              | <b>25% SSSQ</b>   | <b>25% SSSQ</b>   | <b>30% SSSQ</b>  | <b>30% SSSQ</b>   |  |

It is important to note that:

- Implementation of the accountability system will begin in 2017-18.
- The n-size for the purpose of accountability will be 20.
- Until such a time when indicators identified parenthetically are available, the total weight of the school quality/school success indicator will be placed upon the available indicator(s) for the school configuration.
- Based upon feedback from stakeholders and the Governor, growth received over two times as much weight as proficiency in the accountability system.

<sup>47</sup> Districts will have the opportunity to participate in the PSAT. Districts will be reimbursed for participation. At this time, growth will receive no weight in the Accountability System. As implementation continues, the relationship between the required academic indicators (e.g., EL Proficiency, Academic Attainment, Graduation Rate) and growth will be revisited. In regards to the graduation rate indicator (50% total weight), 30% of its total weight will result from the 4 year cohort graduation rate, the 5 year cohort graduation rate will account for 15% of the indicator and the 6 year cohort graduation rate will account for the remaining 5% of the accountability indicator.

- The Governor, stakeholders and ISBE value having an accountability system that recognizes academic growth in high school. Districts will have the opportunity to participate in the PSAT. Districts will be reimbursed for participation. At this time, PSAT growth will receive no weight in the Accountability System.
- Illinois recognizes an emphasis on student growth as a primary driver to close equity gaps. As a result, student growth will represent 50% of the accountability framework for Illinois. In addition, ISBE will provide each school with a growth designation on the Illinois Report Card beginning in the 2019-2020 school year. This designation will provide parents, caregivers, and community members additional information on the interrelationship between growth and attainment as well as highlight those schools that have made substantial gains in growth. There will be a comparison of like schools and an all school comparison on annual growth to proficiency. In both cases, the assigned grade for growth will use an A-F scale. The different levels for the growth designation will be assigned based on each school's performance relative to all comparable schools. The Technical Advisory Council will assign designations using either quintiles or normal curve distribution.
- EL proficiency will be measured by a growth to target measure,<sup>48</sup> based upon the recommendation of stakeholders.
- English Learners will be assessed annually for English proficiency and for English language arts and mathematics. Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determination, but serve solely for baseline purposes.
- The Fine Arts have been included as a school quality/student success indicator. This indicator will consider the percentage of students enrolled in a fine arts course during the school year. It will receive 0% for the next four school years. During that time a workgroup will analyze available data to ascertain if/how the indicator can be further refined.
- Science has been included as an academic indicator insofar as a level of science literacy is important and an area in which Illinois' students are currently required to be assessed. The science indicator will be weighted at 0 percent until 2019-20. The weight of the science indicator will increase to 5 percent during the 2019-20 school year and the weight of ELA and math will decrease to 7.5 percent. Student scores will be reported only in respects to proficiency due to the federal requirements that frame the administration of this assessment.
- Illinois will use simple linear regression (e.g., current year test scores are regressed on last year's test scores), based upon the recommendation of IBAMC. ISBE supports the recommendations of the Technical Steering Committee and will run additional statistical treatments (e.g., growth to target, value tables, student growth percentiles, hybrid models) concurrently on this data. This information will allow the Technical Advisory Council (TAC) to make the most informed choice on a growth measure at the conclusion of the 2019-20 school year.
- TAC provides guidance on technical assessment and accountability issues in an effort to create a single summative designation that meaningfully differentiates schools. TAC members help ensure alignment of accountability system to core values and assure the statistical validity and reliability, accuracy, and fairness of individual assessments or indicators and the accountability system as a whole. TAC will be convened in collaboration with the National Center for Improvement of Educational Assessment and composed of national and local researchers and other practitioners, particularly those practitioners who specialize in assessment and school accountability research and data analysis for Illinois school districts.
- Indicators in [brackets] will be studied by workgroups organized by ISBE. Recommendations will be submitted no later than December 31, 2017.
- The realities of the fiscal uncertainty in Illinois as well as the need to revise how the state's schools are funded led to the creation of the Illinois School Funding Reform Commission. The commissioners agreed to include a spending transparency report that communicates federal, state, and local spending in a way that is understandable to the average person on the Illinois State Report Card. Such a report should give details of both district- and school-level spending, including for the purposes of examining intra-district equity. In addition, the state accountability system recommended through ESSA will be

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<sup>48</sup> The Illinois School Report Card will indicate EL growth using the following descriptors: schools making better than expected growth, schools making adequate growth, and schools making less than adequate growth.

used to determine whether or not increased funding leads to improved student outcomes, specifically in terms of students' academic growth. ISBE will investigate any district that is receiving increased investment with no improvement or a decline in outcomes. Depending on the results of the inquiry, the State Board may intervene and support the district.<sup>49</sup>

## B. Indicators

Describe the measure(s) included in each of the academic achievement, academic progress, graduation rate, progress in achieving English language proficiency, and school quality or student success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the state, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of academic progress and school quality or student success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
- For measures within indicators of school quality or student success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the academic progress and school quality or student success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the state.

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<sup>49</sup> Additional information on the Funding Commission may be found at <https://www.isbe.net/Pages/Illinois-School-Funding-Reform-Commission.aspx>.



| ACADEMIC INDICATORS  | MEASURE(S)  | DESCRIPTION  |
|----------------------|---|--|
| ACADEMIC ACHIEVEMENT | PARCC (3-8)<br><br>Dynamic Learning Maps-Alternate Assessment (DLM-AA) (3-8, 11)<br><br>SAT (high school) | <p><b>Description:</b> The measure of academic achievement for grades 3-8 will be the PARCC assessment. The measure of academic achievement for high school will be the SAT, administered in grade 11. Additionally, the DLM-AA will be the measure of academic achievement for students with profound cognitive disabilities. <b>This rate of proficiency will be defined as the percentage of all served students meeting or exceeding standards on the required applicable assessment.</b></p> <p><b>Research:</b> PARCC- Many studies were conducted during the test development for PARCC to support the evidence for validity (e.g., Postsecondary Educators’ Judgment Study, Performance Level Setting), reliability (e.g., Automated Scoring Study, Quality of Items, Tasks, and Stimuli Study), and comparability (e.g., Mode Comparability Study, PARCC Benchmarking Study) for PARCC assessments. The technical reports for the field test in 2014 and the operational test in 2015 also documented the evidence for its validity, reliability, and comparability<sup>50</sup>.</p> <p>SAT- The College Board sustains a continuous program of research on the SAT, examining the validity, fairness, and effectiveness of the test nationally. Extensive research on the predictive validity of the SAT has established its use as a college entrance exam through studies on the relationship between SAT score and first-year GPA in college. The College Board has also studied the relationship between SAT scores and other critical postsecondary outcomes, such as college enrollment persistence, GPA in second and third year, as well as graduation rate. The redesign of the SAT assures that the predictive validity of the test is as strong as it was in the past<sup>51</sup>.</p> <p>DLM-AA: The DLM consortium has sustained a research agenda based on the validity, reliability, and technical soundness of the DLM-AA as an appropriate large-scale assessment for students with the most profound cognitive disabilities.<sup>52 53</sup></p> <p><b>Aids in Meaningful Differentiation of Schools:</b> Academic achievement has been the historical method for differentiation of schools. In the past, academic achievement was the only indicator used to meaningfully differentiate schools in Illinois. Thus, evidence that this indicator contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data across all indicators is available and statistical analyses can be run and reviewed by the Technical Advisory Council.<sup>54</sup></p> |

<sup>50</sup> For research on PARCC, please access at <http://www.parcconline.org/assessments/test-design/research>.

<sup>51</sup> For research on SAT, please access <http://research.collegeboard.org/sites/default/files/publications/2014/6/Synthesis-of-Recent-SAT-Validity-Findings.pdf>.

<sup>52</sup> For research on DLM, please access [http://dynamiclearningmaps.org/sites/default/files/documents/publication/Validity\\_Evidence\\_AA\\_Score\\_Uses\\_NCME2016\\_Karvonen\\_Romine\\_Clark.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/publication/Validity_Evidence_AA_Score_Uses_NCME2016_Karvonen_Romine_Clark.pdf).

<sup>53</sup> For research on the validity and reliability of DLM, please access [http://dynamiclearningmaps.org/sites/default/files/documents/publication/Technical\\_Manual\\_IM\\_2014-15.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/publication/Technical_Manual_IM_2014-15.pdf).

<sup>54</sup> A Technical Advisory Council (TAC) provides guidance on technical assessment and accountability issues. TAC members help ensure alignment of accountability system to core values, and assure the statistical validity and reliability, accuracy, and fairness of individual assessments or indicators and the accountability system as a whole. The TAC will be convened in collaboration with the National Center

| ACADEMIC INDICATORS           | MEASURE(S)  | DESCRIPTION   |
|-------------------------------|---|---|
| ACADEMIC PROGRESS             | Linear Regression   | <p><b>Description:</b> ISBE proposes to utilize linear regression (i.e., current test scores are regressed on last year’s test scores) to compute student academic growth in grades 3-8, in concert with the recommendation from IBAMC. ISBE will concurrently run simulations of additional growth models as data becomes more stable with additional years of administration. If simulations show a more valid and reliable growth metric for purposes of meaningful differentiation, they will be considered by staff and stakeholders for utilization moving forward.</p> <p><b>Research:</b> Illinois utilized the following resources on the appropriateness of various growth models for the purposes of accountability: The Practitioner’s Guide to Growth Models<sup>55</sup> and Pathways to New Accountability Through the Every Student Succeeds Act<sup>56</sup>. These resources are grounded in research<sup>57</sup> and evaluation<sup>58</sup> on past implementation of growth models as a part of accountability under NCLB.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> |
| GRADUATION RATE <sup>59</sup> | 4-year adjusted cohort graduation rate, 5-year adjusted graduation rate, and 6-year adjusted graduation rate. | <p><b>Description:</b> ISBE collects data regarding the 4-year adjusted cohort graduation rate and 5- and 6-year adjusted graduation rates. The Graduation Rate indicator will be the combined measure of the four year cohort data which will make up 30% of the indicators weight, the 5 year cohort will account for 15% of the indicator and the 6 year cohort will account for the remaining 5% of the accountability indicator.</p> <p><b>Research:</b> This data is stable and collected consistently across all LEAs serving high school grades, as can be seen in the School Report Card: 15-Year Statewide Trend Data<sup>60</sup>. The definition and criteria for high school graduation are set in School Code<sup>61</sup>, and the data collected statewide is valid, reliable, and comparable across all LEAs in the state, as evidenced in the Illinois State Report Card.</p>   |

for Improvement of Educational Assessment and composed of national and local researchers and other practitioners, particularly those practitioners who specialize in assessment and school accountability research and data analysis for Illinois school districts.

<sup>55</sup> This document can be accessed at: [www.ccsso.org/documents/2013growthmodels.pdf](http://www.ccsso.org/documents/2013growthmodels.pdf)

<sup>56</sup> [https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways\\_New-Accountability\\_Through\\_Every\\_Student\\_Succeeds\\_Act\\_04202016.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf)

<sup>57</sup> Beimers, Jennifer Nicole. The effects of model choice and subgroup on decisions in accountability systems based on student growth. ProQuest, 2008.

Council of Chief State School Officers. Understanding and Using Achievement Growth Data. Growth Model Brochure Series. (June 2011): [http://www.wera-web.org/links/Journal/June\\_Journal\\_2012/CC6\\_CCSSO\\_Growth\\_Brochures\\_jan2012.pdf](http://www.wera-web.org/links/Journal/June_Journal_2012/CC6_CCSSO_Growth_Brochures_jan2012.pdf)

Tekwe, Carmen D., Randy L. Carter, Chang-Xing Ma, James Algina, Maurice E. Lucas, Jeffrey Roth, Mario Ariet, Thomas Fisher, and Michael B. Resnick. 2004. "An Empirical Comparison of Statistical Models for Value-Added Assessment of School Performance." Journal Of Educational And Behavioral Statistics 29, no. 1: 11-36. ERIC, EBSCOhost (accessed March 9, 2017).

<sup>58</sup> U.S. Department of Education. Evaluation of the 2005–06 Growth Model Pilot Program. (January 2009): <https://www2.ed.gov/admins/lead/account/growthmodel/gmeval0109.doc>.

<sup>59</sup> ESSA does not require that growth is measured in grades 9 – 12. However, Illinois stakeholders have made it clear that a way of measuring growth is important and P20 recommended that the administration of a second high school assessment is the most accurate way to achieve this. Moreover, the Governor’s proposal places the greatest value on student growth. In order to measure this, the state must invest in a yearly high school assessment. Governor Rauner will commit to finding the funds to pay for this assessment.

<sup>60</sup> Information retrieved from: [https://www.isbe.net/\\_layouts/Download.aspx?SourceUrl=/Documents/rc-trend-data-02-16.xlsx](https://www.isbe.net/_layouts/Download.aspx?SourceUrl=/Documents/rc-trend-data-02-16.xlsx)

<sup>61</sup> For required high school graduation criteria, please see the Illinois School Code 105 ILCS 5/27-22, 27-22.05, 27-22.10

| ACADEMIC INDICATORS                                       | MEASURE(S)  | DESCRIPTION   |
|---|---|---|
|   |   | <p><b>Aids in Meaningful Differentiation of Schools:</b> Graduation rate is a required metric of student achievement. The maximum high school adjusted cohort graduation rate is 100%. The all students graduation rate in 2016 is 85.5% for 4-year, 87.7% for 5-year, and 88.2% for 6-year adjusted rates. Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p>   |
| <p>PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY</p> | <p>ACCESS 2.0 composite proficiency level of 4.8</p> <p>Once a baseline has been established ISBE will use growth to target for reporting purposes.</p> | <p><b>Description:</b> The Illinois Administrative Code<sup>62</sup> identifies the state’s English Language Development Standards as those developed by the WIDA Consortium<sup>63</sup> and the state’s English Language Proficiency Assessment as the ACCESS for ELLs® .</p> <p><b>Research:</b> The adherence of ACCESS for ELs to the English Language Development Standards is documented by Cook (2007).<sup>64</sup> The technical properties of the ACCESS for ELs, including its validity, reliability, and operational performance, are published in annually updated reports by WIDA.<sup>65</sup></p> <p><b>Aids in Meaningful Differentiation of Schools:</b> This is a required indicator. In order to ascertain how EL proficiency aids in the meaningful differentiation of schools, ACCESS data, along with other required academic indicators and state-selected school quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.<sup>66</sup></p> |
| <p>SCIENCE</p>  | <p>Administered at the conclusion of grades 3, 5, and once in high school (typically after a student completes Biology I).</p>                          | <p><b>Description:</b> The measure of academic achievement for science is the Illinois Science Assessment (ISA) along with the DLM-AA – Science Assessment for students with profound cognitive disabilities. The assessment is administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS)<sup>67</sup>, which were adopted in 2014.</p> <p><b>Research:</b> Science literacy is a necessary component to success and a key driver of the “nation’s capacity to innovate for economic growth and the ability of American workers to thrive in the global economy.”<sup>68</sup> Science is also a recognized indicator of college and career readiness.<sup>69</sup></p>   |

<sup>62</sup> To see the English Language Development please see 23 Illinois Administrative Code 228 [Subtitle A, 228.10, Definitions](#)

<sup>63</sup> WIDA Consortium. "Amplification of the English language development standards, kindergarten-grade 12." Board of Regents of the University of Wisconsin System, Madison, WI Google Scholar (2012).

<sup>64</sup> Cook, H. Gary. "Alignment Study Report: The WIDA Consortium’s English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 to ACCESS for ELLs® Assessment." Madison, WI: WIDA Consortium (2007).

<sup>65</sup> Center for Applied Linguistics (2016). "Annual Technical Report for ACCESS for ELLs® English Language Proficiency Test, Series 303, 2014–2015 Administration." *WIDA Consortium Annual Technical Report No. 11* (2016).

<sup>66</sup> Stakeholder will provide a recommendation to ISBE on or before June 30, 2017.

<sup>67</sup> NGSS Lead States. *Next generation science standards: For states, by states*. National Academies Press, 2013.

<sup>68</sup> Commission on Mathematics and Science Education (US). *Opportunity Equation: Transforming Mathematics and Science Education for Citizenship and the Global Economy*. Carnegie Corporation of New York, 2009.

<sup>69</sup> Mattern, Krista, Jeremy Burrus, Wayne Camara, Ryan O’Connor, Mary Ann Hansen, James Gambrell, Alex Casillas, and Becky Bobek. "Broadening the Definition of College and Career Readiness: A Holistic Approach. ACT Research Report Series, 2014 (5)." *ACT, Inc.* (2014). Dounay, Jennifer. "Embedding College Readiness Indicators in High School Curriculum and Assessments. Policy Brief." *Education Commission of the States (NJ1)* (2006).

| ACADEMIC INDICATORS | MEASURE(S) | DESCRIPTION  |
|---------------------|------------|--|
|                     |            | <p>Technical reports for the 2016 and 2017 administrations will be provided to document validity, reliability, and comparability of the ISA. The DLM Consortium is currently writing the 2016 technical manual for DLM-Science.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> The Illinois Science Assessment is still under development, scoring, and standard setting. Evidence that this indicator contributes to the meaningful differentiation of schools across the state under the new accountability system will be provided when sufficient baseline data is available and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> |

| School Quality/Student Success Indicators <sup>70</sup> | Description   |
|---|---|
| <p>CHRONIC ABSENTEEISM (K-12)</p>                       | <p><b>Description:</b> IBAMC unanimously recommended including chronic absenteeism to be included as a student success indicator. The proposed definition is taken from "Attendance Matters." It was recommended that chronic absenteeism be defined as <i>10% or more of excused and unexcused absences in the prior academic year</i>. IBAMC did caution that this definition excludes medically certified home/hospital instruction and absences pertaining to the death of a family member.</p> <p><b>Research:</b> Illinois currently collects attendance.<sup>71</sup> This data is stable and collected consistently across all LEAs serving high school grades, as can be seen in the School Report Card: 15-Year Statewide Trend Data<sup>72</sup>.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> |

<sup>70</sup> IBAMC also recommended that the Quality Framework: Assessment Tool for Support and Continuous Improvement developed by the committee be considered. Due to the requirements for school quality/school success indicators in ESSA, ISBE is committed to utilizing the quality framework within IL-EMPOWER. Additionally, IBAMC also recommended that ISBE consider additional indicators to be reported upon but outside of the accountability system. There was also interest in considering an indicator focusing upon access to a broader curriculum (arts, world languages, science, social sciences, vocational education, physical education, and enrichment and advanced learning opportunities). This indicator was not included in the current due to the lack of a specific definition.

<sup>71</sup> U.S. Department of Education. "Chronic Absenteeism in the Nation's Schools. An Unprecedented Look at an Educational Crisis." (2016): <https://www2.ed.gov/datastory/chronicabsenteeism.html>.

<sup>72</sup> Center, Utah Education Policy. "Research brief: Chronic absenteeism." Research Brief, University of Utah, College of Education (2012).

|                          |   |
|--------------------------|---|
| <p>9TH ON-TRACK (HS)</p> | <p><b>Description:</b> The on-track indicator identifies students as on-track if they earn at least five full-year course credits and no more than one semester F in a core course in their first year of high school.</p> <p><b>Research:</b> Research on the on-track indicator suggests that students are more than three and one-half times more likely to graduate from high school in four years than off-track students<sup>73</sup>. The indicator is valuable because it is a more accurate predictor of graduation than students' previous achievement test scores or their background characteristics. Research has been conducted on its validity and predictive quality.<sup>74</sup></p> <p>Support for on-track as a metric came from many stakeholders outside of Chicago Public Schools (CPS); however, evidence that the indicator aids in meaningful differentiation of schools can be seen in its inclusion in the district's own School Quality Rating system<sup>75</sup>.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> In order to ascertain how chronic absenteeism aids in the meaningful differentiation of schools, this data, along with other required academic indicators and state-selected school quality indicators, will be provided when baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> |
|--------------------------|---|

<sup>73</sup> Additional information on 9<sup>th</sup> grade on-track may be accessed at:  
<http://consortium.uchicago.edu/sites/default/files/publications/p78.pdf>

<sup>74</sup> Research on validity of the 9<sup>th</sup> grade on-track may be accessed at:  
[https://www.ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL\\_2012134.pdf](https://www.ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2012134.pdf)

<sup>75</sup> Data from CPS may be accessed at: <http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

| <p><b>COLLEGE CAREER READY INDICATOR (HS) <sup>76</sup></b></p> | <p><b>Description:</b> Multiple states are developing a college and career ready indicator. This indicator identifies those areas of college and career readiness which research has suggested are important to postsecondary success.</p> <p><b>Research:</b> This work is drawn from a research base<sup>77</sup> that suggests a number of indicators of readiness that can support the assertion that a child is ready academically and capable of entering the workforce.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> Evidence that this indicator is valid, reliable, and comparable across all LEAs in the state and contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data is available on all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.</p> <p><b><u>Distinguished Scholar</u></b></p> <p>GPA: 3.75/4.0<br/>                 ACT: 30 or SAT: 1400<sup>78</sup><br/>                 At least one academic indicator in each ELA and Math<br/>                 Three career ready indicators during the Junior/Senior Year [Algebra II can be in any year, if they earn an A, B, or C]<br/>                 95% Attendance junior and senior year<br/>                 College and Career Ready<br/>                 GPA: 2.8/4.0<br/>                 95% Attendance in high school junior and senior year<br/>                 College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act (link to description <a href="#">here</a>)<br/>                 OR<br/>                 All of the following:<br/>                 One Academic Indicator in each of ELA and Math during the Junior/Senior Year (or Algebra II at any time)<br/>                 Identify a Career Area of Interest by the end of the Sophomore Year<br/>                 Three Career Ready Indicators during the Junior/Senior Year</p> <p><b><u>Academic Indicators</u></b></p> <table border="1" data-bbox="540 1312 1211 1539"> <thead> <tr> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>ELA AP Exam (3+)</td> <td>Math AP Exam (3+)</td> </tr> <tr> <td>ELA Advanced Placement Course (A, B, or C)</td> <td>Math Advanced Placement Course (A, B, or C)</td> </tr> </tbody> </table> | ELA | Math | ELA AP Exam (3+) | Math AP Exam (3+) | ELA Advanced Placement Course (A, B, or C) | Math Advanced Placement Course (A, B, or C) |
|---|---|-----|------|------------------|-------------------|--|---|
| ELA   | Math  |     |      |                  |                   |  |   |
| ELA AP Exam (3+)  | Math AP Exam (3+)   |     |      |                  |                   |  |   |
| ELA Advanced Placement Course (A, B, or C)                      | Math Advanced Placement Course (A, B, or C)   |     |      |                  |                   |  |   |

<sup>76</sup> ISBE is grateful for the assistance for numerous stakeholders and the Governor’s Office in the development of the college and career indicator and ensuring the representatives from P-12, higher education, and the business sector were included in its development. ISBE will continue to partner with stakeholders and other state agencies in the ensuing months to further define the career ready indicators for the purposes of data collection. Recommendations will be provided to ISBE no later than December 31, 2017. ISBE will share the ongoing work for public comment.

<sup>77</sup> Research by Redefining Ready can be accessed at: <https://www.redefiningready.org/research-college-ready/> and research by Advance CTE can be accessed at: <https://www.careertech.org/resources/data-and-accountability>.

<sup>78</sup> This benchmark number will continue to be monitored based on ongoing conversations between ISBE and the College Board around level setting/cut scores.



|  |  |   |
|--|--|---|
|  | Dual Credit English Course (A, B, or C)  | Dual Credit Math Course (A, B, or C)                          |
|  | IB ELA course (A, B, or C)   | IB Math course (A, B, or C)                                   |
|  | IB Exam 4+   | IB Exam 4+  |
|  | College Remedial English (A, B, or C)  | College Remedial Math (A, B, or C)                            |
|  |  | Algebra II (A, B, or C)                                       |
|  | Minimum ACT Subject Scores of English 18, Reading 22   | Minimum ACT Subject Score of Math 22, + Math in Senior Year   |
|  | Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480   | Minimum SAT Subject Score of Math: 530, + Math in Senior Year |
| <p><b>Career Ready Indicators [Minimum of 3]</b></p> <ul style="list-style-type: none"> <li>Workplace Learning Experience</li> <li>Industry Credential</li> <li>Military Service (Including ROTC)</li> <li>Dual Credit Career Pathway Course (A, B, or C grade)</li> <li>Completion of a Program of Study</li> <li>Attaining and maintaining consistent employment for a minimum of 12 months</li> <li>Consecutive summer employment</li> <li>25 hours of community service</li> <li>Two or more organized co-curricular activities</li> </ul> |  |   |
| CLIMATE SURVEY (5ESSENTIALS)   | <p><b>Description:</b> <b>Description:</b> In order to capture student (6-12), parent, teacher, and administration voice, ISBE will utilize the 5 Essentials Survey.<sup>79</sup></p> <p><b>Research:</b> There is evidence that school culture and climate has an impact on student achievement.<sup>80</sup> Illinois currently requires districts to use the 5Essentials Survey or an alternate survey selected from a list approved by the State Superintendent. <b>ISBE will ensure that our school climate surveys meet the standards set forth in ESEA statutory requirements and are valid, reliable, comparable, used statewide in all schools on an annual basis, and can be disaggregated by student demographic groups.</b> Initially, participation rate on the climate survey will be used for the purposes of accountability.</p> <p><b>Aids in Meaningful Differentiation of Schools:</b> Support for climate and culture as a metric came from many stakeholders and was not exclusive to the 5Essentials Survey. However, evidence that a culture and climate indicator can aid in meaningful differentiation of schools</p> |   |

<sup>79</sup> Further, IBAMC unanimously supported the development of a suite of surveys that meet both statutory and regulatory requirements to collect required data. Also, The Early Learning Council recommends, and ISBE agrees, that the use of climate survey in the early grades warrants further consideration of how information gleaned from a climate survey is most appropriately used within the boundaries of ESSA.

<sup>80</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.

|  |  |
|--|--|
|  | can be seen in its inclusion in the CPS School Quality Rating system <sup>81</sup> . Evidence that this indicator contributes to the meaningful differentiation of schools across the state will be provided when sufficient baseline data is available for all indicators and statistical analyses can be run and reviewed by the Technical Advisory Council.   |
| <b>[FINE ARTS INDICATOR]<br/>(2019-2020)</b>   | ISBE recognizes the importance of the arts. Initially this importance is demonstrated by adding a fine arts indicator in the accountability system and weighting it at 0%. The indicator will include participation of students in fine arts courses as identified in the Student Information System (SIS). The determination of weight was based upon two things. First stakeholders desire an accountability system that is educative, equitable, and non-punitive. Weighting the fine arts indicator at this time could violate the third value for some schools and districts. <sup>82</sup> For the next four-years, data for the fine arts will serve as the foundation for exploring how a more nuanced indicator can be developed for inclusion in future iterations of the accountability system. <sup>83</sup> Beginning in the 2018-2019 school year, ISBE will invite a stakeholder group to begin considering available data and the development of a more nuanced indicator with appropriate weighting for inclusion within the accountability system in 2021-2022. As the work develops over the next three years, ISBE will post for public comment. |
| <b>[P-2]<br/>(2019-20)</b>                     | As identified by stakeholders, ESSA, because of its accountability requirements, appears to focus on students in grades 3 through 12. ISBE agrees with stakeholders that early learning is critical to long-term success and including an indicator as part of the accountability system will ensure recognition of its importance. <b>Work is underway by stakeholders to investigate the development or identification of a P2 indicator for inclusion in the accountability system.</b> This workgroup will commence in spring 2017, share drafts of their ongoing work for public comment with ISBE, and submit its recommendation to ISBE no later than December 31, 2017.  |
| <b>[Elementary/Middle Grade]<br/>(2019-20)</b> | Stakeholders expressed interest in the development of a school quality/student success indicator for the elementary and middle grades. In theory, this indicator will be modeled after the idea of a college and career readiness indicator for high school. More specifically, the college and career indicator looks at a variety of curricular, extracurricular, work, and military experiences. The initial thinking behind an elementary and middle grade Indicator would be similar insofar as it would identify a range of experiences that children undergo during their schooling and that contribute to school success in later grades (e.g., opportunities for acceleration, participation in extracurricular activities). <sup>84</sup> <b>Work is underway by stakeholders to investigate the development or identification of an Elementary/Middle Grade level indicator</b>   |

<sup>81</sup> Additional information of the CPS School Quality Rating System can be accessed at:

<http://cps.edu/Performance/Documents/SQRPHandbook.pdf>

<sup>82</sup> The fine arts indicator is receiving a weight of zero insofar as the regressive funding formula currently used to determine funding for Illinois schools means that for some districts, even though there is will to provide fine arts offerings, the district lacks the means to do so. In this way, the lack of offerings would negatively impact the summative designation for a school and for a reason far outside its control. Data from SIS suggests that 42 high schools in Illinois either lack fine arts offerings altogether or there are no students enrolled in fine arts courses.

<sup>83</sup> On the surface, there are four different considerations in contemplating a fine arts indicator that will provide meaningful information to schools, parents, and caregivers: courses available, courses offered, student participation in coursework, and quality of the coursework. It appears that all four of these elements could be part of an indicator.

<sup>84</sup> In previous drafts, the elementary/middle level indicator was identified as “8<sup>th</sup> grade on-track.” Feedback for the Office of the Governor suggested that this indicator should be more robust than only 8<sup>th</sup> grade on-track. This idea supports the belief of some stakeholders who stated that, just as there is a college and career metaindicator in the 9-12 accountability system that considers those experiences that suggest success in postsecondary education and the workforce, there should be metaindicator that collects data on those experiences that support a child in becoming prepared for the rigors of high school in the P-8 accountability system.

|  |   |
|--|---|
|  | <p>for inclusion in the accountability system. This workgroup will commence in the spring 2017, share drafts of their ongoing work for public comment with ISBE, and submit its recommendation to ISBE no later than December 31, 2017.</p> |
|--|---|

ISBE's accountability system will assign the Academic Achievement and School Quality School Quality Success Indicator weights as noted in Section 4.1A.

## **Accountability as a transition toward the identification of schools for support and a single summative designation**

The accountability system provides information for schools and communities on academic achievement for all students, student growth, EL growth (to proficiency), and multiple school quality/student success indicators. In ESSA, two other purposes of the system are to identify schools that may require support as well as provide a single summative designation for each school. Each will be described in turn, although they are interdependent.

### **Identification of Schools for Support**

ISBE has been clear from the outset of the development of the ESSA State Plan for Illinois that all students must achieve at the highest levels possible. If this is true, it is incumbent upon ISBE and LEAs to provide support to buttress the academic achievement of those groups of students that are struggling.

The determinations resulting from the accountability system should both highlight areas in which one or more subgroups may be excelling, as well as identify equity gaps between those groups that are excelling and those that are not. Again, if the latter is the case, schools must receive assistance to provide the supports and resources necessary to help each and every child be academically successful. Put differently, the accountability system in ESSA serves as the means through which schools are both identified for support *and* the creation of a summative designation in order to meaningfully differentiate schools.

There are two categories of schools in ESSA – comprehensive schools and targeted schools. Schools that are in the lowest-performing 5 percent of Title I schools statewide or a high school that has a graduation rate below 67 percent are identified in the former category. Schools in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools are identified as targeted schools.<sup>85</sup> Both of these schools are required to receive support in order to improve student performance. Schools identified for comprehensive supports must use IL-EMPOWER and have a work plan with targets and timelines approved ISBE. Schools identified for targeted support must develop a plan that is approved by its district and *may* access supports through IL-EMPOWER.<sup>86</sup> This support is delivered through IL-EMPOWER.

### **C. Meaningful Differentiation of Schools**

The comprehensive school and targeted school designations matter for the purpose of identifying schools for the appropriate services. ISBE will use a system with four tiers to meaningfully differentiate schools. Put differently:

**Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

**Tier 2: Commendable School:** A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

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<sup>85</sup> Those schools that receive targeted services but that are unable to increase academic achievement/growth within a four year period of time would then be identified as a chronically underperforming subgroup and required to receive comprehensive services.

<sup>86</sup> IL-EMPOWER is available to all schools in Illinois. Those schools that wish to use IL-Empower services are required to complete a needs assessment/equity audit in order to identify areas in need of support as well as develop an improvement plan with targets and a timeline.

**Tier 3: Underperforming School:** A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I schools. Schools in Tier Three: Underperforming shall receive targeted services.<sup>87</sup>

**Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of less than 67percent or less. School in Tier 4: Lowest-Performing shall receive comprehensive services.<sup>88</sup>

ESSA also requires that ISBE provide this information in an easily accessible and understandable way to parents, caregivers, and community members through the Illinois State Report Card. Thus, in addition to identifying schools for services and meaningfully differentiating schools from one another through a summative designation, ISBE must also provide additional representations of the data for the purposes of identifying subgroup performance within a school and, if applicable, showing equity gaps.

## Data Visualization

A challenge when taking the data from the accountability system and creating a single summative designation is to do so in a way that is intuitive to the viewer yet meaningfully demonstrates the complexity of the work that occurs in schools each day. ISBE is beginning to work on a system that will provide the viewer an “all students” view, individual subgroup summative designations used in determining the “all students view,” and the individual accountability indicators for each subgroup. ISBE shall do this by color-coding each tier of performance for each indicator and each subgroup.

Consider the following example, which begins with the representation of the data at its most expansive -- the school single summative designation (all students view). This will be followed by the aggregate subgroup scores that are used to determine the single summative designation, and finally, the individual accountability scores for a subgroup that makes up the aggregate subgroup score. When a parent, caregiver, or community member accesses the Illinois Report Card to view school performance, the dashboard they initially interact with will provide the “all students” view for a school. The viewer will be able to see this information at the subgroup level and grade level within different pages of the Report Card in order to see equity gaps, should they exist within the school.

The majority of the indicators included in the accountability system have student-level data (e.g., achievement data, growth data, EL proficiency). In order to create a single summative score, each indicator will be standardized to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand. ISBE will partner with National Center for Improvement in Educational Assessment in support of the TAC when developing this index. We are fortunate in Illinois to have individuals with statistical expertise as strong partners in our process. Work will begin in April of 2017.

## All Students View

First, using the results from the accountability system for each subgroup at the school, each school will be provided a single, final summative designation.

**Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

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<sup>87</sup> Schools receiving a Tier 4: Lowest-Performing School designation will receive comprehensive services. As part of this work, the school must develop an improvement plan approved by ISBE.

<sup>88</sup> Schools receiving a Tier 3: Underperforming School designation will receive targeted services. As part of this work, the school must development an improvement plan approved by the district.

**Tier 2: Commendable School:** A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

**Tier 3: Underperforming School:** A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.

**Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

|                               |  |
|-------------------------------|--|
| <b>ISBE Elementary School</b> | Designation: Tier 1:<br>Exemplary School |
| All Students                  |  |

For example, ISBE Elementary School has received a school designation of Tier 1: **Exemplary School**.

**AGGREGATE SUBGROUP VIEW**

Second, in order to receive the designation of **Tier 1: Exemplary School**, all subgroups must have either received a designation of **Tier 2: Commendable School** or **Tier 1: Exemplary School**. In the example below, one can see that of the subgroups that met the reporting size requirement,<sup>89</sup> all of the reportable subgroups have either a **Tier 1: Exemplary School** designation or **Tier 2: Commendable School** designation by grade level.

| <b>ISBE Elementary School</b>               | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Overall Grade Level Aggregated Designation</b> |
|---|----------------|----------------|----------------|---|
| Economically Disadvantaged Students         |                |                |                |   |
| Children with Disabilities                  |                |                |                |   |
| English Learners                            |                |                |                |   |
| Former English Learners                     |                |                |                |   |
| Students formerly with a Disability         |                |                |                |   |
| Hispanic or Latino                          |                |                |                |   |
| American Indian or Alaska Native            |                |                |                |   |
| Asian                                       |                |                |                |   |
| Black or African American                   |                |                |                |   |
| Native Hawaiian or Other Pacific Islander   |                |                |                |   |
| White                                       |                |                |                |   |
| Two or More Races                           |                |                |                |   |
| Student who is a parent in the armed forces |                |                |                |   |
| Children in Foster Care                     |                |                |                |   |

<sup>89</sup> Please note that for this example, blank cells mean that either there were no enrolled students in the subgroup or the n size was fewer than 10.



|                          |  |  |  |  |
|--------------------------|--|--|--|--|
| Homeless Children/Youths |  |  |  |  |
|--------------------------|--|--|--|--|

**Subgroup Performance On Individual Accountability Indicators**

In order to calculate an individual subgroup score, the scores for each indicator will have been aggregated.<sup>90</sup> For the purposes of this example, only the English Learners at grades 3 through 5 will be used.

|                           | Grade Three | Grade Four | Grade Five |
|---------------------------|-------------|------------|------------|
| English Learners          |             |            |            |
| ELA Proficiency           |             |            |            |
| Math Proficiency          |             |            |            |
| Growth                    |             |            |            |
| EL Proficiency            |             |            |            |
| Chronic Absenteeism       |             |            |            |
| Climate Survey            |             |            |            |
| Fine Arts                 |             |            |            |
| <b>Grade Level Rating</b> |             |            |            |

The calculation of an “all students” or whole school score occurs when:

1. The Whole School designation is calculated by looking at every subgroup’s success within each grade level and for all available indicators. That score is out of 100 on a point index.
2. Each subgroup in each grade level and for all available indicators is provided an index score for each indicator. The aggregate of these index scores is the Grade Level designation.
3. If the Grade Level designation reveals one or more underperforming subgroups, the final designation will be **Tier 4: Lowest-Performing School** or **Tier 3: Underperforming School** (**Tier 4: Lowest-Performing School** if the Whole School designation is in the bottom 5% overall, **Tier 3: Underperforming School**, otherwise). If the Grade Level designation reveals zero underperforming subgroups, the final status will be **Tier 2: Commendable School** or **Tier 1: Exemplary School** (**Tier 1: Exemplary School** if the Whole School designation is in the top 10% overall, **Tier 2: Commendable School**, otherwise).

**Tier 3: Underperforming School and Tier 4: Lowest-Performing School:**

The following example emphasizes the fact that no matter how well most subgroups may perform at a school, if a school has one or more underperforming subgroups, the school cannot receive a designation higher than **Tier 3: Underperforming School**.

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<sup>90</sup> There is a process through which the different results and weights can be standardized for all collected indicators. In the case of the indicators in the Illinois accountability system, the majority of the indicators included in the accountability system have student-level data (e.g., achievement data, growth data, EL proficiency). In order to create a single summative score each indicator will be standardized to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand. ISBE will partner with National Center for Improvement in Educational Assessment in support of TAC developing this index. Work will begin in April of 2017.

**All Students View**

|                               |  |
|-------------------------------|--|
| <b>EBSI Elementary School</b> | <b>Designation: Tier 3:<br/>Underperforming School</b> |
| All Students                  |  |

**Aggregate Subgroup View**

| <b>EBSI Elementary School</b>               | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Overall Grade Level Aggregated Designation</b> |
|---|----------------|----------------|----------------|---|
| Economically Disadvantaged Students         |                |                |                |   |
| Children with Disabilities                  |                |                |                |   |
| English Learners                            |                |                |                |   |
| Former English Learners                     |                |                |                |   |
| Students formerly with a Disability         |                |                |                |   |
| Hispanic or Latino                          |                |                |                |   |
| American Indian or Alaska Native            |                |                |                |   |
| Asian                                       |                |                |                |   |
| Black or African American                   |                |                |                |   |
| Native Hawaiian or Other Pacific Islander   |                |                |                |   |
| White                                       |                |                |                |   |
| Two or More Races                           |                |                |                |   |
| Student who is a parent in the armed forces |                |                |                |   |
| Children in Foster Care                     |                |                |                |   |
| Homeless Children/Youths                    |                |                |                |   |

**Subgroup Performance On Individual Accountability Indicators**

|                           | <b>Grade Three</b> | <b>Grade Four</b> | <b>Grade Five</b> |
|---------------------------|--------------------|-------------------|-------------------|
| White                     |                    |                   |                   |
| ELA Proficiency           |                    |                   |                   |
| Math Proficiency          |                    |                   |                   |
| Growth                    |                    |                   |                   |
| EL Proficiency            |                    |                   |                   |
| Chronic Absenteeism       |                    |                   |                   |
| Climate Survey            |                    |                   |                   |
| Fine Arts                 |                    |                   |                   |
| <b>Grade Level Rating</b> |                    |                   |                   |

**School based expenditure reporting:**

For the first time, parents and other stakeholders will have access to school based expenditure information as required by Section 1111(h)(C)(1) of ESSA. **Prior to implementation, ISBE in consultation with LEA's shall:**

- Finalize the collection tool for reporting local, state and federal fiscal data
- Amend the Rules (6 month process)
- Train district staff
- Have districts set up their accounts on a school level basis
- Collect the FY 2018 financial data on a school level basis by February 2019 (as per statute)

ISBE believes the reporting of financial data is a critical component of the accountability system and in providing equity information to parents and communities. All necessary steps will be made to move this process along in an expedited manner.

#### D. Subgroups

1. List the subgroups of students from each major and racial ethnic group in the state, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.
  - Economically disadvantaged students.
  - Children with disabilities.
  - English Learners
  - Former English Learners
  - Students formerly with a disability
  - Students from each major racial and ethnic group:
    - Hispanic or Latino
    - American Indian or Alaska Native
    - Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
    - Two or More Races
  
1. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the state includes the results of former children with disabilities.

Students formerly with disabilities will not be included in the subgroup of children with disabilities for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for students with disabilities and students formerly with disabilities are as follows:

1. **Students with disabilities** includes students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP). Students with a 504 Plan are also identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting. Both of these groups -- students with disabilities and students with a 504 Plan -- can include English Learners with a disability or English Learners with a 504 Plan. These students would be eligible for services that are inclusive of language assistance and disability-related services.
  2. **Students formerly with disabilities** includes students who were previously identified as a student with a disability who had an active IEP in the past four years, but does not currently have an active IEP due to not meeting eligibility requirements; has since graduated; and/or has aged out of receiving services. It also includes students who were previously identified as a student with a disability who had an active 504, but does not currently have an active 504. ISBE will continue to report data on students formerly with disabilities through grade 12.
- 
2. If applicable, describe the statewide uniform procedure for including former English Learners in the English Learner subgroup for purposes of calculating any indicator that uses data based on state assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the state includes the results of former English Learners.

Former English Learners will not be included in the subgroup of English Learners for the purposes of accountability, as they are now being treated as their own subgroup. The definitions for English Learners and former English Learners are as follows:

1. **English Learners** include students who are determined to be limited in English proficiency.
2. **Former English Learners** include English Learners who met the state reclassification criteria on ACCESS through high school graduation. ISBE is currently meeting with stakeholders to revise this definition to conform with WIDA's guidance on proficiency cut scores and input from practitioners in the field. ISBE will continue to report data on former English Learners through grade 12.
3. If applicable, choose one of the following options for recently arrived English Learners in the state:
  - Exception under 34 C.F.R. § 200.16(c)(3)(i) or
  - Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
  - Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.  
[Click here to enter text.](#)

#### E. Minimum Number of Students

1. Provide the minimum number of students for purposes of accountability that the state determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

In previous drafts of the plan, ISBE had proposed that all subgroups should have a minimum size, referred to as n-size, of 20. EL subgroups, both the traditional subgroups and a newly created "former EL subgroup," would also have an n-size of 20.

The IBAMC reached majority consensus to recommend an n-size for subgroups of 30. The rationale for the committee's recommendation stemmed from the fact that the current subgroup n-size used by ISBE for accountability purposes is 30. Members came to consensus that lowering the existing n-size may result in too much weight on small subsets of students, as well as cause unintended statistical consequences.

The Illinois Education Association (IEA) recommended n-size of 25, believing it was an appropriate compromise between educational stakeholders that supported 30 and those, such as the Illinois Latino Policy Forum, which supported 20.

2. Describe how the minimum number of students is statistically sound.

There are thirteen states who had an n-size of ten or less prior to the passage of ESSA. These include California's CORE Districts plus nine other states have n-sizes greater than ten but less than 20<sup>91</sup>. The National Center for Educational Statistics released a report 2011 detailing that states can set n-sizes of ten or five and still provide reliable data and protect student information<sup>92</sup>.

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<sup>91</sup> Cardichon and Bradley, *Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability*, Washington, DC: Alliance for Excellent Education, (2016).

<sup>92</sup> U.S. Department of Education, National Center for Education Statistics, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting*, NCES 2011-603, Accessed January 5, 2017 at <https://nces.ed.gov/pubs2011/2011603.pdf>.

Using data suppression techniques, top and bottom coding of values in a distribution, and reducing details reported out are all statistically reliable and valid ways to ensure a reduced n-size<sup>93</sup>. An example of these methods producing reliable data that protects student information can be seen in the CORE Districts in California. They lowered their n-size from 50 to 20 which resulted in an additional 150,000 students being identified in their accountability system for intervention and support<sup>94</sup>.

3. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

ISBE released multiple drafts of its state plan and invited public comment after each draft, particularly on the topic of n-size<sup>95</sup>. In previous drafts of the plan, ISBE had proposed that all subgroups should have a minimum size, referred to as n-size, of 20. EL subgroups, both the traditional subgroups and a newly created “former EL subgroup,” would also have an n-size of 20, which is consistent with past practice. IBAMC reached majority consensus to recommend an n-size for subgroups of 30. The Illinois Education Association (IEA) recommended n-size of 25, believing it was an appropriate compromise between educational stakeholders that supported 30 and those stakeholders that suggested a lower n-size. The Governor’s office as well as other commenters proposed an n-size of 10. Commenters suggested it is too easy for schools in their efforts to balance the needs of the majority of the student population to lose sight of the unique needs of smaller populations of students. After much debate, ISBE determined that an n-size of 20 is appropriate insofar as it is large enough to maintain statistical validity and reliability, while respecting the desire of stakeholders to see as many schools and students represented in the accountability system as possible.

4. If the state’s minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

The minimum number of students for reporting purposes will continue to be 10.

5. Describe how the state's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

Illinois is following the process recommended in Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information<sup>96</sup>, a congressionally mandated report compiled by the National Center for Education Statistics. Illinois convened multiple teams<sup>97</sup> “with sufficient statistical and data expertise to lead the effort to establish a minimum n-size.” Next, as sufficient baseline data is available for all indicators, Illinois with the assistance of TAC will begin to verify that the resulting estimates will be statistically valid and reliable.

6. Describe how other components of the statewide accountability system, such as the state’s uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical

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<sup>93</sup> U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting, NCEs 2011-603, Accessed January 5, 2017 at <https://nces.ed.gov/pubs2011/2011603.pdf>.

<sup>94</sup> Cardichon and Bradley, *Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability*, Washington, DC: Alliance for Excellent Education, (2016).

<sup>95</sup> See section on stakeholder engagement for full description of all stakeholder engagement activities.

<sup>96</sup> Seastrom, Marilyn. Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information. (IES 2017-147). U.S. Department of Education, Institute of Education Sciences. Washington, DC., 2017. Retrieved March 3, 2017 from <http://ies.ed.gov/pubsearch>.

<sup>97</sup> The Illinois Balanced Assessment Measures Committee, the P-20 Council Data, Assessment and Accountability Sub-committee, and the ISBE Accountability Working Group Technical Sub-committee.



reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups.

A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and that are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data<sup>98</sup> while further protecting the identity of individual student data<sup>99</sup>.

7. Describe the strategies the state uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

The strategy that Illinois utilizes to protect the privacy of individual students is to suppress data for demographic groups that are below a minimum size of 10, pursuant to both the Family Educational Right to Privacy Act (FERPA), as well as the Illinois School Student Records Act (ISSRA), 5 ILCS 140/7 (1) (a).<sup>100</sup> FERPA and ISSRA require that personally identifiable information be protected from disclosure, but do not provide exact parameters for some situations. Therefore, industry best practices have evolved in response, and ED, through the Privacy Technical Assistance Center (PTAC), has taken the lead on identifying and encouraging some of these best practices. PTAC suggests use of cell size suppression as an appropriate method of privacy protection. ISBE applies a minimum cell size of 10 as its minimum group size reporting rule in cases where other information, such as student outcomes or scores, could be combined with small subgroup data to deduce the identity of particular students. ISBE is among a majority of states using 10 as its minimum group size.<sup>101</sup>

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<sup>98</sup> American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational, and Psychological Testing (US). *Standards for educational and psychological testing*. Amer Educational Research Assn, 1999.

<sup>99</sup> U.S. Department of Education, National Center for Education Statistics, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting* (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

<sup>100</sup> From the Illinois School Student Records Act: "Personal information contained within public records, the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, unless the disclosure is consented to in writing by the individual subjects of the information. 'Unwarranted invasion of personal privacy' means the disclosure of information that is highly personal or objectionable to a reasonable person and in which the subject's right to privacy outweighs any legitimate public interest in obtaining the information."

<sup>101</sup> The U.S. Department of Education's National Center for Education Statistics notes: "Individual states have adopted minimum group size reporting rules, with the minimum number of students ranging from 5 to 30 and a modal category of 10 (used by 39 states in the most recent results available on state websites in late winter of 2010). Each state has adopted additional practices to protect personally identifiable information about its students in reported results. These practices include various forms of suppression, top and bottom coding of values at the ends of a distribution, and limiting the amount of detail reported for the underlying counts." (NCES 2011-603, available at <http://nces.ed.gov/pubs2011/2011603.pdf>)

8. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the state's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

Data on the number and percentage of all students and students in each student demographic group included in the accountability system that would fall under the n-size determined by the State Board will be provided after three years of baseline data is available to be used in accountability calculations.

1. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the state that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the state compared to the data on the number and percentage of schools in the state that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

Not applicable

#### F. Annual Meaningful Differentiation

Describe the state's system for annual meaningful differentiation of all public schools in the state, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

*Describe the following information with respect to the state's system of annual meaningful differentiation:*

1. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

The majority of the indicators included in the accountability system have student-level data, with the exception of the school culture and climate indicator. A majority of the indicators have different scales and measures. These multiple scales and measures cannot be easily compared and are not always meaningful in a school-level accountability system. Each indicator will be standardized to a common 100 point scale to resolve these differences and create a system that is consistent, comparable, and simple for all stakeholders to understand<sup>102</sup>.

Performance levels will be described in relative terms of the progress schools are making toward the identified interim and long-term goals for the individual indicators. The first performance level for each indicator would be schools that meet or exceed the long-term goal and would be worth the full 100 points. The lowest performance level would be schools experiencing a decline in performance and would be worth no points. However, to establish meaningful performance levels that capture progress, within reasonable limits, toward interim and long-term goals would be established for each indicator. This performance level setting would follow a process founded on the principles of transparency, stakeholder engagement, and external validation<sup>103</sup>. The nuance of these performance levels and their

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<sup>102</sup> Reyna, Ryan, *Key Issues in Aggregating Indicators for Accountability Determinations under ESSA*, Council of Chief State School Officers, Washington D.C., 2016. Accessed March 1, 2017 at <http://www.ccsso.org/Documents/2016/ESSA/KeyIssuesinAggregatingIndicators.pdf>

<sup>103</sup> Blank, Rolf K. "Developing a system of education indicators: Selecting, implementing, and reporting indicators." *Educational Evaluation and Policy Analysis* 15, no. 1 (1993): 65-80.

reasonable limits are particularly important to reflect known evidence on school improvement<sup>104</sup> and to avoid the regressive qualities (e.g., Pass/Fail) of Annual Yearly Progress under No Child Left Behind. The specific number of performance levels and their relative performance descriptors would be determined through a systemic standard-setting process that draws upon the professional and technical expertise of practitioners and is informed by analyses of past performance distribution<sup>105</sup>.

Applying a uniform number of performance levels to each indicator would fail to meaningfully differentiate school performance. Indicators with greater differences in performance (e.g., wider distributions and larger standard deviations) will need more performance levels. Indicators with narrow distributions of performance will need fewer levels in order to have validity to stakeholders. For example, student achievement has a wide distribution ranging from 98 percent to 2 percent of students meeting or exceeding standards and would require a greater number of levels to meaningfully capture progress of schools across the spectrum. Stakeholders understand there are meaningful differences between the experience of students in schools where 85 percent of students meet or exceed standards and those that have only 35 percent of students meeting or exceeding standards. The four-year graduation rate has a much narrower distribution, and applying an equal number of performance levels could result in a school with an 86 percent graduation rate and a school with an 88 percent graduation rate in different performance levels. When levels are too narrow, they hold less validity and meaning for stakeholders. Performance level setting is a socially constructed process of informed meaning-making, but the results of the performance level setting can be externally informed and validated by comparing the determinations against research, past performance data, and ongoing stakeholder engagement.

In the past, Illinois used a Technical Advisory Council to set local performance levels. It will reconvene this group again, beginning in 2017, to reconcile the existing student performance levels of each indicator, such that they can coherently be combined into a single accountability system, as well as to inform the development and integration of additional indicators as new instruments are developed and validated. Illinois will also work collaboratively with the staff of the National Center for Improvement in Educational Assessment in order to identify performance levels and the system as a whole.

**Summary of Performance Levels**

| <b>Performance Level Descriptor</b>   | <b>Points</b>   |
|---|---|
| School Meets or Exceeds Long-Term Goal  | 100   |
| An appropriate range of on-track to interim goal performance levels... <ul style="list-style-type: none"> <li>• School is on track to meet interim goal or within -X%</li> <li>• School is on track to meet interim goal or within -Y%</li> <li>• School is on track to meet interim goal or within -Z%...</li> </ul> | Scale distributed proportionately to number of levels |
| School Performance Declines   | 0   |

<sup>104</sup> Evidence from the School Improvement Grant 1003(g) program in Illinois indicates schools experience spurts of rapid improvement that are then sustained or even regress slightly, which then become the foundation for additional periods of more noticeable improvement. Improvement does not occur in constant, equal intervals.

<sup>105</sup> American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. Standards for educational and psychological testing. American Educational Research Association, 2014.

2. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

After deep engagement with stakeholders<sup>106</sup>, ISBE is proposing a weighting of 75 percent for academic indicators and 25 percent school quality and student success indicators. Public comment has largely supported growth as the predominant measure. IBAMC members had varied opinions as to the specific weights of the academic indicators, but generally it was suggested that growth be weighted more than proficiency and that the EL proficiency indicator should be weighted less than either the proficiency or growth metric.

ISBE's accountability system will assign the Academic Achievement and School Quality School Quality Success Indicator weights as noted in Section 4.1A.

IBAMC members raised the idea of incorporating "some type of student growth measure" at the high school level as part of the academic indicators. In this scenario, members were in favor of weighting growth equal to or as much as double that of proficiency.<sup>107</sup> However, there was ample acknowledgement that the present assessment system at the high school level does not permit a growth measure at this time. The Governor, in his recommendations, acknowledged the importance of growth at the high school level and made a commitment to finding the resources so that this data can be collected in grades 9 through 12.

With the acknowledgement that the quality of the assessment and data systems is in the process of becoming more stable, ISBE will conduct additional modeling and simulation of accountability system data and ongoing engagement of stakeholders to ensure that a substantial body of evidence supports the validity and reliability of the system.

3. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Stakeholders provided a great deal of input regarding both the number and naming of the summative determinations. There was support for not creating a summative determination of any kind<sup>108</sup>, particularly for schools serving high-poverty communities. However, a summative determination is required in the final regulations and potentially disadvantages those same high-poverty schools by restricting their identification to a single summative assessment, rather than the full range of indicators in the accountability system. Support for a four- or five-tier system was offered by the Management Alliance, Advance Illinois, Chicago Public Schools, and other stakeholder groups. There was similar support for a simple to understand, three-tier summative system<sup>109</sup>. In balancing the tension between simplicity and the need to reflect complex contextual factors, as well as the need to meaningfully differentiate schools, a system with four or more tiers addressed more of the expressed concerns and aspirations of the majority of stakeholders.

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<sup>106</sup> IBAMC recommended 51%/49%, the Governor's Office supported 80%/20%. The IASB, IASA, IPA, and IARSS support the notion that student growth should be weighted more than proficiency, with English proficiency receiving the least weight. CPS indicated that student growth should be weighted twice that of proficiency and no more than 5-10% to English proficiency.

<sup>107</sup> The IEA supports equal weight to be afforded to proficiency and student growth, with no more than 15% to English proficiency. IASB, IASA, IPA, and IARSS support the notion that student growth should be weighted more than proficiency, with English proficiency receiving the least weight. CPS indicated that student growth should be weighted twice that of proficiency and no more than 5-10% to English proficiency.

<sup>108</sup> Many comments to this effect were submitted by Illinois Federation of Teachers members.

<sup>109</sup> Comments submitted by Stand for Children and Consortium for Educational Change.

Illinois proposes a four-tiered system of summative designations of its schools:

**Tier 1: Exemplary School:** A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

**Tier 2: Commendable School:** A school that has no underperforming subgroups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

**Tier 3: Underperforming School:** A school in which one or more subgroup is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools.

**Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.

It is Illinois’ belief that all schools have something to learn from and share with their colleagues in a supportive community of practice. Stakeholders have been very clear that the accountability system should be educative, equitable, and non-punitive. It makes sense that the meaningful differentiation of schools and summative designation exemplify these values, too. Thus, a summative determination should assist in both the required differentiation within the final ESSA rules as well as creating a connection between schools and districts throughout the state.<sup>110</sup>

4. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

Schools eligible for comprehensive supports and services shall include:

- (A) The lowest-performing 5 percent of all schools on the state accountability system receiving Title I funds,
- (B) **All** public high schools in the state failing to graduate one-third or more of their students, regardless of whether or not they receive Title I funds, and
- (C) Title I schools that have been notified that they have one or more student demographic groups that is performing on par with the “all students” group in schools in group (A) of school, and for whom, after three years of implementing targeted supports and improvement, the performance of those subgroups has not improved beyond that of group (A).

By default, LEAs with schools that would meet the definition for group (C) but who have not otherwise been identified, that is,

- (D) Schools that have one or more student demographic groups that are performing at or below the level of the “all students” group in the lowest-performing 5 percent of schools must be identified and notified that they are eligible for targeted supports and services beginning in 2018-19.

If, after three years, the performance of these same subgroups remains on par with that of group (A), they would then be identified for comprehensive supports and services. Additionally, other schools defined by the state as chronically underperforming are those schools that:

- (E) Fall within the bottom 10 percent of all schools on the state accountability system receiving Title I funds for three years in a row.

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<sup>110</sup> Participation in IL-EMPOWER will be required for schools requiring comprehensive services, but all schools are eligible to be a part of IL-EMPOWER.

- (F) Fail to test at least 95 percent of their student population, including relevant student demographic groups, for three years in a row.

Data to demonstrate that Illinois' system of accountability will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support will not be available until three years of baseline data is available for all indicators in the accountability system.

### G. Participation Rate

Describe how the state is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

ISBE will incorporate the 95 percent minimum student participation in assessment threshold as a final decision vector in determining the summative rating. Once ratings on the individual indicators have been calculated, and a preliminary summative rating determined, the school or districts participation rate will be considered. If a school does not have 95 percent participation rate, in total and for each student demographic group, it cannot receive the highest summative rating.

Furthermore, ISBE will include failure to meet the 95 percent student participation rate in its methodology for identifying schools for targeted support and improvement and defined as a consistently underperforming school. Schools that meet this definition of consistently underperforming, who fail to improve after a period of three years, would then be identified as in need of comprehensive support and improvement.

### H. Data Procedures

Describe the state's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. A secondary analysis is run such that the reported score, for the purposes of accountability and identification, is the composite average of three years of data or the individual year composite score, whichever is higher, provided that selecting the higher score for student demographic groups does not result in a non-reportable score. This is done to ensure that schools that have been identified as needing comprehensive or targeted support and improvement and who are making improvements are not negatively affected by past performance. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data<sup>111</sup> while further protecting the identity of individual student data<sup>112</sup>.

### I. Including All Public Schools in a state's Accountability System

If the state uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

1. Schools in which no grade level is assessed under the state's academic assessment system (e.g., P-2 schools), although the state is not required to administer a standardized assessment to meet this requirement;

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<sup>111</sup> American Educational Research Association. Standards for Educational and Psychological Testing. Washington, DC: Author, 2014.

<sup>112</sup> U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.



ISBE has historically used a technique called back mapping for schools in which no grade level is assessed under the state's academic assessment system. That is, the closest assessed grade in a school that the attending students feed into (e.g., grade 3 for K-2 building; grade 11 for grade 9 building) was identified and those results applied to the building. Alternately, district aggregate results can be used to provide proxy academic indicators in schools that potentially draw from multiple districts. Illinois has 122 configurations of schools. The many configurations of schools, such as those listed below and more, as well as transitions through new and different assessment structures (e.g., course-based versus grade level) has prompted ISBE to convene its Technical Advisory Council to review historical and contemporary practices and determine specific techniques for implementation in 2018-19.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations will be reported for purposes of accountability at the highest complete grade band configuration. Thus, a P-12 school would be held accountable under the structure of the high school grade band accountability system. All grade level results for all indicators would be reported for these schools.

- iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a state's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

The state's uniform procedure for averaging data is to combine individual student-level data for each indicator across three school years to create a composite score that can then be divided by the actual number of students represented in the indicator pool to determine an average score for the school and the relevant student demographic groups. This procedure functionally triples the sample size available for making calculations for the purposes of accountability, which increases statistical reliability and soundness of accountability data<sup>113</sup> while further protecting the identity of individual student data<sup>114</sup>.

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in state public schools for the deaf or blind; and recently arrived English Learners enrolled in public schools for newcomer students); and

Schools, such as state public schools for the deaf or blind, are already well integrated into existing state reporting and data systems. Historically, many students receiving alternative programming in alternative educational settings fell outside the administration of the ISBE and these students were either represented within the system or not based on their specific placement at the time assessments were administered. ISBE is in ongoing dialogue with the Illinois Department of Juvenile Justice (IDJJ) to more fully integrate these students into the accountability system. As appropriate, this section of the application will be amended to reflect changes in practice.

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<sup>113</sup> American Educational Research Association. Standards for Educational and Psychological Testing. Washington, DC: Author, 2014.

<sup>114</sup> U.S. Department of Education, National Center for Education Statistics, Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting (NCES 2011-603), <https://nces.ed.gov/pubs2011/2011603.pdf>.

- v. Newly opened schools that do not have multiple years of data, consistent with a state's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

All data for schools that do not have multiple years of data, consistent with Illinois uniform procedure for averaging data, will be publicly reported through the Illinois School Report Card, but will not be included for the purposes of accountability until such time as a stable baseline is available.

## 4.2 Identification of Schools

### A. Comprehensive Support and Improvement Schools

Describe:

- i. The methodologies, including the timeline, by which the state identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Schools eligible to receive comprehensive supports and services<sup>115</sup> will be identified **prior to the start of the 2018-2019 school year**, using the following methodology:

1. First, the lowest-performing 5 percent of Title I schools, as determined by the state accountability system, will be identified. ISBE will concentrate greater resources to those schools.
2. Next, high schools with a four-year graduation rate of less than 67 percent, including those high schools that are not Title I eligible, that have not already been identified as being within the lowest-performing 5 percent of schools will be identified.
3. Finally, schools with chronically low-performing student demographic groups that have implemented targeted support and improvement plans, where, for more than three years, those same demographic groups that resulted in identification remain in the bottom 5 percent of performance compared of the all students subgroup for comprehensive schools.

Schools will be identified using data from the full range of the accountability system, and notified **prior to the start of the 2018-2019 school year** that they are required to partner with an IL-EMPOWER Partner Provider(s) for comprehensive supports and services in developing and implementing comprehensive improvement plans in 2018-2019.<sup>116</sup> School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-

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<sup>115</sup> ISBE will work directly with those schools identified for comprehensive services to ensure that appropriate programming is aligned with Title IV funding.

<sup>116</sup> Districts, especially those with schools identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include organizational, leadership, and capacity-building strategies regarding reflective supervision; job-embedded professional development; learning communities; data literacy; resource allocation; instructional technology and data; information literacy; implementation of Universal Design for Learning; recruitment and retention of teachers in high-poverty and/or high-minority districts; parent family and community engagement; restorative practices; addressing issues related to school environment and school climate; and the development of school-community partnerships. Title I, School Improvement, Title II, IDEA, Title IV Part A and B, and State Longitudinal Data Systems dollars will be used for funding.

2019 may take one planning year and up to three years of full implementation before needing to meet the statewide exit criteria.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the state, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

The following exit criteria are proposed:

1. That a school no longer meets the eligibility criteria for comprehensive support and improvement.
2. That a school, in addition to no longer meeting the eligibility criteria for comprehensive support and improvement, has established a growth trajectory for students, including those at the highest and lowest levels of attainment.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for P-12 students, as applicable depending upon school configuration<sup>117</sup> and including transitions from one school site to another while addressing how the school intends to ensure sustainability with reduced services, supports, and/or funding<sup>118</sup>.

Schools will have one optional planning year and up to three years of full implementation of comprehensive support and improvement plans before being expected to meet these exit criteria. Schools that are identified in 2018-19 and that opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22.

## **B. Targeted Support and Improvement Schools**

Describe: The state's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the state to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Schools with consistently underperforming subgroups of students will be identified through the following methodology:

1. Using the accountability system, the overall performance of each student demographic group within a school will be calculated to determine a summative rating comparable to that of the school's all-student group.
2. Schools with one or more student demographic groups that falls within the lowest 10 percent of performance for three or more consecutive years, regardless of the schools summative rating, will be identified as eligible for Targeted support and improvement.

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<sup>117</sup> For instance, the Early Learning Council recommends that this plan include ways of ensuring Kindergarten readiness and how to sustain those gains through the early elementary years. Additional information on the sustainability plan required for exiting services will be shared with districts as ESSA begins implementation.

<sup>118</sup> Comments and suggestions made by the Consortium for Educational Change, based on its experience supporting school improvement in schools awarded School Improvement 1003(g) Grants, influenced the addition of criteria 2 and 3.

3. Additionally, any school that has failed to meet the 95 percent assessment threshold for all students or for one or more student demographic groups for **three consecutive** years in a row will be identified and notified of their eligibility.

Notification will begin in 2018-19 and will be conducted annually thereafter. Schools identified under this definition will have an LEA-determined number of years to implement targeted supports and improvement. Schools identified for targeted supports and services *may* utilize approved providers through IL-EMPOWER.<sup>119</sup>

The state's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

1. First, ISBE will identify schools eligible for Comprehensive supports and improvement. The performance level of the highest performing school eligible for Comprehensive supports and improvements will determine the upper threshold of performance of the "all student group" of the lowest-performing 5% of schools.
2. Next, from the remaining pool of all public schools in Illinois, including Title I and non-Title I schools, that have not already been identified as eligible for Comprehensive support and improvement, those schools that have one or more student demographic groups whose performance is on par with the performance of the "all students" group identified in step one will be notified they are eligible for additional targeted supports and services and should implement targeted improvement plans.

Identification and notification will begin **prior to the** 2018-19 school year and will be conducted every three years following. School identification and notification will occur on a three-year cycle, but schools that are identified in 2018-19 may take one planning year and up to three years of full implementation before needing to meet the statewide exit criteria. ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets. Schools identified for targeted services that do not make the required gains will then be identified as comprehensive schools and will be required to use IL-EMPOWER services.

The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

In response to the questions posed in the first draft, commenters offered suggestions for criteria for exiting status. ISBE concurs with several commenters that a strong plan for sustainability (such that, at a minimum, all students are on a trajectory to reach grade level and graduate college and career ready) is necessary to no longer require targeted support. Therefore, the following exit criteria are proposed:

1. That a school no longer meets the eligibility criteria for targeted support and improvement.

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<sup>119</sup> Districts, especially those with schools identified for comprehensive and targeted services, will be provided access to professional learning opportunities that include organizational, leadership, and capacity-building strategies regarding reflective supervision; job-embedded professional development; learning communities; data literacy; resource allocation; instructional technology and data; information literacy; implementation of Universal Design for Learning; recruitment and retention of teachers in high-poverty and/or high-minority districts; parent family and community engagement; restorative practices; addressing issues related to school environment and school climate; and the development of school-community partnerships. Title I, School Improvement, Title II, IDEA, Title IV Part A and B, and State Longitudinal Data Systems dollars will be used for funding.

2. That a school, in addition to no longer meeting the eligibility criteria for targeted support and improvement, has established a growth trajectory for the identified student demographic group to bring its performance into alignment with the state's long-term goals.
3. That the school has a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for P-12 students, as applicable depending upon school configuration<sup>120</sup> and including transitions from one school site to another while addressing how the school intends to ensure sustainability with reduced services, supports, and/or funding.<sup>121</sup>

Schools will have one optional planning year and up to three years of full implementation of targeted support and improvement plans before being expected to meet these exit criteria. Schools who are identified in 2018-19 and who opt to take a planning year would need to meet these criteria by 2022-23. Schools that do not opt to take a planning year would be expected to meet these criteria by 2021-22. ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets. Schools that are not making reasonable progress will work with ISBE to determine additional interventions.<sup>122</sup>

### 4.3 State Support and Improvement for Low-performing Schools

**School Improvement Resources** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

#### **Meet Responsibilities**

Illinois will meet its responsibilities by:

- Collecting and applying computational algorithms appropriate to identify schools that require comprehensive or targeted support and services.
- Notifying identified schools of their eligibility, responsibilities, and the available system of supports and services;
- Distributing funds to identified schools based on identified need that Illinois will develop, in collaboration with stakeholders, during the available transition year.

#### **Award Funds**

Illinois will use its transition year and some portion of the available funds to develop, in collaboration with stakeholders, the state formula for allotment of funds and services to LEAs that have schools identified for

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<sup>120</sup> For instance, the Early Learning Council recommends that this plan include ways of ensuring Kindergarten readiness and how to sustain those gains through the early elementary years. Additional information on the sustainability plan required for exiting services will be shared with districts as ESSA begins implementation.

<sup>121</sup> Comments and suggestions made by the Consortium for Educational Change, based on its experience supporting school improvement in schools awarded School Improvement 1003(g) Grants, influenced the addition of criteria 2 and 3.

<sup>122</sup> Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

comprehensive and/or targeted supports<sup>123</sup>. In addition, Illinois will utilize some of its funds to design and implement a rigorous review and approval process for external providers that will become part of the IL-EMPOWER network.

### **Monitor and Evaluate the Use of Funds**

Illinois will utilize the transition year to align its reporting structures and monitoring and evaluation processes to those of other federally funded programs to improve the effectiveness of the agency and reduce the burden of monitoring activities on schools and districts. In addition, IL-EMPOWER Provider Partners will be expected to contribute to research on the effectiveness of strategies implemented in schools responsible for comprehensive or targeted improvement, such that their work expands the available evidence base, particularly for diverse geographic and demographic contexts.

**A. Technical Assistance Regarding Evidence-Based Interventions** Describe the technical assistance the SEA will provide to each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of state-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, and create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do

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<sup>123</sup> When asked how a formula could be used to distribute funds both equitably and effectively, stakeholders suggested the formula should incorporate the following elements: Status for comprehensive (Tier 4: Lowest-Performing School) or targeted (Tier 3: Underperforming School) support, with schools requiring comprehensive supports receiving a larger allotment of funds and/or services than targeted; the number of staff and students in the school; the phase of the implementation timeline the school is in (e.g., year 1, year 2, or year 3); the number of schools in the LEA identified for comprehensive services and the number identified for targeted services; the concentration (i.e., percentage of schools in the LEA) identified for comprehensive or targeted services; the level of "need" of the school and district; and the quality of the plan itself and readiness of the schools and districts to implement the plan effectively. The rationale for the inclusion of aforementioned elements in the formula is that the statute requires that ISBE prioritize LEAs that "demonstrate the greatest need for such funds" and "demonstrate the strongest commitment to using funds."



so. Schools will have four years in which to demonstrate consistent improvement in identified areas (one year for planning and three years for implementation).<sup>124</sup>

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information or organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

1. Upon notification from ISBE will begin completing a needs assessment/equity audit.
2. At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
3. ISBE will ensure that the identified vendor<sup>125</sup> has the capacity to assist the school.<sup>126</sup>
4. The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will allow ISBE to grant the appropriate amount of funding to each school or district.<sup>127</sup> ISBE will monitor progress through the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.<sup>128</sup>

Members of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

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<sup>124</sup> The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

<sup>125</sup> As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

<sup>126</sup> To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

<sup>127</sup> The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

<sup>128</sup> Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

ISBE will support/interact with LEAs by:

1. Notifying LEA/schools of eligibility,
2. Notifying LEA/schools of responsibilities,
3. Supporting LEA/schools in the connection with IL-EMPOWER providers,<sup>129</sup>
4. Utilizing ISBE IL-EMPOWER Network (ISBE staff<sup>130</sup> and IL-EMPOWER Provider Partners) in supporting LEA/schools in strong improvement plan development as well as connecting districts with each other in order to provide assistance and guidance.

Eligible LEA/schools may access the differentiated supports and services of IL EMPOWER organized by the following foundational drivers of improvement:

- **Governance and Management:** Systems change efforts (e.g., effective policy development and implementation, diagnostic supports and services, data literacy, continuous improvement processes, organizational leadership, resource management, capacity-building practices, communication planning);
- **Curriculum and Instruction:** Supports administrator and educator development (e.g., teaming processes, facilitation of continuous learning and development, instructional practices, resource allocation, reflective supervision, instructional technology, data information literacy, recruitment and retention of teachers);
- **Culture and Climate:** Emphasizes environment and supports needed for the sustainability of a safe school where productive work can occur (e.g., data competency, resource management, building leadership capacity, cultural awareness, communication strategies, professional learning communities, Universal Design for Learning, social and emotional learning).

**B. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the state’s exit criteria within a state-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

ISBE is compiling a list of resources that it will share with the field in the spring of 2017 in order to support districts and schools in their selection of “evidence-based practices” for the purposes of school improvement. Schools identified for support that do not meet the state-determined exit criteria will be supported in selecting contextually appropriate, evidence-based practices that have more rigorous levels of evidence supporting their effectiveness. The LEA will be supported in establishing a strong program monitoring system to ensure that the selected practices are implemented with high levels of fidelity.

Schools identified for comprehensive support and improvement or that fail to meet the state’s exit criteria will be required to partner with an ISBE-approved IL-EMPOWER Provider Partner and use their 1003 funding for intensive professional learning, technical assistance, coaching, and mentoring.

**Periodic Resource Review.** Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

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<sup>129</sup> Completion of the IBAM Quality Framework, completed prior to the initiation of services, shall assist schools with selecting the most appropriate supports.

<sup>130</sup> ISBE staff will work with district personnel to identify schools/districts that can share their expertise with other schools/districts in order to take advantage of the wide range of expertise found in Illinois schools.

An analysis was completed in 2014 for the State Performance Plan-State Systemic Improvement Plan Process. In planning for ESSA, ISBE will complete an updated internal infrastructure analysis to review its systems, data, and practices utilized for LEA support. This analysis will then be conducted beginning in 2018-19 and will be reviewed annually for updates and revisions.

ISBE proposes that every three years, starting in the year following the identification of schools for comprehensive services (e.g., at the end of a planning year), Illinois will review state, federal, and other programmatic resource allocations for each LEA serving one or more schools identified either for comprehensive or targeted support and improvement. The review will include an analysis of:

- Investments in early learning (federal, state, local funds).
- Equity gaps in funding per student of General State Aid.
- Equity gaps in Title allocations, including section 1003 funds, supports, and services.
- Equity gaps in special education allocations from IDEA Parts B and D.
- Equity gaps in funding to gifted and talented grant programs.
- Equity gaps in bilingual education funding.
- Equity gaps in access and provision of educator loan repayment grants.
- Gaps in the provision of all technical assistance, professional development, and other support and services provided by agency staff.
- Gaps in the provision of all technical assistance, professional development, and other support and services provided by IL-EMPOWER.
- Gaps in the impact of funding, supports and services, relative to allocation, for all students, relevant student groups, and teachers (e.g., gifted, fine arts, library and media specialists, school service personnel, and career and technical educators and programming).

The review will follow the processes used by Illinois to establish its State Systemic Improvement Plan process and develop its 2015 Illinois Equity Plan. (See Appendix D.) The review will present data comparing allocations between LEAs and between schools and consider any inequities identified in school support and improvement plans. Following this review, the state will engage stakeholders to determine the most appropriate strategies and take other actions, to the extent practical, to address any resource inequities identified during its review.

## Section 5: Supporting Excellent Educators

### 5.1 Educator Development, Retention, and Advancement.

Teachers able to meet the needs of the whole child throughout her or his school journey and who serve as mentor and guide are the cornerstones of Illinois public schools. Moreover, supporting the development of educators from pre-service work through the sharing of experience to mentor and teach other professional educators as a more seasoned teacher is the responsibility of schools, professional organizations, and ISBE. In order to best ensure this work is meaningful, the use of Title II dollars must be utilized in ways that support the long-term student goals.

As previously stated, the long-term student performance goals for ISBE include:

- 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.

In addition to these performance goals, two additional ISBE goals identify the importance of where the work occurs and who serves as the cornerstone of a child's learning:

- 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 believes if a child is supported in achieving the aforementioned performance goals and the centrality of the educator and environment in creating a space for this work to occur that there is a far greater likelihood that the larger state goal that by 2025, 60 percent of Illinoisans will possess a high-quality credential or degree. Creating a system where students are supported in the learning and have the ability to easily access postsecondary opportunities of interest is good for the individual and good for Illinois.

To achieve these goals, ISBE recognizes the central role that administrators, teachers, school service personnel, and other licensed and non-licensed staff play in supporting each and every child in her or his growth. Thus, ISBE must ensure that educators are supported in their professional learning so they, in turn, can support children throughout the continuum of early childhood through postsecondary education and career. To this end, ISBE has a number of initiatives supporting the professional learning of educators and school leaders.

### 5.2 Support for Educators

*Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.*

- A. **Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support state-level strategies designed to:
- i. Increase student achievement consistent with the challenging state academic standards;
  - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
  - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

Currently, ISBE is focused on providing resources (Title I) and training to teachers regarding the Illinois Learning Standards (Title IIa funds), mentoring for principals of low-performing schools (Title I, Part 1003a), induction and mentoring for new teachers (state funds), and training on teacher and principal evaluations (Title IIa). So, too, through partnership with Regional Offices of Education, ISBE has developed and delivered professional development through Foundational Services. Foundational Services were developed and refined over time to share up-to-date information on ISBE initiatives (e.g., ELA and math, teacher evaluation, balanced assessment, family and community engagement). Data suggests that educators have found this professional development useful, but it lacks coordination and the ability to differentiate services based upon district need. Because of this, ISBE must better coordinate its initiatives within and outside of the agency to maximize the impact of professional learning across Illinois in order to increase student achievement.

There are a multitude of professional development opportunities available to districts, many of which are of high quality. However, ISBE sees an opportunity in ESSA to deliberately move from “one and done” or “sit and get” models of professional development to a system wherein professional learning is the gold standard. To be clear, this is not only an issue of language. Rather, Illinois has adopted the Learning Forward Standards for Professional Learning. Moreover, ISBE expects that LEAs, to the extent practical, will engage in professional learning that is led by teachers, embedded by administrators, focused on at-risk subgroups as well as transitions between grades, schools, and into and out of schooling (e.g., entry into kindergarten, between elementary and middle school, middle school and high school, and high school and postsecondary), and focused on considering student level and teacher evaluation data for the purposes of LEA planning.<sup>131</sup> These standards provide a frame in which learning opportunities should be robust and have the opportunity for both application and reflection on the part of the educator. In order for this to occur, ISBE is committed to ensuring that the goal of the 2015 Illinois Equity Plan -- that each and every child in an Illinois school is taught by a highly effective educator -- is supported through professional learning opportunities and high-quality resources.<sup>132</sup>

The following work, some of which is ongoing<sup>133</sup>, will be developed and delivered utilizing Title II funds and braiding and/or blending other fund sources when applicable and appropriate.<sup>134</sup>

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<sup>131</sup> ISBE will modify its Title II application to collect information on the intended and actual use of Title II dollars for professional learning.

<sup>132</sup> In addition to the importance of developing and supporting multiple avenues of entry for those who wish to teach, ISBE recognizes the importance of establishing a teacher pipeline. In 2013, the Teacher and Leader Effectiveness subcommittee of the P20 Council submitted a proposal to ISBE for the establishment of a diverse educator pipeline. As requested in that document, ISBE released a Request for Information to which 12 organizations submitted material. In addition, to show the commitment of ISBE to this work, beginning in FY 2015, ISBE has annually included a budget (\$700,000) to support this work. The line has yet to be funded.

<sup>133</sup> As monitoring data is collected and analyzed, the professional learning needs of educators will, in all likelihood, change. To that end, ISBE will track the needs of the field in order to remain nimble to the identified needs.

<sup>134</sup> So, too, many of the specific areas identified in this section will be included in the work of IL-EMPOWER.

## Professional Learning and Resources for Educators

ISBE understands the importance of job-embedded professional learning<sup>135</sup>. To that end, as the ESSA State Plan for Illinois is implemented, ISBE is committed to using Title II dollars in order to:

- Build the content knowledge of educators regarding the Illinois Learning Standards in core content areas and characteristics of learners;<sup>136</sup>
- Develop resources on supporting learning environments and transition throughout the continuum of early childhood through college and career (Title II and Title I);
- Develop resources and professional learning opportunities for educators on Universal Design for Learning, differentiated instruction, balanced assessment, and data and assessment literacy (Title I, Title II, Title III and IDEA funding);
- Continue to build upon the resources for family/caretaker and community engagement; social and emotional learning; cultural, racial, and socio-economic competence; conflict management; trauma and behavioral health issues; restorative practices; cultural competence; anti-racism; recognizing implicit bias; and actualizing anti-bias approaches (Title I, Title II, Title III and IDEA funding);
- Continue to support training for teacher and principal evaluators (Title II and state funding); and
- Districts, especially those identified for comprehensive and targeted services, will, through IL-EMPOWER, be provided access to professional learning opportunities that include an emphasis on Governance and Management, Curriculum and Instruction, Climate and Culture. More specifically, capacity-building strategies, with an emphasis on sustainability, will be emphasized (Title I, School Improvement, Title II, IDEA, Title IV Part A and B, State Longitudinal Data Systems funding).

## Teacher Residency Program

Illinois, like most every other state, has seen a significant decrease in the number of individuals who attend a college or university in order to obtain licensure to teach. Thus, considering multiple avenues of entry into the profession of teaching is important in order to afford individuals with a sense of calling and connection to specific communities the opportunity to become licensed to teach.

ISBE committed to supporting the development of teacher residencies and is currently working to identify any modifications to statute necessary as well as identifying funds in order for this work to proceed. As that work progresses, ISBE will develop a Request for Proposal for an Innovative Fieldwork competitive grant program. The purpose of this program is to provide funding for districts and institutions of higher education with approved teacher preparation programs to partner and develop innovative approaches to fieldwork requirements in order to provide candidates rich and extended opportunities to work with, learn from, and practice their developing craft with practicing teachers. This work will be shared throughout the state and beyond. Additional information on the application requirements will be forthcoming in spring 2017.

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<sup>135</sup> In addition to the information shared in this section, ISBE will provide LEA guidance regarding professional learning that is most likely to be effective, aligned to adult learning best practice, is evidence-based, and has been demonstrated to be effective in developing knowledge and improving practice and/or outcomes for students.

<sup>136</sup> For instance, this includes, but is not limited to, the identification and appropriate supports for gifted children, English Learners, and children with other identified needs. It also includes an emphasis on supporting the social and emotional development of each and every child and resource development in core content areas that emphasizes the tenets of differentiated instruction (e.g., ELA, mathematics, science, social studies, fine arts, physical education, and foreign language).



## School Leaders and Administrators

ISBE understand the importance of shared leadership within schools and districts in Illinois. School leaders include superintendents, principals, assistant principals, teacher leaders, and, when appropriate, LEA leaders.<sup>137</sup> To this end, ISBE shall:

- Continue to support an educator leader network (ELN) to connect leaders between districts. These funds will be coordinated with state funding (Title II and state funding).
- Develop a competitive grant program wherein districts will propose 30-60-90 day research projects. These projects will assist Illinois in continuing to be a leader in advocacy for and approaches to teacher leadership, in particular. More specifically, in a 30-60-90 project, a district, school, or portion of faculty will propose a problem of practice important to teacher leadership at the school and/or district, develop a plan in which the problem of practice is investigated, and report findings. This work will be used to increase clarity on the roles and work of a teacher leader. This work will be shared through ELN among other spaces.<sup>138</sup>
- Create resources emphasizing the school leaders as instructional leaders, particularly for teachers in the early grades. School leaders need knowledge of child development, pedagogical content knowledge, differentiation of instruction, and knowledge of pedagogical practice and high-impact teacher-child interactions for young children (Title II, Early Childhood).
- Provide school leaders with opportunities to build their capacity as facilitators of continuous teacher learning and development (Title II).
- Professional learning opportunities provided to school leaders, especially those identified for comprehensive services and through IL-EMPOWER, may include strategies regarding family and community engagement, as well as the use of referral mechanisms that link children to appropriate services.

**B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

In addition to the information provided previously, ISBE will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students through systematic professional learning, training, technical assistance, and coaching that allows for differentiated services to LEAs through IL-EMPOWER, the Illinois Data FIRST project, Ed360, the Illinois Virtual School, and Online Impact.<sup>139</sup>

As the statewide system of support to help all districts and schools improve, IL-EMPOWER will provide the *structure* through which schools will be able to select an IL-EMPOWER Provider Partner(s) and receive services. The structure of IL-EMPOWER is predicated on schools identifying areas where they need support as well schools selecting a vendor who can best assist in meeting those areas of need to improve student outcomes. Prior to identifying and utilizing an

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<sup>137</sup> Additional clarification on this definition was provided by the Teacher and Leader Effectiveness subcommittee of the P20 Council.

<sup>138</sup> The Teacher and Leader Effectiveness subcommittee of the P20 Council has recommended pilot programs for both teacher residencies as well as school leaders. ISBE is continuing to ascertain the feasibility of one or both of these in the near future.

<sup>139</sup> While ISBE collects limited data on some of these initiatives, it intends to use the opportunity of ESSA to develop a more robust feedback loop to ensure relevance and quality of services.

IL-EMPOWER Provider Partner, a school must complete a needs assessment/equity audit. The audit is required and is the basis for all future work. The results of the audit will allow schools to select the most appropriate provider for their needs, establish a work plan identifying targets, and create a timeline to meet improvement targets. Targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

ISBE will monitor the school 's improvement plans to ensure that they are on track to meet improvement targets or, if a school is not meeting performance targets, assist in amending improvement plans to focus specifically on areas inhibiting improvement.

The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. ISBE will work with vendors to establish the specific cost for services so that schools and Provider Partners will not need to do so. Schools will have four years in which to demonstrate consistent improvement in identified areas (one year for planning and three years for implementation).<sup>140</sup>

In order to serve as an IL-EMPOWER Provider Partner, an organization must apply and be pre-approved to offer services in one or more of the aforementioned categories. Applicants for pre-approval must provide:

- Evidence of success in the delivery and sustainability of school improvement services.
- Information on or evidence of the development of services in areas including, but not limited to, Data Competency, Resource Management, Continuous Improvement, and Sustainability.
- Information or organizational capacity.

Once pre-approval of vendors occurs and after schools are identified for supports in 2018-2019 school year, the next steps for a school identified for comprehensive support are:

- Upon notification from ISBE will begin completing a needs assessment/equity audit.
- At the conclusion of the needs assessment/equity audit, the school shall submit the data gleaned from the needs assessment/equity audit along with the identification of vendors who could support the school with its identified needs or equity gaps to ISBE.
- ISBE will ensure that the identified vendor<sup>141</sup> has the capacity to assist the school.<sup>142</sup>
- The school and vendor will develop a work plan that includes targets and dates and submit to ISBE for approval.

95% of TI funds identified for school improvement must flow to the districts. The supports identified through the needs assessment and equity audit as well as the cost proposal submitted as part of the pre-approval process will allow ISBE to grant the appropriate amount of funding to each school or district.<sup>143</sup> ISBE will monitor progress through

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<sup>140</sup> The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

<sup>141</sup> As identified in the introduction to the ESSA State Plan for Illinois, there is the possibility, within the IL-EMPOWER structure, that schools and districts within Illinois can serve as partners for schools that require support. Schools that have received a Tier I - Exemplary School or Tier II – Commendable School can engage in this work and receive funding to do so. As indicated by Superintendent Smith at the February 2017 Illinois State Board of Education meeting, peer coaching and mentoring will grow as ESSA implementation continues.

<sup>142</sup> To be clear, it may be that a pre-approved vendor is working with a number of schools. At the time of a specific schools submission of information/data to ISBE, that vendor may be at capacity based upon the information submitted at the time of application. If this is the case, ISBE will work with the school to identify another appropriate vendor.

<sup>143</sup> The IL-EMPOWER structure allows for the selection of a vendor to serve multiple schools within the same region. Approaching the work in this way assumes that schools have identified the same needs and similar targets.

the submission of quarterly reports that provide data on progress in achieving identified targets as well as utilizing field-based staff who can, if necessary, provide technical assistance and monitor for compliance. Schools that are not making reasonable progress will work directly with ISBE to determine additional interventions.<sup>144</sup>

Members of the Illinois State Board of Education will be provided an annual report that including evidence of provider impact before any renewal is approved.

The Illinois Data FIRST project includes a series of interrelated efforts that will enable state policymakers, educators, learners, and members of the public to access information from the Illinois Longitudinal Data System (ILDS) to more efficiently support and improve state and local resource allocations, instruction, and learner outcomes. Illinois has built and deployed the fundamental components of the ILDS and has established a robust interagency ILDS governance system. Illinois Data FIRST will connect resource allocation information to student outcomes and educator information and significantly expand the use of ILDS for intuitive and “real-time” instructional feedback.

Illinois Data FIRST has two components: Fiscal Equity and Return on Investment and Instructional Support. A key outcome of the Instructional Support component is to deliver a comprehensive and high-quality educator dashboard suite, including district-, school-, teacher-, and student-level details, to support data-informed administrative and instructional decisions.

ISBE is also launching an educator dashboard, Ed360. Ed360 is being developed incrementally to allow preK-12 stakeholders to access an initial set of data while additional data sets, functions, and reports continue to be added based on stakeholder feedback. ISBE plans to integrate Ed360 with existing technology in school districts to enable a single sign-on solution. In addition, Ed360 will use existing data collections to populate the dashboards. Ed360 is available at the state, regional, district, school, and classroom levels. Ed360, which is also connected to the Illinois Open Education Resource platform, will have a formative assessment expansion with additional professional learning focusing on:

- Identifying and/or developing formative and summative assessments,
- Using technology and tools in the classroom,
- Content resources, including guidance on how to use resources developed to improve student achievement, and
- Professional learning regarding behavioral and mental health, equity, and diversity issues to support healthier school environments.

In addition to credit recovery and access to Advanced Placement courses for students, the Illinois Virtual School (IVS), which began in 2001, has been providing free and low-cost, self-paced online professional development to Illinois teachers on a variety of topics, including teaching blended learning courses, understanding mobile learning, and reading courses for K-3 teachers. Facilitated courses do cost more, but generally include graduate credit.

ISBE also supports Online Impact, an online professional development site that will allow teachers to expand their knowledge, explore new teaching strategies, and develop new pedagogical skills in a time frame that is convenient for them. This is available for Illinois K-12 educators. Online Impact offers workshops that help educators throughout Illinois stay up to date on new and emerging educational trends and develop new skills that will foster continued success in the classroom. Currently, there are 15 online professional development courses that have been offered.

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<sup>144</sup> Within the IL-EMPOWER structure, a Tier 4: Lowest Performing School could not be identified for self-determined comprehensive services indefinitely. In the case of a school receiving comprehensive services that is unable to meet targets, unless otherwise determined, ISBE will decide the necessary services, outcomes, and timeline for the school to demonstrate improvement.

**C. System of Certification and Licensing (ESEA section 2101(d)(2)(B)):** Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

Illinois licensure requirements for both in-state and out-of-state program completers can be found at: [https://www.isbe.net/Documents/endsmt\\_struct.pdf](https://www.isbe.net/Documents/endsmt_struct.pdf). The document is inclusive of initial licensure requirements and requirements for adding subsequent endorsements after initial licensure is earned.

**D. Data and Consultation (ESEA section 2101(d)(2)(K)):** Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

ISBE has a state longitudinal data system that collects data required under ESSA related to students and educators. This data is then compiled into an educator dashboard (Ed360).<sup>145</sup> This dashboard assists educators in making instructional decisions about the students in the district and the classrooms. In order to ensure that Ed360 meets the data needs of districts, ISBE will continue to consult with stakeholders through its educator leader cadre, the Illinois Education Association, Illinois Federation of Teachers, Illinois Principal Association and the Illinois Association of School Administrators.

### 5.3 Educator Equity

ISBE has requested an extension for calculating statewide rates using student level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers. This data will be available in October 2017.

The 2015 Illinois Equity Plan is located in Appendix D.

**A. Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

| Key Term                | Statewide Definition (or Statewide Guidelines)   |
|-------------------------|--|
| Ineffective teacher*    | A teacher who has received a “needs improvement” or “unsatisfactory” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement.”                               |
| Out-of-field teacher*+  | A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license or endorsement  |
| Inexperienced teacher*+ | A teacher with less than two years of teaching experience.   |
| Low-income student      | Students from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches. |
| Minority student        | A person who is 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Hispanic or Latino, or 5) Native Hawaiian or Other Pacific Islander (HB 332 effective 1/1/12).                     |

\*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a state uses under 34 C.F.R. § 200.37.

**B. Rates and Differences in Rates.** In Appendix D, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students

<sup>145</sup> Ed360 is currently being piloted in Illinois.

enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

ISBE is requesting an extension in calculating statewide rates using student level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers. (Please see Appendix D: EDUCATOR EQUITY EXTENSION.)

**C. Public Reporting.** Provide the web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;
- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable state privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37. ISBE is designing a webpage that will include this information. The web address will be: <https://www.isbe.net/Pages/EssaEducatorEquity.aspx>

**D. Likely Causes of Most Significant Differences.** If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers. (Please see Appendix D: EDUCATOR EQUITY EXTENSION.)

**E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA’s strategies, including timelines and federal or non-federal funding sources, that are:

- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
- ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers. (Please see Appendix D: EDUCATOR EQUITY EXTENSION.)

| Likely Causes of Most Significant Differences<br>in Rates | Strategies<br>(Including Timeline and Funding Sources) |
|---|--|
|   |  |
|   |  |
|   |  |

**F. Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating all differences in rates.

ISBE is requesting an extension in calculating student level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers. (Please see Appendix D: EDUCATOR EQUITY EXTENSION.)

| <b>Difference in Rates</b> | <b>Date by which differences in rates will be eliminated</b> | <b>Interim targets, including date by which target will be reached</b> |
|----------------------------|--|--|
|                            |  |  |
|                            |  |  |
|                            |  |  |

## Section 6: Supporting All Students

### 6.1 Well-Rounded and Supportive Education for Students

In order to best support schools in providing opportunities for a well-rounded education, ISBE is dedicated to providing resources that enable schools to support the development of the whole child. This work consists of making sure that there are appropriate resources available to teach content in ways that afford multiple entries into curriculum as well as multiple ways to show their developing understandings.

As stated previously, the important work that occurs between teacher and student and the environment in which this work takes place supports two of the ISBE goals:

- 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.

So, too, without the teacher and a safe learning environment, the possibility of each and every child in Illinois to meet the performance goals set by ISBE would be far less. In this way, the work that shall occur through the use of Title II dollars and the opportunities available to Illinois students through Title IV is intertwined. ISBE encourages districts to prioritize funds based upon identified needs. ISBE will work directly with those schools identified for comprehensive services to ensure that appropriate programming is aligned with Title IV funding.

For instance, ISBE intends to use Perkins funding to support innovative, competency-based learning experiences with career technical education classrooms,<sup>146</sup> and it is of equal importance that the teachers mentoring students in each content area and school configuration are able to create a safe environment that affords students the opportunity to make mistakes and grow in competency and confidence as they continue their work.

*Instructions: When addressing the state's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support state-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging state academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.*

*The descriptions that an SEA provides must include how, when developing its state strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:*

- *Low-income students;*
- *Lowest-achieving students;*
- *English Learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*

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<sup>146</sup> ISBE will develop a competitive grant for districts that highlights innovative work that utilizes competency-based approaches to skill development and attainment. ISBE will work with other state agencies to connect this work with the employer community.



- *American Indian and Alaska Native students.*
- A. The state's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out.

Illinois has a long tradition of local control and has adopted a standards-based approach, supplemented with technical assistance and the alignment of programs and funds, to support the continuum of a student's education. This continuum begins at birth and extends through to postsecondary education and careers.

All Illinois K-12 students have access to rigorous academic standards, which set high expectations for academic achievement. Illinois adopted new learning standards in all content areas. The Illinois Learning Standards<sup>147</sup> in math, science, social science, English language arts, fine arts, and physical education/health are intended to support collaborative, engaging, student-centered learning environments designed to unlock student potential. These standards promote both horizontal and vertical alignment of curriculum, which ensures effective transitioning between grade levels and increases the probability that all learners will be prepared to pursue and achieve, at a minimum, a regular high school diploma.

The Illinois Learning Standards serve as a ground upon which ISBE provides resources and opportunities for professional learning for educators. The resources and opportunities themselves are essential when thinking about the necessary supports for each and every child insofar as the content identified in the learning standards is an important vehicle through which an educator can meet the individual needs of each and every child.

The Illinois Learning Standards and the strategic support and guidance given to LEAs and schools regarding effective implementation ensure appropriate promotion practices as all students attain mastery of the standards. A caring and supportive environment, one in which a child feels safe and cared for and where she or he can learn, decreases the risk of students dropping out by supporting multiple pathways to postsecondary education and careers.

More specifically, ISBE will use Title IV, Part A (Student Support and Academic Enrichment Grants), Part B (21<sup>st</sup> Century Community Learning Centers), and Part F funds (Promise Neighborhoods and Full-Service Community School Programs) 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 outcomes of children living in the most distressed communities. These efforts will help ensure that each and every child, regardless of circumstance, has access to a well-rounded education in a safe, healthy, supportive, and drug free environment. Title funds will also be used to promote positive school climates and address childhood exposure to violence and the effects of trauma. These activities, in addition to the supports provided for the Illinois Learning Standards, are critical to address the needs of subgroups, such as homeless children and youth, neglected and delinquent children and others at risk, and create an ecology that supports and nurtures the whole child.

An ecology that supports and nurtures the whole child requires a coordinated approach to best ensure each and every child continues to develop and build upon the fundamental skills she or he already possess and those skills needed to succeed in school and beyond. In addition, coordination during transitions from early childhood through high school graduation must deliberately identify and provide supports necessary for children and families so that the child may

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<sup>147</sup> For additional information on the Illinois Learning Standards, please access <https://www.isbe.net/Pages/Learning-Standards.aspx>.

thrive.<sup>148</sup> When children are nested within whole, healthy systems that consider the child's areas of strength, the areas where additional support and nurturing may be required and the multiple avenues from where that support should occur are more likely to be identified. This increases the likelihood for improved student achievement and better overall student well-being.

Providing each and every student in Illinois' schools access to personalized, rigorous learning experiences -- beyond the Illinois Learning Standards -- is essential in order for a young person to explore interests and develop a sense of competence and sense of self. There are many opportunities for this to occur within Illinois' public schools. ISBE's strategic use of funds offers students a variety of academic and career and technical content in the public secondary setting in Illinois. Some courses are articulated with the postsecondary level and others provide dual credit opportunities for students, where applicable. Career pathways are available in 99 percent of the school districts in Illinois and are facilitated by the Education for Employment Regional Delivery System. These career pathways or programs of study include industry partnerships, a sequence of coursework, work-based learning experiences, credentials/certifications, career and technical student organizations, individualized career plans, dual and/or articulated credit, and other related pathway experiences. These activities help to connect secondary to postsecondary to careers for students.

In addition, ISBE believes that parent, family, and community engagement is a cornerstone of effective schools and a critical element for a child's education and well-being in order to ensure that the needs of the whole child are met. ISBE has an intra-agency collaborative team charged with developing greater cohesiveness and efficiency in this work. This team has developed a shared definition for family engagement: Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. This helps to frame the supports developed for ISBE, LEAs, and other key stakeholders. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies, and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

To that end, the agency continues to build internal capacity and a number of supports for LEAs, schools, and communities. This includes updating the ISBE Family Engagement Framework and its companion tools. The current universal framework is designed for LEAs and schools including, but is not limited to, charter, alternative, and community schools. It provides guidance on how to develop meaningful partnerships with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication with parents, and including parents in decision-making. The framework helps LEAs use family engagement as a strategy for school improvement. Efforts to engage families in meaningful ways that are linked to learning and healthy development outcomes for students occur on an ongoing basis and are embedded in school policies and practices. Additional tools and resources will be integrated into the framework for more targeted and intensive individualized engagement with families of students with disabilities, EL students, students with behavioral health issues, and/or students with trauma.

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<sup>148</sup> The Early Learning Council recommends and by way of example that individuals who work in ECE settings are trained and equipped to work with transition children from early intervention services and programs across the entirety of the school year. This work is especially important for two reasons: to aid in the smooth transition of the child and her or his parents/caregivers from one system into the next as well as to ensure those children that require additional services are able to receive these in a timely fashion.

ISBE will also continue to update and develop family engagement professional learning workshops available statewide to schools and districts through Foundational Services. The workshops and networking opportunities are aligned to the ISBE Family Engagement Framework. They are designed to help schools and districts partner with families so that they are more readily able to meet student achievement and healthy development goals, leverage resources, build effective relationships between parents and teachers, develop ongoing community support for school and district improvement, and meet federal and state requirements for family engagement. Family and community engagement is one of the core elements for the Illinois Balanced Accountability Measure and as such it is important that ISBE work to ensure that all families are supported through this work, especially those that are traditionally underserved (e.g., families who are homeless, migrant families, among others). The updated tools, professional learning opportunities, and resources will provide greater opportunities for meeting the accountability measures.

One such example is ISBE's English Language Learners Division published a guidance framework for schools and districts that integrated the four core principles of the ISBE Family Engagement Framework. The guidance document will be used to provide technical assistance. The division will also partner with external stakeholders, including WIDA and the Illinois Resource Center, to build capacity to engage EL families. There are a series of bilingual online trainings that are available to families to assist them in navigating the school system. ISBE will engage families, community members, schools, and districts through the Bilingual Statewide Advisory Council to ensure that the needs of EL families and communities in the education of bilingual students are met.

ISBE is pleased that there remains a set-aside requirement for parent and family engagement, with an allocation of more than \$500,000 in Title I funds. Ninety percent of those set-aside funds must be distributed to the schools, with a priority for high-need schools. ISBE staff will verify compliance with specific statutes regarding allowable use of funds during their review of the Title I grant. This information will be shared through a webinar. Also, staff, in consultation with educators and others from the community will continue to provide technical assistance and supports to ensure Title I funding that is dedicated for family engagement, works to strengthen school improvement efforts, ensures that there is ongoing communication, are offered at locations and at times that allow parents and families to attend without undue burden in order to build capacity for families in ways that are linked to learning and healthy development outcomes for students.

The Title Grants Administration Toolkit provides dates and sample letters districts can use to ensure they meet Parents Right-to-Know requirements. ISBE will ensure that at the beginning of each school year districts are aware of their obligation to notify Title I parents that a parent has the right to request information regarding the professional qualifications of the student's classroom teachers. In addition, a Title I school must also provide timely notice to a parent of a child who has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Also, Title IV, Part B funds will be used to build capacity of subgrantees as they implement high-quality after-school programs for students and families. ISBE recognizes that after-school programming oftentimes is the first entry point for family and community engagement in the school building. The professional development and technical assistance plan for 21st Century Community Learning Center grantees includes an annual comprehensive menu of supports for family and community engagement that includes webinars, regional workshops, newsletters, resource bulletins, a website, and two biannual conferences.

In addition, ISBE works closely with an Illinois after-school statewide network, the ACT Now Coalition, which recently published quality standards for Illinois after-school program providers. Almost 50 percent of the providers are LEAs and schools. This is significant, given that this leverages the ability to better coordinate resources, staff, and funding

to strengthen engagement efforts. There are dedicated standards for family and community engagement as well as for school partnerships. ISBE will work with the network in providing professional development and a community of practice to strengthen local connection and capacity for meaningful engagement that is linked to learning and healthy development outcomes for students.

There are number of strategies that ISBE will be developing to continue and strengthen for young children and their families. Early Care and Education (ECE) providers can receive recognition of their work in family and community engagement from Early Childhood's Continuous Improvement Quality Rating System. This recognition boosts their quality rating and informs families of their quality practice. This gives families more opportunities to make informed decisions about their child's learning environment and the kinds of support they may receive as their child's first teacher.

ISBE, which has received a Preschool Expansion Grant, will work across the agency and in communities to build stronger systems and local capacity of ECE providers and families to better coordinate supports and increase confidence and opportunities for meaningful engagement.

ISBE is a key stakeholder on the Illinois Early Learning Council that, as a public-private partnership created by Public Act 93-380, strengthens, coordinates, and expands programs and services for children, birth to 5, throughout Illinois. There is a dedicated committee for family and community engagement that is working in partnership with ISBE to implement a strategic plan to support hard-to-reach families, help families achieve self-sufficiency goals, and support schools in better coordinating the transition for families when their children enter elementary school.

ISBE is also developing a framework for families in partnership with families, community resources, and faith-based partners because the agency recognizes that families are an integral part of a child's success from cradle to career. This work will align supports for children and families in efficient ways so community resources are strategically organized to support student success and so there is a focus on the whole child, integrating academics, services, supports, and opportunities. ISBE acknowledges the impact community resources and faith-based partners have in helping families become partners and leaders in supporting schools as well as their child's learning and healthy development. ISBE acknowledges the impact of the community school model as it embeds family engagement as a core pillar for school and student success. Community schools strengthen opportunities for schools and partners from across the community to come together to educate and support students and families in building thriving communities.

Family and community engagement is one of the central foci of the work of the Health and Human Services Transformation agenda and an integral part of the overall effort to build internal capacity and coordination for services targeting impacts for children and families statewide. ISBE, in partnership with the Governor's Office, will work to build stronger pathways for communication with families, community resources, and faith-based partners to optimize the efficacy of the work.

- B. The state's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

ESSA places an unprecedented priority on the provision of supports for all young people struggling with barriers to learning, including programming that addresses academics along with the climate and culture of the school setting.

Improving the educational outcomes for all students requires that schools -- the places where children spend most of their day -- promote the necessary conditions for learning, which include:

- A safe, caring, participatory, and responsive school/classroom climate;
- The development of academic, social, emotional, behavioral, and physical competencies;
- Effective and inclusive leaders;
- Ambitious instruction;
- Collaborative teachers;
- Supportive environment; and
- Involved families.

Barriers to learning and teaching, such as inadequate access to the general education curriculum, poverty, trauma, homelessness or instability in a living situation, disengagement, absenteeism, bullying, behavioral health issues, lack of or insufficient number of behavioral and physical health supports in the school environment (counselors, social workers, and school nurses), must be addressed.

Districts/schools **will** provide programming at three levels of care and instruction (promotion, prevention, intervention) as they develop a safe, caring, (re-)engaging, and participatory environment. These levels:

- Foster the well-being of all students through universal schoolwide approaches (core standards-aligned academic curriculum and instruction and practices that promote healthy development and prevent issues);
- Provide early intervention and identification strategies and supports to reduce the possibility of escalating issues (and evidence-based practices for content areas and social, emotional, behavioral, and physical supports), such as the use of early childhood mental health consultation, family support, and inclusion specialists;
- Provide intensive, individualized supports for those students demonstrating complex, multi-faceted needs, including developmental screenings that could lead to additional supportive services.

All of this work will be done within an integrated manner throughout the school and with the support of resources from the local district (inclusive of school health centers<sup>149</sup>, if available), community, and ISBE.

Illinois provides equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English Learners, children with disabilities, or low-income students are generally underrepresented. ISBE embraces an educational model that offers a comprehensive educational program to meet each student's unique academic needs, learning styles, and interests. Providing a well-rounded education, including all areas in the Illinois Learning Standards, ensures that students have the knowledge and skills to fulfill this vision and be successful, globally engaged, and productive citizens. Struggling learners will be addressed through intervention strategies while advanced learners receive acceleration and enrichment based on individual student needs. In addition, school librarians support rigorous personalized learning experiences supported by technology and ensure equitable access to resources for all students.

For instance, ISBE supports these multiple pathways by providing funding and other program improvement-related resources to local districts through federal Carl D. Perkins Act of 2006 and state Career and Technical Education Improvement funds for approvable programs as defined by the state's program standards. These grants require equitable access. Illinois also provides specific funding and resources for Agricultural Education programs in local districts, of which a portion is based on attainment of quality indicators. State leadership projects also are in place to

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<sup>149</sup> ISBE is collaborating with the Illinois Department of Health and Human Services to coordinate Medicaid dollars and the availability of health services at a school site for those children who may lack access to health care.

help address various career pathways in Illinois by providing resources to local districts as well. Pathway courses' content in Illinois is aligned to the Illinois Learning Standards. Other standards are used in local districts to meet local needs, such as Common Career and Technical Core, and various content-specific national and/or industry standards. ESSA provides a unique opportunity to work in collaboration with the Perkins Act and other career programs to provide opportunities for each and every child.

As indicated previously, Illinois strives to increase student learning through the consistent practice of providing high-quality instruction matched to student needs. Implementation of a multi-tiered continuum of student supports is a collaborative effort involving all district staff, general educators, special educators, counselors, behavioral health staff, and bilingual/English language staff. Student strengths and needs will be identified and monitored continuously, with documented student performance data used to make instructional decisions. The process of such identification and continuous monitoring are the foundational pieces of a successful prevention system. It is through the continuous use of progress monitoring and analysis of student academic, social, emotional, behavioral, and physical growth that ISBE can collect and compile information from LEAs in order to ensure that dollars and programming are tied to the supports LEAs need to ensure that each and every child has regular access to educational opportunities.

ISBE seeks to improve the use of technology in order to improve the academic achievement and digital literacy of all students. This will ensure that each and every child has regular opportunities to meet challenging state standards in developmentally appropriate ways.<sup>150</sup> ISBE is **examining the feasibility** of using Title IV, A dollars to support LEAs in offering all students, through the Illinois Virtual School, direct access to standards-aligned courses for high school students, including AP and credit-recovery options.<sup>151</sup> In addition, LEAs will have access to the Illinois Open Education Resources project, a resource providing open, standards-aligned academic and career content to better allow for customized instructional opportunities for students.<sup>152</sup> Lastly, additional standards-aligned resources will be specifically designed to differentiate content for student consumption in order to increase academic achievement for each and every student by providing resources that are developmentally, culturally, and linguistically appropriate and responsive.

- C. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

Within the Title I District Plan, districts must describe the process through which they will identify and address any disparities that result in low-income and/or minority students being taught at rates than other students by ineffective, inexperienced or out-of-field teachers. ISBE staff will review these responses to ensure compliance and provide technical assistance, when applicable. ISBE will report by October 2017 statewide rates using school level data for the differences in the rates in which low-income and non-low income students and minority/non-minority students are taught by ineffective, out-of-field, and inexperienced teachers.

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<sup>150</sup> For instance, ECE students should have access to technology and this work should follow the joint guidelines from ED and the Department of Health and Human Services on technology and early education (<http://tech.edu.gov/early/learning/principles> )

<sup>151</sup> IVS is expanding its offerings to grades 3-12 during the 2017-18 school year in order to support LEAs in increasing access to coursework that may not be readily available in a student's home district.

<sup>152</sup> This work is currently being integrated with ISBE-provided district dashboards.

- D. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

Within the Title I District Plan, districts must describe the process through which the district will (i) reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, (ii) reduce incidences of bullying and harassment, (iii) the overuse of discipline practices that remove students from the classroom. ISBE staff will review responses to ensure compliance and provide technical assistance, when applicable.

- E. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

ISBE will use the 4 percent set-aside from the Title IV allocation to fund to support LEA activities and programs designed to meet the purposes of the Title IV, Part A program, which will include monitoring and providing technical assistance to LEAs; identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and otherwise supporting LEAs in carrying out activities in the three SSAE program content areas. This would include efforts to reduce incidents of bullying and harassment; the overuse of discipline practices that remove students from the classroom; and the use of aversive behavioral interventions that compromise student health and safety. Activities will support LEA's offering all students, through the Illinois Virtual School, direct access to standards-aligned courses for high school students, including AP and credit-recovery options.<sup>153</sup> Access to AP fees for low-income students will also be supported with Title IV, Part A funds. ISBE is also considering using a portion of its 4 percent State Activities set-aside from the Title IV Part A allocation to fund a grant to support family engagement. All of these grant activities would provide support and technical assistance to the 855 districts in Illinois.

- F. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

ISBE follows a specific process in allocating Title I, Part A funds to districts. ISBE intends to meet the requirement that no LEA will receive less than \$10,000 provided in the section 4105(a)(2) after the ratable redistribution is conducted. ISBE will be awarding funds to LEAs through a formula process.

## 6.2 Program-Specific Requirements

### A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

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<sup>153</sup> This work is currently being integrated with ISBE-provided district dashboards.



ISBE will use 20 percent poverty as the initial threshold for schools to receive consideration for the schoolwide waiver. This waiver allows schools with high percentages of students with poverty the flexibility to use Title I dollars serve the whole school. The current threshold for a school wide waiver is 40 percent students of poverty. Based on 2016 data, there are 816 schools under the 40 percent threshold. Using the 20 percent poverty threshold would allow approximately half of existing targeted assistance schools to utilize the schoolwide waiver (339 schools). Reasons that schools are not served may include lack of funding and/or the district did not want to offer targeted services. With the 20 percent poverty threshold, another 239 not served schools could take advantage of the schoolwide waiver. This would bring the total number of schools that could take advantage of the flexibility provided by the schoolwide waiver to 578 out of 816 or 70 percent of eligible schools. ISBE believes allowing schools with 20 percent poverty or more to apply to and receive a schoolwide waiver is aligned with the intent of the law and provides needed flexibility to schools.

The intent and purpose of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Schoolwide flexibility allows a school to upgrade the entire educational program of a school that serves a high number of children from low-income families, in the instance of the waiver, 20 percent or more. The school will have to explain how taking advantage of the schoolwide waiver will allow them to use their funds to upgrade the entire educational program to provide a high quality education and close achievement gaps. As part of a simple waiver form, schools applying for this waiver would need to provide for the educational need to receive schoolwide status. Educational need will include the size and demographics of the school, the benefit the schoolwide status will provide to students and teachers, and how funding will be used differently schoolwide to impact more students, improved educational outcomes and close the achievement gap. More specifically, those schools with 20 percent poverty threshold or greater will need to provide information on the academic status of the students, budget, and other factors of the school. ISBE will provide a template that must be completed and approved.

Staff in the Title Grant Division review these waiver requests in context to the Districts Title I Plan, the Consolidated Application, and their unique knowledge of the circumstances of the district. This is to ensure the waiver is in the best interest of the students and the schools. Further, within the goals of the Title I plan and the schoolwide plan that is based on a comprehensive needs assessment, the school, district and ISBE will monitor their progress at improving the educational outcomes for kids. ISBE will continue to support all schools – including those that are not eligible for schoolwide programming, those that have not received a waiver to operate such a schoolwide program, or those that choose not to operate a schoolwide program – in addition to our schoolwide buildings.

## B. Title I, Part C: Education of Migratory Children

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the state on an annual basis.

For the purposes of the Migrant Education Program (MEP), eligible children/youth are defined as those who:

- Are younger than the age of 22 who have not earned a high school diploma or high school equivalency certificate from a granting institution in the United States; and
- Are migratory agricultural workers or fishers or have a parent, spouse, or guardian who is a migratory agricultural worker or fisher; and
- Have moved due to economic necessity from one school district to another; and

- Have changed residence within the preceding 36 months with/to join a parent, spouse, or guardian who is a migratory agricultural worker or fisher or on their own for youth who are migratory agricultural workers or fishers.

Only certified MEP recruiters and individuals hired and trained by the Illinois Migrant Council or local MEP project can determine if a child/youth is eligible to be identified for MEP. Trained recruiters interview each family to determine program eligibility.

Illinois has a state identification and recruitment (ID&R) coordinator who oversees statewide activity to ensure that migrant recruiters cover the areas of the state where migrant families reside and reach out to all eligible populations, including preschool children and migratory youth who have dropped out of school. The state ID&R coordinator, in consultation with ISBE and local Illinois MEP operating agencies, develops, implements, and coordinates a plan to effectively identify and recruit all MEP-eligible children/youth residing in the state. The state ID&R coordinator works with a state recruiter as well as regional and local recruiters employed by local MEP projects to ensure that all MEP-eligible children and youth in the state are identified and recruited.

Qualified recruiters *must* complete identification and recruitment training each year to receive certification and participate in other scheduled training sessions, as required.

Recruiters document specified eligibility information on the Certificate of Eligibility (COE) and maintain records relating to identification and recruitment. Information used for eligibility and enrollment is gathered from self-eligible youth, parents/guardians, spouses, employers, social service agencies, and community members and organizations, documented on the COE, and entered into the migrant database, the New Generation System (NGS). NGS transmits data to the Migrant Student Information Exchange (MSIX) and also generates the counts of eligible migratory children for the Comprehensive State Performance Report that is submitted annually.

ID&R staff verify and document those individuals who may be eligible for services each September by contacting families previously recruited to verify and document the continued residency in the state of eligible migratory children from birth through 21 under a process called Residency Verification.

The coordinator oversees the state quality control efforts, which are designed to strengthen the accuracy of the ID&R processes through use of a variety of checks and balances. The Illinois quality control plan requires that the COE be checked by a local COE reviewer and a state reviewer before the final eligibility determination is made. An annual re-interview process of a sample of families previously identified is carried out to verify the accuracy of the state eligibility determinations. Illinois has developed a comprehensive identification and recruitment manual, updated annually, that describes the responsibilities of recruiting staff and ensures high-quality practices in the state.

In addition, recruiters serve as a link among the MEP, schools, parents/guardians, employers, and community agencies. The recruitment of MEP-eligible children and youth is the first step toward the provision of supplemental educational and supportive services by local operating agencies and the State of Illinois. Proper eligibility determinations ensure that eligible children and youth receive needed services. A coordinated statewide effort among key personnel responsible for identification and recruitment is critical to ensure that all MEP-eligible children and youth in the state are identified and recruited in order to obtain necessary supports.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory

children to participate effectively in school.

The MEP planning and implementation is guided by a continuous improvement cycle comprised of a comprehensive needs assessment (CNA), a service delivery plan (SDP) and an evaluation. Joint planning with local, state and federal programs will occur through the processes in place to develop the CNA and SDP and to inform the evaluation. To integrate services and ensure that migrant children receive the full range of services available to address their unique needs, the MEP will consult with other programs that serve migrants on an ongoing basis. These programs include Migrant and Seasonal Head Start, state and federally funded language instruction programs for English learners (Title III Part A and state Transitional Bilingual Education), Summer Food Service Program, and McKinney Vento.

Committees formed to update the CNA and the SDP will include representation from the MEP as well as other local, state and federal programs that work with migrant children and families in the areas of education, health, and other support services. The committees' membership and contributions will be recorded in the CNA, SDP and evaluation reports.

Throughout the planning, implementation and evaluation phases, the MEP focuses on the unique needs of migrant children. Specific service delivery strategies and objectives for preschool children, out-of-school youth and those who have dropped out of school are developed and included in the state plan.

Illinois developed a comprehensive needs assessment (CNA) in 2015 as part of a continuous improvement process. It includes identification and an assessment of:

- The unique educational needs of migrant children that result from the children's migrant lifestyle; and
- Other needs of migrant students that must be met in order for them to participate effectively in school.

This analysis of needs provides a foundation for the future direction of the Illinois MEP through the service delivery planning process and supports the overall continuous improvement and quality assurance processes of the Illinois MEP and the overall ESSA State Plan for Illinois. The CNA serves as a springboard to set rigorous goals for the MEP and to better serve migrant students in Illinois. Doing so strengthens the plan.

The CNA will be updated periodically as necessary to respond to changes in the characteristics of the program and migrant population in Illinois. The CNA process will involve the collection and review of data on migrant student achievement and outcomes, the perceptions of migrant staff and parents related to migrant students' needs, and relevant demographic and evaluation data. A committee of stakeholders and experts will use the data to formulate a comprehensive understanding of the characteristics of the migrant student population in Illinois and describe and quantify their needs as well as solution strategies to guide the MEP.

When children arrive during the summer, local and comprehensive summer school projects assess newly identified migrant children and youth to determine their individual strengths and areas for growth and support in mathematics and reading. Out-of-school youth who are not proficient in English take an English language proficiency screener. These assessment results are used to guide summer school instruction. During the regular school year, migrant students enroll in the local school and are screened and assessed with the instruments used for all students.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, state, and federal educational programs.

A service delivery plan (SDP) designed to address the needs identified in the CNA guides the implementation of the MEP. The SDP is developed in consultation with other local, state and federal education programs to determine the unique educational needs of migrant children that are not addressed through existing services and to identify ways to collaborate to more effectively promote academic success for migrant children.

The SDP provides distinct strategies and measurable program outcomes targeted toward school readiness for preschool children, services tailored for out-of-school-youth and youth who have dropped out of school, secondary youth and high school graduation, and reading and mathematics education for elementary and middle school students.

Each year, local projects implement the program as specified in the plan in communities where migrant families are living. Local migrant project staff link children and families to existing programs and services including state and federal Title III funded language instruction programs for English learners. The MEP offers supplemental education and support services to respond to the unique needs of migrant children and youth that are not addressed through existing state, local, and federal educational programs. The supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another.

Many migrant children are present in Illinois only during the summer months and return to their home state during the school year. As a result, most MEP services are offered during the summer months through both center-based and home-based or itinerant programs. These services include:

- Preschool developmentally appropriate programs designed to prepare migrant children for a successful school experience,
- Grades K-12 integrated classroom instruction – math; reading/language arts; English as a second language; science, technology, engineering, and mathematics (summer school); and tutorial support (during the regular academic year),
- Secondary school services to assist high school students in achieving graduation, as well as postsecondary and career preparation,
  - Outreach and instruction in HSED preparation, life skills, and English as a second language for out of school youths and those who have dropped out of school,
  - Ancillary support services, including health, nutrition, and transportation, and
  - Parent involvement activities.

During the regular school year, the local MEP project provides supplemental services, such as:

- Outreach and assistance to enroll in regular school year programs,
- Supplemental instructional or tutorial support,
- A migrant advocate who works with schools and families in areas of high concentration to make sure their needs are addressed, and
- An annual meeting with the migrant staff, high school counselor, and the student to review and update the student's graduation plan.

- iv. Describe how the state and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the state will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*e.g.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

Local operating agency data entry specialists enter information for eligible migrant children and youth in NGS. NGS files are transmitted daily to MSIX. NGS student records include demographics, enrollments, course history, health

and immunization information, and assessment results. Illinois has established timelines for entry of information in line with the MSIX regulations. Local operating agencies use NGS and MSIX to gather information about newly arrived migrant children and youth to facilitate school placement and provision of appropriate services.<sup>154</sup>

Illinois is part of several multistate consortia that seek to improve the identification and recruitment, policies, and educational services and programs for migrant students:

- Two migrant incentive grant consortia: Identification & Recruitment Rapid Response Consortium and Graduation and Outcomes for Success for Out-of-School Youth.
- Illinois is part of the NGS consortium that collects and shares data among several states, including Texas, which is home to a large number of migrant families that come to Illinois.
- Illinois also participates in MSIX.

Being part of these consortia has enabled Illinois to establish a system that ensures that school records are transferred from one school to another in a timely manner when migrant students cross state borders. Illinois is in contact with neighboring states to ensure that migrant students are identified and provided with services. Further, Illinois has developed relationships with school districts in sending states as well as other migrant programs, such as the Texas Migrant Interstate Program, to ensure continuity for migrant students who leave Illinois' schools in the middle of the academic year. Illinois administers the State of Texas Assessments of Academic Readiness (STAAR) exam, which is the Texas state academic test, during the summer for migrant students required to take it.

- v. Describe the unique educational needs of the state's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the state's most recent comprehensive needs assessment.

Based on the most recent CNA, the following are indicators of the unique education needs of Illinois migratory children:

#### **For Reading and Mathematics**

- The migrant student attainment in reading needs to increase by 28.6 percent to close the performance gap between migrant and non-migrant students.
- The migrant student attainment in math needs to increase by 21.4 percent to close the performance gap between migrant and non-migrant students.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant students need English language support in content area instruction at a higher rate than non-migrant students.

#### **For School Readiness for Preschool Children**

- Migrant children need to increase alphabet and emergent literacy skills.
- Preschool migrant children need to increase math skills to prepare for school.

#### **For High School Graduation and Services to Out-of-School Youth and Those Who Have Dropped Out of High School**

- Attainment on state assessments needs to increase by 20 to 51 percent to close the performance gap between migrant and non-migrant students.

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<sup>154</sup> This includes children identified through Migrant and Seasonal Head Start.

- The percentage of students completing math and English courses needs to increase by 13 percent.
- Migrant students need instruction and materials that work within the context of migrant programs where students enter and leave at different times.
- Migrant youth need to increase knowledge and abilities related to basic life skills and English language skills.

### **For Ancillary and Support Services**

- MEP staff need to have the opportunity to receive training in methods of connecting content instruction to the diverse needs and backgrounds of migrant children.
- Migrant families need adequate access to transportation and nutrition resources.
- Migrant children and youth need to be screened for dental, health, and vision issues; problems that are identified need to be addressed.
- Migrant families need ideas for helping their children succeed in school, including ideas for helping in core content areas, navigating the school system, and preparing for postsecondary options.
- Migrant families need access to educational materials and school supplies in the home.

Migrant families need access to educational materials and school supplies in the home.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

ISBE has established Measurable Program Outcomes to determine whether the program has met the unique educational needs of migrant children and youth as identified through the CNA for the following areas:

### **Reading and Mathematics**

1a: Migrant students participating in a summer program for at least three weeks will demonstrate a statistically significant gain (at the .05 level) in reading/literacy between pre- and post-test using an appropriate performance-based reading/literacy assessment.

1b: Migrant students participating in the MEP regular year reading/literacy instructional services for at least three months will demonstrate a statistically significant gain (at the .05 level) in reading/literacy skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of reading/literacy achievement.

1c: Migrant students participating in a summer program for at least three weeks will demonstrate a statistically significant gain (at the .05 level) in math between pre- and post-test using an appropriate performance-based math assessment.

1d: Migrant students participating in the MEP regular year math instructional services for at least three months will demonstrate a statistically significant gain (at the .05 level) in math skills as measured by a classroom teacher survey that considers classroom performance, grades, and other indicators of math.

### **School Readiness for Preschool Children**

2a: Eighty percent of all preschool migrant students participating for at least three weeks in summer school programs will show a gain of 3.0 in the combined scores of the Emergent Literacy Skills and Alphabet subtests of the New York MEP Early Childhood Education (ECE) Assessment.

2b: Eighty percent of all preschool migrant students participating for at least three weeks in summer school programs will show a gain of 3.0 on the Counting subtest of the New York MEP ECE Assessment.

2c: Seventy-five percent of migrant children ages 3-5 participating in MEP Family Literacy for at least six months will show a standard score increase of 25 or more points between pre- and post-assessment on the New York MEP ECE Assessment.

**High School Graduation and Services to Secondary-aged Youth (including out-of-school youth and those who have dropped out of school)**

3a: Seventy percent of secondary-aged migrant students enrolled in summer migrant credit-bearing programs for at least three weeks will complete partial or full credit in one course required for high school graduation.

3b: Seventy-five percent of migrant high school students enrolled in schools with MEP projects for at least three months during the regular school year will work with migrant project staff to complete or update and sign their secondary graduation completion plan.

3c: Thirty percent of migrant-eligible out-of-school youth and those who have dropped out of school will participate in instructional services.

3d: Seventy percent of secondary-aged migrant students (both those attending a home-based program and those in a center-based program for at least three weeks during the summer) will make progress toward the instructional/learning goals identified on their Secondary Student Services Plan.

**Evaluation**

Illinois conducts an evaluation of the MEP to ensure that services are implemented as intended; to document the success of services for program validation; and analyze information to identify the strengths of services and the areas targeted for improvement. To address the impact of the full range of federal, state and local education services that are available to migrant students in Illinois, migrant student performance relative to state targets is reviewed to determine the gap between actual and expected levels of performance. The evaluation utilizes the measurable program outcomes, developed through the SDP planning process in consultation with other local, state and federal programs, to review the impact of migrant specific services in Illinois. As such, the evaluation considers program outcomes for preschool children, elementary and middle school students learning reading and mathematics, high school students, out-of-school youth and those who have dropped out of school through separate measures. In addition to outcomes, the evaluation also encompasses a review of the implementation of SDP strategies by local projects.

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the state and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Illinois convenes a Migrant Parent Advisory Group at the state level and requires local projects that operate for one school year in duration to also convene a local parent advisory group. These groups provide advice and feedback about the MEP and how it could better serve their children's needs. All MEP projects conduct parent surveys during the summer to gather information about their satisfaction with the program and to ascertain ways to improve the



academic quality of the programs. Survey responses are analyzed and the results are included in the annual program evaluation. Illinois has developed a series of parent workshops based on survey responses that focuses on topics of interest that are offered in different locations throughout the state.

- viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
  - a) The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
  - b) When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the state.

The state establishes Title I, Part C funding parameters aligned with the results of the Comprehensive Needs Assessment and the Service Delivery Plan that specifically target the needs of migratory children with "priority for services" (PFS). The Title I, Part C grant application requires local funded entities to identify and give priority for service to PFS children and youth and to provide services that address the special needs of migratory children in accordance with the Illinois Service Delivery Plan.

Beginning July 1, 2017, PFS migratory children will be those who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet state academic standards or have dropped out of school. Currently, Illinois utilizes the following student characteristics to identify those who are most at risk of failing or have dropped out of school:

- Failed to meet state standards on state reading and/or math assessments (including students who were enrolled in the test window but were absent, exempt, not tested, or not scored);
- English Learner;
- Over-age for grade (e.g., student is older – two-plus years – than a typical student in that grade);
- Retained in grade;
- Failed one or more core high school courses;
- Out-of-school youth or dropped out of school;
- Special education student

Data documenting previous moves and age is taken from the COE. Failure to meet state standards comes from assessment results on the state academic assessments. Standardized assessment results from another state reported on the NGS (e.g., Texas Assessment of Knowledge and Skills and STAAR scores) may be used as well. ELs are identified with state screening tools or annual English language proficiency assessment results. School records are used to document other criteria, including students being retained in a grade, students failing one or more high school courses, and students with IEPs or 504 Plans.

When a migrant child/youth is first identified, the recruiter collects information on the COE that relates to PFS. Local project staff compile relevant information from school records, migrant student data bases (including NGS and MSIX), and family interviews. PFS data for each migrant child and youth is entered in NGS by data entry specialists following timelines that conform to MSIX regulations. NGS uses current data to make PFS determinations for each migrant child/youth and produces a PFS report that includes the criteria used to make the determination for each child. Local projects generate the PFS report and use the detail provided to tailor services to the particular needs of each child/youth. Should the availability of migrant program services be limited, PFS children/youth receive priority for services.

### C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

ISBE provides technical assistance to Illinois Department of Juvenile Justice (IDJJ) and the LEAs concerning transitional services **to ensure ongoing academic engagement of the youth between the two entities.** Transition coordinators for youth in the facility help youth and families as they enter and exit facilities. The goal of these coordinators is to reduce the time between the transition of records for some of the state's most vulnerable youth and to improve coordination across school districts for services and supports available for these youth. The services should include IDEA, workforce, and training services.

The state's plan is to assist the transition of children and youth between correctional facilities and locally operated programs, including supporting comprehensive strategies to re-engage these youth, and offer community supports that improve the likelihood of success in communities with significant numbers of disconnected youth. ISBE will coordinate with IDJJ, neglected and delinquent institutions, and service agencies to coordinate services on behalf of youth served under this part. **This will provide opportunities for successful school re-entry and/or employment after they leave the institution and return to the local community.**

Detailed transition plans are required for LEAs and agencies to complete in their application for funding. ISBE continues to provide in-service training on programs and activities that IDJJ and the LEA may use to promote transitional services. These programs and activities can assist the LEA and the correctional facilities in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

IDJJ, in applying for these funds, completes an application that describes the type of transition services that will be used for students **entering or** leaving the institutions for schools served by LEAs, postsecondary institutions, or vocational and technical training programs. These programs include, but are not limited to:

- Replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings.
  - Work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary education and employment.
  - Essential support services to ensure the success of the youth such as:
    - **Orientation** programs, including transition centers in high schools **and institutions;**
    - Pupil services, including counseling, psychological, and social work services designed to meet the needs of neglected or delinquent children and youth;
    - Tutoring and mentoring programs;
    - Instruction and training at alternative schools and learning centers;
    - Services of in-school advocates on behalf of individual neglected or delinquent youth;
    - Information concerning and assistance in obtaining available student financial aid; and
    - Job placement services.
- ix. Describe the program objectives and outcomes established by the state that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

The targets that ISBE has established for its use in assessing the effectiveness of Title I, Part D in improving the academic, vocational, and technical skills of students being served by the program are:

1. Educational services for children and youth in local, tribal, and state institutions for neglected or delinquent children and youth that **increase** the opportunity to meet the same challenging state academic content standards and challenging state academic standards that all children in the state are expected to meet in order to obtain a high school diploma **as measured by increased performance on annual state assessment and graduation rates;**
2. **Children and youth services which provide** successful institutional and further schooling or employment transition. **This will be measured by reducing the number of students in secure facilities; and**
3. **Youth services which include support systems to ensure** continued education and the involvement of their families and communities **as measured by increased attendance rates after reentry into an LEA or transition program.**

The performance indicators and the data sources are a combination of ISBE academic indicators and LEA information. **The LEA will submit to ISBE a comprehensive assessment of individual students which may consists of standardized tests, informal measures, observations, student self-reports, parent reports, and program monitoring (i.e. response to intervention approaches).** Each individual institution/LEA collects achievement data based on the tests given at that institution and submits its assessment plan as part of its application. The LEA/institution is responsible for evaluating the results of the data and maintaining this information on file. The neglected or delinquent application process requires the applicant to describe its assessment plan, including the tests that will be administered to the youth and how the results of the tests will help to improve the neglected or delinquent program. Only those students attending a public school, although they live in the institution, will take the state tests. Agencies and LEAs will be required to submit a report biannually that reflects growth toward performance and assessment goals and targets. Additionally, ISBE collects demographic information and monitors the number of students participating in the neglected or delinquent services and the services provided. ISBE also collects information and data while providing technical assistance, such as on-site visits, to correctional institutions and local neglected or delinquent institutions. **These program objectives and outcomes will assess the effectiveness in improving the academic, career, and technical skills of youth served in local or state secure-care institution.**

#### D. Title III, Part A: Language Instruction for English Learners and Immigrant Students

- x. Describe the SEA's standardized entrance and exit procedures for English Learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the state. At a minimum, the standardized exit criteria must:
  - a) Include a score of proficient on the state's annual English language proficiency assessment
  - b) Be the same criteria used for exiting students from the English Learner subgroup for Title I reporting and accountability purposes; and
  - c) Not include performance on an academic content assessment.

Each school administers the home language survey (HLS) to all students enrolling for the first time in preschool, kindergarten, or any of grades 1 through 12. Illinois plans to maintain the current practice of identifying ELs early and providing quality early childhood education that matches a child's cultural and linguistic needs. It is vital to consider native language screening and assessment in early childhood settings; teachers will not capture a full understanding of a student's knowledge and skills if they only assess children in the language in which they are least proficient. The HLS is administered in order to identify students who have a language background other than English, based on the language(s) used at home. A student is given a prescribed screening instrument to assess English language proficiency within 30 days of

the student's enrollment or for preschool programs after first participating in the program. The child is tested in four domains of English; that is, speaking, listening, reading, and writing (pre-reading and pre-writing for students entering preschool-kindergarten). Each student whose score on the prescribed screening instrument is "not proficient" shall be considered an English Learner and thus eligible for, and placed in, an appropriate language assistance program.

All English Learners are assessed annually with the state's English language proficiency assessment. This assessment tool includes aural comprehension (listening), speaking, reading, and writing skills components. ISBE developed a definition in 2013 for English language proficiency to be applied to all English Learners. As a result, English Learners who obtained an overall composite score of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2 on the state's English language proficiency assessment were considered English language proficient. Students were then exited from the program of bilingual services and no longer identified as English Learners.

ISBE is currently reviewing and revising the definition of English language proficiency applied to all English Learners. A group of stakeholders that includes researchers, administrators at the local and school level, teachers, and parents are currently meeting to revise the state's definition of English language proficiency. This new criteria will be used for ELs in the EL subgroup for Title I reporting and accountability purposes.

English Learners will be assessed annually for English proficiency and for English language arts and mathematics. Illinois will assess newly arrived ELs, enrolled in their first year in US schools, in grades 3-12 in academic content areas: English language arts, mathematics and science. Data from the first year assessments will not be included in accountability determination but serve solely for baseline purposes.

- xi. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
  - a) The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - b) The challenging State academic standards.

ISBE will assist school districts in appropriately targeting English learners that have demonstrated significant lags in academic progress although having participated in a Transitional Bilingual Program or Transitional Programs of Instruction for five years or longer while. ISBE will work directly with or provide technical assistance to districts to concentrate ongoing goals that identify long-term English learners and specifically provide instructional learning strategies for secondary students that address growth in reading and math. Further assistance will include backward planning to provide appropriate cultural and linguistic strategies for English learners starting in middle schools and is inclusive of professional learning for teachers in general education classrooms.

ISBE will provide assistance to school districts struggling to have their English Learners meet the rigorous challenges set forth in the Illinois State Standards. By building on the English learners' cultural and linguistic strengths, ISBE will aid school districts by providing sustained professional learning to professional staff.<sup>155</sup>

xii. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:

- a) How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- b) The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

ISBE will monitor the progress of English learners in attaining English language proficiency by collecting and analyzing data regarding students' growth and proficiency on the state's language proficiency assessment (viz., ACCESS 2.0).

Additionally, ISBE will oversee student data that crosswalks both English learners and former English learners' performance on the ACCESS 2.0 and the PARCC. Schools in which scores of English learners and former English learners lag behind their non-EL counterparts on the PARCC will be provided interventions and supports. School consistently demonstrating a lag in EL progress will be monitored to ensure native language programs are in adhere to research-based interventions and strategies that are consistent with WIDA's English Language Development Standards and services are provided with moderate to high levels of consistency.

#### E. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

- i. Describe how the SEA will use its Title IV, Part B, and other federal funds to support state-level strategies that are consistent with the strategies identified in 6.1.A starting on page 60.

Title IV(b) funding will be leveraged with other federal funds to increase the state's ability to address performance gaps in learning and healthy development for the most vulnerable children; meaningfully engage families as critical partners; connect community systems with schools and districts in sustainable ways; and, in partnership with the afterschool statewide network, ensure implementation of high quality out of school time programming throughout the state that leads to increased student achievement.

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the subgrant applications. Peer reviewers will be used in the review of the proposals using a rubric based on the criteria for review in the Request for Proposal. No less than three peer reviewers will read each proposal. Each peer reviewers' score will then be averaged to determine the score of the grant. Each reviewer will fill out a conflict of interest and a confidentiality agreement before they will review the grant proposals. These

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<sup>155</sup> Some of this assistance can occur through IL-EMPOWER. Additional assistance may occur through other TA and professional learning provided directly by ISBE.

administrative activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities.<sup>156</sup>

Five percent of the funds will be used for state activities. The funds will be used to pay for the following as outlined in ESSA, Title IV, Part B, Section 4202 (c)(3):

- Monitoring and evaluating programs and activities.
- Providing capacity building, training, and technical assistance.
- Peer Reviewers for review of the request for proposals
- Conducting a comprehensive evaluation (directly or through a grant or contract) of the effectiveness of programs and activities assisted.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Ensuring that any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
- Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.
- Coordinating funds received with other federal and state funds to implement high-quality programs.
- Providing a list of prescreened external organizations, as described under section 4203(a)(11).

The remaining 93 percent of funds will be awarded to eligible applicants through competitive subgrants using a peer review process. A financial and programmatic risk assessment will need to be completed in order to receive the funds.

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified in 6.1.A. starting on page 60 and to the extent permitted under applicable law and regulations.

Illinois awards subgrants on a competitive process to school districts, community-based organizations, faith-based organizations, Regional Offices of Education and Intermediate Service Centers, state-authorized charter schools, and other public and private entities. An eligible entity must serve schools with 40 percent or higher low-income student population. A Notice of Funding Opportunity is released on the ISBE website and through the GATA website. The applicants have 45 days to submit their proposal. The applications are scored by a minimum of three peer reviewers using a merit-based review. Applications are also reviewed by ISBE staff to ensure eligibility and meeting past performance criteria.<sup>157</sup> Applicants are required to describe in the narrative how they will meet the needs of student subgroups, including how activities are expected to improve student academic achievement, which aligns to the Illinois Learning Standards as well as overall student success, integrate quality programming standards, and engage stakeholders on an ongoing basis. The Technical Assistance Provider will provide support to grantees around areas of needs including a focus on how the learning centers will align their programs with the Illinois Learning standards. This will be done through site visit, webinars, Project Directors meetings and the spring conference. Following the initial

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<sup>156</sup> These agencies include, but are not limited to, the Illinois Department of Human Services, the Illinois Department of Juvenile Justice, and the Illinois Community College Board.

<sup>157</sup> The Notice of Funding Opportunity (NOFO) has a provision that includes priority points for serving lowest-performing eligible schools. Information is included in the NOFO to coordinate with other programs that work with the subgroups.

award of a subgrant, continuation beyond the initial funding period is based on whether a subgrantee has made substantial progress toward meeting the objectives stated in its approved proposal. The 21<sup>st</sup> CCLC grantees will be monitored on what they proposed in their grant to ensure the fidelity of the program, specifically on evidence that the programming will support students in achieving local and state academic standards .

Grantees will also conduct 21<sup>st</sup> CCLC program monitoring, fiscal and programmatic risk assessment each year when they apply. The programmatic risk assessment includes the review of the grantees proposed target of their activities to improve the student achievement in their programs. 21<sup>st</sup> CCLC staff will monitor these grants through the ISBE monitoring plan. If programs are found to not achieving their goal, the technical assistance provider will be sent in to assist them. The grantee could be at risk of not being funded in future years if this is not corrected. Monitoring of 21<sup>st</sup> CCLC grantees will be connected to the required risk assessments completed as part of the awarding of the grant process.

#### F. Title V, Part B, Subpart 2: Rural and Low-Income School Program

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

Districts primarily use Rural and Low-Income School (RLIS) Program funds for activities to increase the academic achievement of students. Thus, the program objective will be to measure the academic achievement of students as described in Accountability System. (See 4.1 starting on page 30.) Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school),(4.1, A.,i.) will be used to drive the RLIS program.

- ii. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Districts primarily use Rural and Low-Income School (RLIS) Program funds for activities to increase the academic achievement of students. As part of their annual application, grantees are required to provide a description of how the funds are linked to student achievement and the budgeting for funds must reflect the information those programmatic descriptions. Thus, the program objective will be to measure the academic achievement of students. Specifically, the Academic Achievement indicators PARCC (3-8) and SAT (high school), will be used to drive the RLIS program.

- iii. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

ISBE shall provide technical assistance to districts to help them in implementing approved program activities and tie fiscal decisions to improved student achievement; Technical assistance may be offered through webinars, conference presentations, telephone conferences, and may include one on one assistance to LEA staff by ISBE staff.



## McKinney-Vento Act

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the state and assess their needs.

The ISBE has established procedures to ensure that homeless children and youth are afforded the same educational opportunities to be successful learners as all other children and youth. Ensuring that all Illinois students develop the knowledge and skills necessary for success in the 21st century is a challenge that public schools face because of the large increase in homelessness over the past five years. Cross-coordination of programs is essential to the goal in ESSA that all students, including homeless children and youth, will meet state academic standards.

ISBE will prepare and disseminate to LEAs guidance documents, notices, or letters summarizing the new and existing Education for Homeless Children and Youth program requirements and share McKinney - Vento guidance provided by ED. Notices will be provided on the ISBE website, by teleconferencing, and through trainings and workshops.

Illinois is a regionally designed state that has established procedures to ensure that homeless children and youth are afforded the same opportunities to be successful learners as all children and youth. The landscape for providing those opportunities is coordinated by the Illinois' state coordinator for the education of homeless children and youth. The state coordinator oversees an Office of the Coordinator and Lead Area Liaisons (LALs). The LAL will provide professional development and technical assistance to the LEA homeless liaisons and school staff on removing the barriers to homeless children and youth education. The barriers (e.g. lack of immunization and health records, birth certificates, school records and other documents, residency documents required for non - homeless students, guardianship issues) must be removed and the homeless children and youth must be immediately enrolled. The LAL and the LEA liaison must work together to meet the requirements. Uniform dress code requirements will be addressed by the LAL and LEA homeless liaison. Title 1, Part A funds may be used to remove this barrier.

Homeless children and youth in Illinois will be identified by school personnel and through coordination of activities with other entities, such as homeless shelters and community service agencies. The Common Form<sup>158</sup> was created for LEAs to use when enrolling homeless children and youth. In addition to information on enrolling children and youth into school, it also asks for other children and youth residing in the home to be listed. That allows LEA homeless liaisons to reach out to families with preschool - aged children to assist with finding preschool placement for that child. It also allows LEAs to work with families who may need early intervention services for children ages birth to 3 years of age.

The homeless education liaisons are trained to 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 ensure that homeless children and youth are identified<sup>159</sup>. Continuum of Care programs funded by the U.S. Department of Housing and Urban Development are represented in every Illinois community and are responsible for locally coordinating services to homeless families.

A close working relationship between homeless education liaisons and staff of the Continuum of Care programs is critical to meeting the educational and support services needed by homeless families. A key part of training for school personnel and social service agencies will be to emphasize the need to sensitively identify families in homeless situations and the need to be respectful of the families' privacy. Sensitive questions to ask when dealing with

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<sup>158</sup> To access the Common Form, go to <https://www.isbe.net/Documents/83-01-common-form.pdf>

<sup>159</sup> To access the Continuum of Care Contacts go to <http://portal.hud.gov/hudportal/HUD?src=/states/illinois/homeless/coccontacts>

homeless families can be found on the National Center for Homeless Education website at [http://nche.ed.gov/ibt/sc\\_eligibility.php](http://nche.ed.gov/ibt/sc_eligibility.php)

- ii. Describe the SEA’s programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, school counselors, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

All school personnel continue to gain in understanding of the specific needs of homeless children and youths by participating in ongoing trainings on the McKinney-Vento Homeless Program conducted by LALs and LEA homeless education liaisons.

LALs and LEA homeless education liaisons will work collaboratively to identify homeless youths not currently attending school. The liaisons will work to ensure that these youths are connected to available services in the community and will help them to enroll in available before- and after-school programs, as appropriate.

The LAL will be responsible for providing technical assistance to the LEA homeless liaison to ensure that homeless children and youth receive counseling services either through the school district or community services providers. The LAL and the LEA homeless liaison will work collaboratively with the School Counselor to advise and assist homeless children and youths to prepare and improve their readiness for college. **Furthermore, the MVSSC shall include in its charge additional resources and guidance fo school disticts to make connectiosn with insitutions of higher learning.**

Unaccompanied youths include young people who have run away from home, been thrown out of their homes, and/or have been abandoned by parents/guardians/caregivers. Unaccompanied youths have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. They face unique barriers to enrolling and succeeding in school. Without a parent or guardian to advocate for them and exercise parental rights, they are sometimes denied enrollment and remain out of school for extended periods of time. They may not understand their educational rights or know how to acquire this information. Removal of barriers to transportation, immediate enrollment, and the right to return to the school of origin must be addressed.<sup>160</sup> ISBE ensures that schools are doing this through monitoring and through continuous trainings and contact with LEA homeless liaisons.

Unaccompanied youths with special needs: The Individuals with Disabilities Education Act (IDEA) 2004 offers guidelines pertaining to unaccompanied youths with disabilities as defined by IDEA.<sup>161</sup>

| Activities   | Timelines |
|--|-----------|
| LALs provide technical assistance and training to school districts to provide effective district-higher education collaboration. | Ongoing   |
| Monitoring of sub-grantees annually to ensure post-secondary referrals and assistance to students.                               | Ongoing   |

<sup>160</sup> For additional information on the rights of unaccompanied youths, please access <http://center.serve.org/nche/downloads/briefs/youth.pdf>.

<sup>161</sup> For additional information on unaccompanied youths with special needs, please see <http://center.serve.org/nche/downloads/briefs/idea.pdf>.

|  |         |
|--|---------|
| LALs conduct monitoring within their regional area to ensure LEA referrals and assistance to students. | Ongoing |
|--|---------|

- iii. Describe the SEA’s procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

Ensuring that families have equal access to educational opportunities is of critical importance to Illinois’ McKinney-Vento program. Equally as important is the ability of students and families to be afforded procedural due process rights in cases where a district disagrees with an assertion of homelessness or issues related to homelessness. The Illinois Education for Homeless Children Act [105 ILCS 45] provides the basis for dispute resolution procedures by requiring that the applicable regional superintendent of schools “appoint ombudsperson who is fair and impartial and familiar with the educational rights and needs of homeless children to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act.”<sup>162</sup> In furtherance of the Illinois Education for Homeless Children Act and in accordance with the McKinney-Vento Act, the following procedures constitute Illinois’s dispute resolution process for homeless students.

#### **Overview of Dispute Resolution**

The dispute resolution process must be the last resort used to bridge disagreements between a school district and a student/family. Prior to initiating dispute resolution, the district’s local homeless liaison shall attempt to resolve the disagreement informally.

The dispute resolution process contained herein is:

- The only process to formally determine the outcome of a homeless-related dispute between an eligible student and a district;
- A method of sensitively resolving disagreements with respect to eligibility;
- To be used for resolving disputes regarding enrollment, full participation in school activities, transportation, and any other issue related to a pupil’s homelessness;
- To be structured as informally as possible in order to allow parents/guardians or unaccompanied youth as much assistance as possible in navigating the process.

The dispute resolution process contained herein is **not**:

- A formal legal proceeding, administrative hearing (under the Administrative Procedures Act) or judicial hearing;
- An opportunity to vet disagreements about any other matter other than issues related to homelessness;
- An opportunity for a district to intimidate, scorn or otherwise marginalize a pupil or family;
- An opportunity for pupils or parents to unlawfully gain access to a district’s educational program.

#### **Topics and Scenarios Covered Under Dispute Resolution**

Any issue related to homelessness or the homeless-related claim of a student or family shall be eligible for dispute resolution. Topics eligible for dispute resolution include, but are not limited to, homeless or alleged homeless impacts on eligibility, registration, enrollment, transportation, access to curricular and extracurricular programs, and fee waivers. Nothing in this plan shall be construed as intending to vet issues not related to homelessness through dispute resolution.

#### **Immediate Enrollment, Transportation and Services**

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<sup>162</sup> Illinois School Code 105 ILCS 45/1-15 (a).

The student must be enrolled, provided transportation or otherwise provided services sought immediately upon request. Enrollment, transportation or services cannot be delayed prior to or during dispute resolution and such enrollment, transportation or services shall be provided until the conclusion of dispute resolution.

**Dispute Resolution in Detail**

The district must issue a letter to the parent/guardian or youth explaining, with a degree of specificity, the district’s position as to the homelessness-related dispute. In this letter, the district must also include referrals to free/reduced cost legal help and an outline of the dispute resolution procedure. The district must copy on such letter the applicable regional superintendent of schools and Illinois’ State Coordinator for the Education of Homeless Children and Youth (“State Coordinator”). Within ten (10) school days after receiving such notice, the regional superintendent of schools shall appoint an ombudsperson to hear the dispute.

If possible, within ten (10) school days of his or her appointment, the ombudsperson shall convene a meeting with the district and student or family. The regional homeless liaison and lead area liaison may also attend such meeting.

The ombudsperson shall be responsible for setting clear rules, timelines and expectations for all parties and may:

- Require each party to make an opening statement;
- Limit the amount of time per party to present information;
- Ask questions of each party as he or she feels fit;
- Limit redundant testimony or testimony not directly related to homeless claims;
- Make allowances for parents who might not be experts in limiting their argument or knowing how to put on a presentation of facts;

The Ombudsperson shall, as part of the meeting, allow for a complete presentation of relevant facts by all parties. The child and/or his or her parent or guardian should be allowed to have assistance from a legal representative knowledgeable of federal and state laws pertaining to homeless students’ educational rights.

Prior to the dispute resolution meeting, the ombudsperson must inform all parties that they may request copies of documents that will be used by the other party during the meeting. Such requests must be received within five (5) school days of the meeting.

Within ten (10) school days after the conclusion of the dispute resolution meeting if possible, the ombudsperson shall make a written determination on a form supplied by the ISBE as to the issue under disagreement. The form, at a minimum, shall include the following:

| SECTION                   | CONTENT  |
|---------------------------|--|
| Background Information    | Name of the district and school; name of the parent/guardian and student(s); and the nature of the dispute.  |
| Individuals in Attendance | A complete listing of all individuals present for the dispute resolution meeting and their professional titles.  |
| Case-Specific Timelines   | Timeline of procedural events, including: the date the district invoked dispute resolution; the date the dispute resolution meeting was convened; and the date of the final determination of the Ombudsperson. |
| The Arguments             | The arguments and positions of each party, including the evidence, testimony and documentation used in support.  |
| Discussion                | The Ombudsperson’s discussion of the parties’ arguments, including the weight to be given to each. If the Ombudsperson does not agree with or support an argument  |

|                                      |   |
|--------------------------------------|---|
|                                      | made by one of the parties, a discussion of why s/he feels such should be discounted in making a final determination.   |
| Fixed, Regular and Adequate Analysis | The Ombudsperson must complete an analysis as to the current living situation of the student(s) and make findings as to whether or not such living situation is fixed, regular and adequate.          |
| Final Determination                  | The final determination, finding the student(s) either “homeless” or “not homeless” pursuant to federal law and state law/policy. The date of the final determination must be explicitly noted.       |
| Notice of Right to Appeal            | Notice of the parties’ right to appeal the final determination to the State Coordinator for Homeless Education. Such notice must include all of the language referencing appeals in the State Policy. |

**Appealing the Determination of the Ombudsperson**

Either party may, within five (5) school days of the ombudsperson’s determination, send a written request to the State Coordinator asking the State Coordinator to review such decision for compliance with applicable law. Such request must include any documentation related to the dispute resolution proceeding. The request may be made via U.S. Mail or via email.

Upon receiving a request for review, the State Coordinator shall direct the ombudsperson to submit all documents, notes, transcripts, and other materials used by all parties to present their respective cases. The State Coordinator may also request from either party any additional information that he or she deems relevant to determining compliance with applicable law.

No later than fifteen (15) school days after receiving the request for review, the State Coordinator shall make a final decision regarding the ombudsperson’s decision and the appropriate placement of the student (deferring, in this review, to any and all findings of fact by the Ombudsperson).

If the State Superintendent of Education or designee determines that the district’s action giving rise to the dispute is inconsistent with applicable law, he/she may order the district to take any action necessary for such district to be in compliance with applicable law. Should the district not comply with such order, the State Superintendent shall place the district’s recognition status on probation in accordance with 23 Ill. Admin. Code 1.20(b).

| ACTIVITIES   | TIMELINES |
|--|-----------|
| Train LEA homeless education liaisons in dispute resolution processes via LALs.  | Ongoing   |
| Train homeless education liaisons in their duties to represent homeless youth who may be involved in a disagreement related to their homeless status and education via LALs. | Ongoing   |

- iv. Describe the SEA’s procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies.

LEA homeless liaisons are required to ensure that homeless youth, unaccompanied homeless youth **and youth separated from public schools** are enrolled in school, have opportunities to meet the same challenging state academic standards as **non-homeless** children and youths, and are informed of their status as independent students under the Higher Education Act of 1965. Youths must be assured that they may obtain assistance from the LEA homeless liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (Section 722(g)(6)A)(x)). Liaisons must assist unaccompanied youth **and youth separated from public schools** in receiving the help they need from counselors to advise and prepare them for college and ensure that procedures are implemented to identify and remove barriers that prevent students from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.

**To ensure that unaccompanied homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including identifying and removing barriers that prevent the youth from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies, LEA's are expected to review a student's previous school records to calculate, award, and receive partial credits from the prior school and participate in credit recovery opportunities, e.g. online learning, leaning labs, and computerized modules. The LEA Homeless Liaison will lead the review process, along with school counselors, administrators, and other school staff, as designated by the LEA. The LAL may also be included in the process at the request of the LEA or at the request of the parent/guardian or youth**

**Illinois does not currently have a uniform plan to insure appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. Through a McKinney-Vento Student Services Advisory Committee (MVSSC), ISBE will focus on developing formal state guidance and procedures for granting partial and/or full credit for school work satisfactorily completed in a previous school/district by a youth experiencing homelessness. When addressing such guidance, the MVSSD will take into account the following variables with respect to prior completed coursework: course length, rigor of the program, comparability of standards and grading system.**

**If a dispute should arise between the LEA and the parent/guardian or youth regarding acceptance of the appropriate cred for full or partial coursework satisfactorily completed while attending a prior school, the parent/guardian or youth has the right to appeal the decision through the Dispute Resolution process.**

**As a requirement of the McKinney-Vento sub-grants, the LALs are required to provide outreach to homeless children and youth not in the public schools. During school district homeless liaison and administration trainings, the LALs train the districts on assistance in identifying homeless youth not currently enrolled in or attending school. The LALs and the school district liaisons partner with community service agencies and local community group to assist with identifying homeless youth not attending school.**

The LAL and the LEA homeless education liaison will be responsible to for annual trainings for district and program staff on the needs of runaway and homeless youth, including **youth separated from the public schools**. They will disseminate information about homeless youths and update information on unaccompanied youths **and youth separated from public schools** to all sites where youths may gather to educate and inform them of their rights. The LAL and LEA liaison will develop collaborative relationships with shelters and services providers focusing on unaccompanied youth and **youth separated from public schools**. School district personnel will receive training on the educational right of unaccompanied youth, including guardianship issues that cannot exclude enrollment. Abiding by the guidelines, defined in the IDEA 2004 relative to homeless unaccompanied youth with a disability of special education needs will be addressed as well as the need for referral to social service agencies for needed services.

- v. Describe the SEA's procedures to ensure that homeless children and youths:
  - i. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the state;
  - ii. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
  - iii. Who meet the relevant eligibility criteria, are able to participate in federal, state, and local nutrition programs.

#### Preschool Programs

The LAL for each of the seven regions must ensure that homeless children receive the services that they need to become successful, lifelong learners. The LAL should work with other service providers in their region, such as Continuum of Care, shelters, food banks, and health and housing providers to assist families in homeless situations. Active working partnerships will allow all entities to be able to provide services that address the needs of homeless families and to identify children age birth to 5 who are in need of early childhood education services.

LEA homeless education liaisons will identify homeless families with preschool-age children during initial school enrollment or as part of the identification of a family's transitional status during the academic year and will collect data on all children in the family. It is the responsibility of the homeless liaison to ensure that the homeless children and their families have equal access to ISBE-funded preschools available in their community and to make referrals to all early childhood programs of any kind that homeless children age birth to 5 may be eligible for within their community service area.

ISBE early childhood programs are those included in the Early Childhood Block Grant, Prevention Initiative for Programs Offering Coordinated Services to At-Risk Children and Their Families from Birth to Age 3 Years, and Preschool for All Children Ages 3 to 5 Years. The Prevention Initiative Program provides early, continuous, intensive, and comprehensive child development and family support services to help families build a strong foundation for learning to prepare children for later school success.

The Preschool for All initiative focuses on providing high-quality educational programs for children who are determined to be at risk of academic failures. First priority is given to children at preschool screenings who are determined to be at risk of academic failures due to environmental and developmental delays. A disproportionate share of children come from low-income working families, homeless families, teen parent families, or families where English is not the primary language spoken in the home. Homeless children and youths are a priority in this high-risk category and if slots are available at the time of enrollment, homeless children must be enrolled immediately. If no slots are available, the child must be placed at the top of the program's waiting list. Children who are at a greater risk of academic failure may be rescreened within the first 30 days of school attendance.

ISBE believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs. Community services coupled with a commitment to supporting early childhood education will give additional support to ensuring that all Illinois children have the opportunity to develop a strong foundation for learning. These two factors help make the ultimate goal of having students be college and career ready more attainable.



District homeless liaisons will also assist families to access federally funded Head Start programs, when appropriate. Head Start has specific local criteria for meeting the needs of homeless children in the community. Head Start provides information about families their staff identifies as in need of homeless education services. Head Start programs identify a need that closely aligns their family service provisions for early childhood students with local homeless education liaisons to coordinate services. Head Start staff members often have collaborative relationships with local public health clinics and may be able to obtain immunization records to ensure that homeless children do not receive excessive immunizations due to their living situation.

ISBE collects data for LEAs- and ISBE-funded birth to 3 and preschool programs (e.g., Prevention Initiative, Preschool for All, Preschool Expansion Grant, and other district-funded programs) through the Student Information System (SIS). Data collected through SIS for kindergarten through grade 12 is significantly higher than birth to age 5 data. Based on research, there are more children between birth and age 5 that are in a homeless situation than any other age group. A focus will be placed on training all LEA- and ISBE-funded Early Childhood programs personnel to collect and enter data on homeless children that they serve as they identify, enroll, and provide services for the children.

#### Barriers to Academic and Extracurricular Activities

Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Procedures in Illinois law eliminate barriers to academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs (11432(g)(1)(F)(iii)). Such legal provisions will be enforced via each LAL, who will monitor compliance and provide technical assistance to the districts in his/her charge. Further, information regarding the rights of homeless pupils with respect to equal access to such programs will be disseminated by the SEA and LALs via webinars, materials, guidance and formal updates/communications.

Magnet schools, summer school programs, career and technical education, advanced placement, online learning, and charter school programs may be highly motivating or a necessary option for homeless children and youth to reach their highest education potential. The LAL will work with homeless children and youth and their families to assist in gaining access to these programs. In addition, the LAL will work with staff within the programs through trainings on the McKinney-Vento program and also through ongoing technical support to the programs.

Extracurricular school activities, such as sports, music, theater, debate, and clubs often a key to engaging child and youth in school. They can provide students with a sense of belonging, stability, pride, and responsibility and strengthen a student's application for higher education admission and scholarships. Homelessness can create barriers to participation in extracurricular activities. Homeless students who change schools during the school year may not meet residency requirements related to sports or may enter school in the middle of the season. They may lack birth certificates, physical examinations, and other documents normally required prior to participation and may not be able to pay for equipment or fees. The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.

LEAs are required to enroll children and youths experiencing homelessness immediately. "Enroll" is defined in the McKinney-Vento Act as specifically "attending classes and participating fully in school activities." Therefore, homeless students must be allowed to enroll and participate immediately in class and other academic activities and extracurricular school activities, such as sports, music, and clubs.

Ongoing and close collaboration with the Illinois High School Association and the Illinois Elementary School Association to ensure alignment with policy and procedures regarding homeless children and youth will be an ongoing process for both ISBE and the LALs. Further, the Illinois High School Association and the Illinois Elementary School Association will have membership on the MVSSC. Trainings will be provided on the value of academic and extracurricular activities for homeless children and youth. The LAL and LEA homeless liaison will provide guidance to schools regarding removing barriers to accessing academic and extracurricular activities.

#### Nutrition Programs

Materials developed and disseminated online include information regarding the right of homeless children and youths to receive services under the Free and Reduced-Price Lunch Program. These materials are reviewed and revised on a continuous basis to ensure that information is current and effectual and meets the needs of students experiencing homelessness and their families. School officials may accept documentation that the children are homeless from the local education liaisons or directors of homeless shelters where the children reside to expedite the delivery of nutritional programs. Documentation to substantiate free meal eligibility must consist of the child's name or a list of names, effective date(s), and the signature of the local education liaison or the director of the homeless shelter. This documentation is acceptable in lieu of a free and reduced-price meal application.

Additionally, implementation of these expedited procedures encourages public school determination officials to work closely with the homeless education liaison to ensure that homeless children and youths are provided free meal benefits as promptly as possible. School food service personnel must be promptly advised when homeless children and youths leave school or are no longer considered homeless. Households or unaccompanied youths must be provided with an application for free and reduced-price meals when the family or youths are no longer considered homeless. The homeless education liaison must carefully evaluate each child's situation.

Homeless children and youths residing with another household application process will not include the size and household income of the "host family" to determine eligibility for free or reduced-price meal eligibility. The "host family" may now also be eligible for free or reduced-price meals based on the total number in the household and can be provided temporary approval for this eligibility until the homeless family leaves the "host family" residence.

Unaccompanied youths **or youth separated from public school** who live alone are to be considered a household of one based on the definition of "emancipated child" in the Eligibility Guidance for School Meals Manual. Section 107 (Runaway, Homeless, and Migrant Youth Directive USDA update from the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, which amended the Richard B. Russell National School Lunch Act). It states that effective July 1, 2004, homeless, runaway, and migrant children are categorically eligible for free school meals. No application is required for these children, as they may be directly certified based on lists provided by the local shelter director, a school district homeless education liaison, a migrant education coordinator, or similar officials. The lists must contain the child's name and a signature and date of the official making the determination. The eligibility lasts for the full school year regardless of changes in status as runaway, homeless, or migrant.

All homeless education liaisons are trained in using ISBE, U.S. Department of Agriculture (USDA), and McKinney-Vento guidance and materials. The USDA guidance also is used as a guide to state and local food programs. ISBE staff members who work with school nutrition programs are trained on an ongoing basis to maintain the most current information related to the USDA regulations pertaining to families with children or youths who are experiencing homelessness, on the McKinney-Vento Act, and on the role of the homeless education liaisons. They work with their contacts at local schools to make sure that local nutrition staff members are familiar with the local homeless education liaison.

A focus of all trainings provided to school districts is to best assist homeless families by ensuring that school forms brochures, websites, handbooks, and instructional materials reflect accurate information about homelessness and rights and are easily accessible. Further, training all staff, board members, and administrators responsible for school enrollment on Illinois and federal residency and homeless laws will be encouraged and will be offered via the LEA liaison and LAL.

| Activities   | Timelines |
|--|-----------|
| Train LAL and LEA homeless education liaisons on specific needs of runaway and homeless youth.   | Ongoing   |
| Distribute homeless youth posters.   | Ongoing   |
| Distribute updated information on unaccompanied youth and youth separated from public schools to all sites where youth may gather to educate and inform them of their rights.  | Ongoing   |
| Development of collaborative relationships with shelters and services providers focusing on unaccompanied youth and youth separated from public schools.   | Ongoing   |
| Train school district personnel on the educational rights of unaccompanied youth and youth separated from public schools, including guardianship issues that cannot exclude enrollment.  | Ongoing   |
| Establish enrollment procedures to accommodate unaccompanied youth and youth separated from public schools with direct referral to the LEA homeless education liaison to provide assistance to develop a surrogate educational advisor relationship for the youth regarding education decisions and use of the Caregiver Form<br><a href="https://www.isbe.net/Documents/83-04J_caregivers.pdf">https://www.isbe.net/Documents/83-04J_caregivers.pdf</a> | Ongoing   |
| Abide by the guidelines defined in the IDEA 2004 relative to homeless unaccompanied youth and youth separated from public schools who have a disability or special education need.   | Ongoing   |
| Provide referral to social service agencies for services needed by unaccompanied youth and youth separated from public schools.  | Ongoing   |
| Present at regional and statewide meetings of school counselors on removing barrier to receiving full or partial coursework in accordance with State, local, and school policies.  | Ongoing   |
| Train districts on the responsibilities to identify, provide equal access and support services to unaccompanied homeless youth and youth separated from public schools.  | Ongoing   |
| LAL will assist unaccompanied youth, youth separated from public schools, families/caregivers and school counselors in accessing secondary education for the youth.  | Ongoing   |
| Collaborate with IHSA and IESA to ensure alignment with policy and procedures regarding homeless children and youth.   | Ongoing   |
| Provide training on the value of academic and extra-curricular activities for homeless children and youth.   | Ongoing   |
| LALs and LEA homeless education liaisons will provide trainings and guidance to school district administrators, coaches, teachers, club sponsors, faculty advisors and other district personnel regarding removing barriers to accessing academic and extra-curricular activities.   | Ongoing   |

|  |         |
|--|---------|
| LALs will share district and local policies and procedures which expedite and support full participation of students experiencing homelessness, including magnet schools, summer school, career and technical education, advance placement, online learning, gifted and talented, and charter school programs. | Ongoing |
| SEA reviews current policy and adopts a modified one, as needed, to support federal and state law.   | Ongoing |
| Collaborate with school districts to revise any local policies that are barriers to the enrollment of homeless children and youth.   | Ongoing |
| Monitoring of sub-grantees annually to ensure compliance with the McKinney-Vento Homeless Act.   | Ongoing |
| LALs conduct monitoring within their regional area to ensure LEA compliance with McKinney-Vento Homeless Act.  | Ongoing |
| Training of Lead Area Liaisons and district liaisons on the removal of barriers for students experiencing homelessness.  | Ongoing |

- vi. Describe the SEA’s strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Ongoing trainings are provided to liaisons and district staff on the removal of barriers for homeless children and youth. This information is shared with all district liaisons and addressed at all area trainings by the LAL’s. School districts are advised to review their school policy and make any revisions to policies that may not address barriers to homeless student enrollment.

ISBE considers the school enrollment, attendance and success of homeless children and youth throughout Illinois as a high priority. It is the policy of the ISBE that every homeless child and youth be sensitively identified as required by the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), 42 U.S.C. § 11431 *et seq.*, that every such child or youth be enrolled in and attend the appropriate school on every school day, and that school admission for such children and youth be immediate and be handled sensitively and in a child and family-centered manner in accordance with McKinney-Vento and the Illinois Education for Homeless Children Act (IEHCA), 105 ILCS 45/1-1 *et seq.* This policy is promulgated with the intention of minimizing educational disruption for homeless children and youth and promoting stability and continuity in education as well as providing social supports during a period of housing instability. Illinois law and regulations contain multiple provisions to remove barrier to education access for children and youth experiencing homelessness. ISBE specifically requires that barriers related to outstanding fees, fines, or absences be waived for homeless families. Furthermore, regardless of housing status, a student in Illinois cannot be denied educational services based upon outstanding school fees, fines or absences. It is the expectation of ISBE that districts and LEA homeless liaisons will identify the needs of homeless pupils in this regard and ensure compliance with the law and regulations. In addition to fee, fines and absence provisions, each of the the issues below will be enforced through LAL or ISBE intervention through normal compliance, monitoring and enforcement procedures. Failure to comply may result in the reduction in a school district’s state recognition status. Further, information regarding the rights of homeless pupils with respect to equal access to such programs will be desiminated by the SEA and LALs via webinars, materials, guidance and formal updates/communications.

**Requirements of immunization and other required health records:**

LEAs must not delay the enrollment of homeless children or youth. If required health records are not readily available, the LEA homeless liaison must work with the parents/caregivers, unaccompanied youth, and youth separated from public schools to meet the health records requirement. The LAL may also provide assistance to the parent/caregiver or unaccompanied youth to obtain the necessary health records. Under no circumstance may a

homeless student be denied enrollment because the inability to produce such documentation was caused by homelessness.

**Residency Requirements**

When responding to residency questions, districts need to think about whether the pupil at issue may be homeless as defined under federal (McKinney-Vento Act, 42 U.S.C. 11431) and Illinois (the Illinois Education for Homeless Children Act, 105 ILCS 45/1-1, or IEHCA) laws. Under both federal and Illinois law, school districts have an affirmative duty to identify homeless families within the district. Each school district’s homeless liaison must be involved to provide assistance to families who may be homeless, so that they are aware of their right to enroll their children in school. In all cases, however, the provisions of McKinney Vento supersede state laws on residency requirements.

**Lack of birth certificates, school records, or other documentation;**

The LEA homeless liaison and the LAL will work with the parents/caregiver, unaccompanied youth and youth separated from public schools to obtain the birth certificate. However, under Illinois law, no student may be denied enrollment based on not presenting a birth certificate or previous school records. The one exception is that transferring students must present a form that indicates that they are in “good standing” with respect to immunizations and not being disciplined by suspension or expulsion. However, it is the policy of ISBE that homeless students must be enrolled even without this form and the district should work to receive the document after enrollment.

**Guardianship issues;**

With the exception of students with IEPs, guardianship of children or youth is not a requirement to enroll children and youth in school. The child is enrolled based on where they are currently residing, or their “school of origin” (the school that they last attended when permanently housed.) The Caregiver Form [https://www.isbe.net/Documents/83-04J\\_caregivers.pdf](https://www.isbe.net/Documents/83-04J_caregivers.pdf) will provide necessary documentation for enrolling as a caregiver.

**Uniform or dress code requirements.**

The LEA homeless liaisons and the LAL will work together to ensure that the children and youth to meet the schools uniform or dress code requirements, Title 1, Part A funds may be used to remove this barrier.

**In General**

The LAL for each of the seven regions must ensure that homeless children receive the services that they need to become successful, lifelong learners. The LAL will work with other service providers in their region, such as Continuum of Care, shelters, food banks, and health and housing providers to assist families in homeless situations. Active working partnerships will allow all entities to be able to provide services that address the needs of homeless families and to identify children age birth to age 5 who are in need of early childhood education services.

| ACTIVITIES   | TIMELINES |
|--|-----------|
| LALs will provide training to school districts on removing barriers that could result in enrollment delay.   | Ongoing   |
| Collaborate with school districts to revise any local policies that are barriers to the enrollment of homeless children and youth.   | Ongoing   |
| LAL will assist families/caregivers, unaccompanied youth and youth separated from public schools to relieve any barriers that might cause delay in enrollment.                             | Ongoing   |
| SEA will work with IDPS and IDHS to inform them of McKinney-Vento rights of children and youth experiencing homelessness and address the five barriers that may cause delay in enrollment. | Ongoing   |
| LEA policies and procedures are reviewed as part of the LEA McKinney-Vento monitoring process conducted by the LAL.  | Ongoing   |

**Illinois State Board of Education Meeting  
via video conference  
August 16, 2017**

**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor  
100 W. Randolph, Chicago, IL

**Springfield Location:** ISBE Video Conference, 3<sup>rd</sup> Floor  
100 N. First Street, Springfield, IL

**ROLL CALL**

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

**Members Present in Springfield**

Kevin Settle  
Craig Lindvahl  
Susie Morrison

**Members Present in Chicago**

Eligio Pimentel, Vice Chairman  
Cesilie Price, Secretary  
Lula Ford  
Ruth Cross  
Jason Barclay

**RESOLUTIONS &  
RECOGNITION**

There was a brief, ceremonial swearing-in for incoming Board member Susie Morrison.

**PUBLIC  
PARTICIPATION**

Kenneth Newman, a member of the Hyde Park-Kenwood Community Action Council, expressed his concerns with homeschool students and physical education.

Eligio Pimentel welcomed Regional Superintendents Mark Jontry of ROE #17 and Jane Quinlan of ROE #9 to the meeting.

**RESOLUTIONS &  
RECOGNITION**

The Board recognized Ben Martindale for his many years of service in the education field, including those years in the North Chicago School District as a teacher and most recently as the chief education officer. The Board recognized him for his strong leadership and advocacy for education and children.

Cesilie Price moved that the State Board of Education hereby approve the resolution honoring Ben Martindale. Ruth Cross seconded the motion and it passed with a unanimous voice vote.

**PRESENTATIONS  
AND UPDATES**

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE; Diana Rauner, president of Ounce of Prevention; and Amanda Dykstra, curriculum coordinator for Valley View School District #365, presented to the board on the importance of kindergarten readiness in relation to long-term school success. Amanda discussed highlights from the pilot district's experience with implementation and feedback it has received from community stakeholders. There was discussion among Board members regarding transitioning to full-day kindergarten statewide and it was suggested as a topic for the Board retreat in September.

**CONSENT  
AGENDA**

Following discussion among Board members, the 21<sup>st</sup> Century Community Learning Centers Program was removed from the consent agenda for a separate 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 June 14, 2017, Board meeting.

**Rules for Initial Review**  
**Part 650 (Charter Schools)**

The proposed amendments establish criteria to distribute loan funds to charter schools for certain costs incurred during the initial charter term. Specifically, all applications must be received by March 15 of each fiscal year. ISBE will make determinations on whether a charter school will receive funds within 15 days after the award determination date. Applications must include the following: A list of all applicable expenditure areas; the amount of the loan requested; a description of the proposed uses for the funds; and assurances and certifications that include funds will be used only in the specified grade level. The charter school governing board must approve a resolution authorizing the application for funds and will comply with the section of the School Code creating the Charter School Revolving Loan Fund, these rules, and the loan agreement. All loans must be repaid by the end of the initial charter term.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Charter Schools (23 Illinois Administrative Code 650), including publication of the proposed amendments in the *Illinois Register*.

**Rules for Adoption**  
**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 and determine appropriate program placements for them. The Division of English Language Learning was recently made aware that the current screening instrument will no longer be available for use by school districts. ISBE has chosen the World-class Instructional Design and Assessment (WIDA) Screener (2016) as the prescribed screening instrument and ACCESS for ELLs 2.0<sup>®</sup> as the English language proficiency assessment. Both assessment tools were created and maintained by the WIDA Consortium, Wisconsin Center for Education Research.

The State Board of Education 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**  
**Advanced Placement Test Fee Program**

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

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

**After School Matters Program Grant**

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

The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with After School Matters in the amount of \$2,443,800



to provide after-school programming for Chicago teens. This grant is effective upon execution to June 30, 2018.

**Truants' Alternative & Optional Education Program (TAOEP) Grant**

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

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

**IDEA Part B Discretionary Grant – Illinois Statewide Technical Assistance Collaborative/Illinois Multi-Tiered System of Supports Network Continuation Funding**

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

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

**IDEA Part D State Personnel Development Grant – Illinois Multi-tiered System of Supports Network Continuation Funding**

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

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

**Contract for Assessment Development, Content Management, and Technical Services Provider**

The Assessment and Accountability Division in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to execute a contract with New Meridian Corporation for development, content management, and technical services support for the state summative assessment in English/language arts and mathematics for the roughly 902,000 students currently in grades 3-8. The contract begins upon execution and extends through June 30, 2018, with two optional one-year renewal periods. The total contract value over the three years is not to exceed \$19,618,500.

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

**Illinois Science Assessment Technology Vendor Sole Source Contract with Breakthrough Technologies**

The Division of Assessment and Accountability in the Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into a sole source contract with Breakthrough Technologies to provide services for ongoing support and development of the Illinois Science Assessment (ISA)

platforms. The contract amount is not to exceed \$2 million for the term of Oct. 1, 2017, through June 30, 2018.

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

**Illinois Science Assessment Technology Vendor Request  
for Sealed Proposals July 1, 2018, through June 30, 2023**

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

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

**Illinois Science Assessment Intergovernmental Agreement  
with the Board of Trustees of Southern Illinois University at Carbondale**

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

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

**Southwest Organizing Project**

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

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

**END OF THE CONSENT AGENDA.**

**21<sup>st</sup> Century Community Learning Centers Program**

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

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

**21<sup>ST</sup> CENTURY  
COMMUNITY  
LEARNING  
CENTERS  
PROGRAM**

Ruth Cross seconded the motion and it passed 7-0 on a roll call vote with Cesilie Price abstaining.

### **Illinois Science Assessment Threshold Scores and Performance Level Descriptors**

#### **ILLINOIS SCIENCE ASSESSMENT THRESHOLD SCORES AND PERFORMANCE LEVEL DESCRIPTORS**

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

Lula Ford moved that the State Board of Education hereby authorize the State Superintendent to adopt the ISA threshold/cut scores and performance levels. Cesilie Price seconded the motion and it passed on a unanimous roll call vote.

#### **BUDGET UPDATE**

Robert Wolfe, chief financial officer at ISBE, briefly updated the Board on the current FY 2018 budget. There were questions and discussion Board members and Robert regarding the status of schools operating this fall without a funding formula in place. Robert also gave a brief update on North Chicago and East Saint Louis school districts and their financial situation with the current budget.

#### **LEGISLATIVE UPDATE**

Amanda Elliott and Sarah Hartwick, co-directors of government relations at ISBE, provided an update on legislation signed into law. Among those are legislation on initiatives regarding licensure and legislation that would enact two task forces as well as other legislative initiatives. The Pre-school Expulsion Bill was signed into law and will be enacted in January 2018. Sarah discussed the current status of Senate Bill 1947, the school funding formula bill that incorporates Governor Rauner's amendatory veto language.

#### **ESSA UPDATE**

Jason Helfer provided an update on the ESSA State Plan, specifically the recently received feedback from the U.S. Department of Education. He informed the Board that his team is working with the P-20 Council to ensure ISBE meets statutory requirements. Jason Barclay suggested more discussion with the Board before the next draft is submitted. Susie Morrison suggested that it could be discussed further at the Board's retreat in September.

#### **ANNOUNCEMENTS AND REPORTS**

Superintendent Smith recognized Jeff Aranowski's for his role in guiding the emergency rule making through JCAR recently to help address the teacher shortage in Illinois.

#### **INFORMATION ITEMS**

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

#### **MOTION FOR ADJOURNMENT**

Jason Barclay moved that the meeting be adjourned. Cesilie Price seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:16 a.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**  
**September 13-14, 2017**

**TO:** Illinois State Board of Education

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

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

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Jeff Aranowski, Executive Director, Safe & Healthy Climate  
Emily Fox, Division Administrator, Educator Effectiveness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion adopting 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:

- 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**

District superintendents have testified at recent State Board of Education meetings that they are unable to locate and hire appropriately licensed staff for a number of teaching positions. Identified statewide teacher shortages, as well as local and regional shortages, have placed school districts in the impossible position of offering required coursework while ensuring that teachers in these positions are appropriately qualified. In some cases, school districts have been unable to offer coursework due to shortages. As a result of teacher shortages across Illinois, the U.S. Department of Education in 2016 approved all endorsement areas as shortage areas. In doing so, individuals are eligible for loan forgiveness.

These rules are necessary insofar as many students are unable to access opportunities due to a shortage of appropriately endorsed teachers. Put differently, the teacher shortage has impacted the availability of opportunities for each and every child in Illinois. Insofar as schooling is a primary way in which young people are introduced to content areas of which they may not

otherwise be aware, the teacher shortage has impact on the public interest generally and welfare of students in particular.

The teacher shortage is a concern nationwide, but ISBE can assist Illinois districts by allowing currently licensed teachers to be placed immediately in the classroom while they work to obtain endorsements in those assignments, provided they pass the content area test for the assignment. In practical terms, affording educators this opportunity can increase the diversity of courses a district may offer.

In Part 1, portions of the rules that focus on assignment are modified to state that a teacher who successfully completes a content test will be able to be assigned to teach in that content area for three years during which time the individual can complete the required coursework for the endorsement.

The proposed amendments were published in the *Illinois Register* on July 14, 2017, to elicit public comment; two comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.

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

**Pros:** The proposed changes allow school districts to get teachers into the classroom more quickly in order to provide students with a quality education.

**Cons:** Not proceeding with the rulemaking will cause school districts to limit classes or overcrowd classrooms. This may lead to not adequately providing services for all students.

### **Superintendent’s Recommendation**

I recommend that the following motion be adopted:

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

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

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

### **Next Steps**

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

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

**Comment**

One commenter recommended these provisions, as well as the companion rules in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 30, be in effect for a maximum of three years. The commenter states that during this time ISBE should collect data on the number of short-term approval requests, how many individuals are receiving the short-term approval outside their grade range, the pass/fail rates for exams, and the number of educators completing the endorsement requirements. This commenter recognizes the need for short-term approvals to assist in areas of the state where positions are unfilled. Collecting data on districts making requests will allow stakeholders to see where positions are unfilled and reasons for the requests.

**Analysis**

ISBE recognizes the desire by the commenter to ensure short-term approvals do not become common place and agrees to add a sunset date. In order to provide immediate relief to districts, ISBE will sunset Section 25.430 by June 30, 2020.

**Recommendation**

No change will be made in this Part as a result of this comment.

**Comment**

The commenter recommends adding all the language in Section 25.430 into 23 Ill Adm. Code 1.710(d)(4), 1.720(d)(6), 1.737(a)(5) and all instances where short-term approvals are found within the administrative rules. Doing so will facilitate consistency and clarity.

**Analysis**

Sections 23 Ill Adm. Code 1.710(d)(4), 1.720(d)(6), 1.737(a)(5) contain cross-references to Section 24.430. Other administrative rules regarding short-term approvals (e.g., special education) are outside the scope of this rulemaking and have a separate set of standards due to the sensitivities of the student populations served. ISBE appreciates the commenter's desire to facilitate consistency and clarity in the administrative rules; however, adding the language of Section 25.430 verbatim in three Sections of the same Part will add unnecessary bulk to those administrative rules. By providing a cross-reference, ISBE is alerting the reader that teachers may be assigned to teach based on the standards established in Section 25.430 while being mindful of the amount of identical language present in the Illinois Administrative Code.

**Recommendation**

No change will be made in response to this comment.

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

PART 1  
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

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



- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

#### SUBPART C: SCHOOL DISTRICT ADMINISTRATION

##### Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

#### SUBPART D: THE INSTRUCTIONAL PROGRAM

##### Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

#### SUBPART E: SUPPORT SERVICES

##### Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

#### SUBPART F: STAFF LICENSURE REQUIREMENTS

##### Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

## SUBPART G: STAFF QUALIFICATIONS

### Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.738 Emergency Assignment of Teachers at All Grade Levels
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher
  
- 1.APPENDIX A Professional Staff Educator Licensure
- 1.APPENDIX B Certification Quick Reference Chart (Repealed)
- 1.APPENDIX C Glossary of Terms (Repealed)
- 1.APPENDIX D State Goals for Learning
- 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
- 1.APPENDIX F Criteria for Determination – Student Performance and School Improvement (Repealed)
- 1.APPENDIX G Criteria for Determination – State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-

21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41 Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_; emergency amendment at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days.

## SUBPART G: STAFF QUALIFICATIONS

### Section 1.710 Requirements for Elementary Teachers

#### EMERGENCY

- a) ~~Except as otherwise allowed in this Section, each~~Each elementary teacher shall hold a valid professional educator license endorsed in a teaching field for the grade level or levels to be taught.
- b) Each elementary teacher first assigned to an elementary position on or after September 1, 1978 shall have formal training in each basic instructional area to be taught.
- c) The endorsement for self-contained general education shall be issued when an individual whose application is received on or before June 30, 2005 demonstrates that he or she has completed the coursework listed in this subsection (c) and passed the content-area test and, if he or she has not already passed the test of basic skills and received an educator license based on it, that test as well. For applications received on or after July 1, 2013, the requirements of 23 Ill. Adm. Code 25.37(b) shall apply.
  - 1) Language Arts
  - 2) Mathematics
  - 3) Science
  - 4) Social Science
  - 5) Physical Education
  - 6) Health
  - 7) Fine Arts
  - 8) General Elementary Teaching Methods
  - 9) Elementary Reading Teaching Methods
- d) No teacher may be assigned to teach self-contained general education at the elementary level unless he or she holds a professional educator license ~~valid for the grade level or levels to be taught and:~~
  - 1) holds the applicable endorsement; or

- 2) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
  - 3) beginning no later than September 1, 2017, meets the requirements of 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1-6)).
  - 4) is assigned pursuant to [23 Ill. Adm. Code 25.430 \(\)](#).
- e) Assignments in reading at the elementary level shall be subject to the provisions of Section 1.745.
- f) Additional requirements may apply to holders of elementary education endorsements on professional educator licenses issued pursuant to 23 Ill. Adm. Code 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education) who teach in grades 5 through 8; see Section 1.720.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

### **Section 1.720 Requirements for Teachers of Middle Grades**

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

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

language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25) applies. When a teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (b)(1) for the major teaching assignment and have no fewer than 5 semester hours in each other subject taught.

- 2) 18 semester hours in the content area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music), unless the subject taught is a foreign language and Section 25.100 of the State Board's rules for Educator Licensure applies. When a middle-grade teacher is assigned to deliver instruction in two or more areas (e.g., English and social science or mathematics and science), the teacher shall meet the requirements of this subsection (b)(2) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught. In addition:

- A) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction.
- B) 3 semester hours of coursework, approved by the college of education or other institutional unit governing teacher education, that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.

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

- A) Math content courses for elementary teachers;
- B) Calculus;

- C) Modern algebra or number theory;
  - D) Geometry;
  - E) Computer science;
  - F) Probability and statistics; and
  - G) History of mathematics.
- 4) Reading  
For major assignments in reading in any of departmentalized grades 6 through 8:
- A) persons first employed on or after September 1, 1978 but before July 1, 2004 are required to have completed the 18 semester hours described in Section 1.740;
  - B) persons first employed on or after July 1, 2004 shall be required to have completed either the 18 semester hours described in Section 1.740 or 18 semester hours in the field that include a practicum and address at least five of the six topics listed at 23 Ill. Adm. Code 25.100(g), provided that:
    - i) the individual completes all the required coursework on or before June 30, 2006; or
    - ii) the individual applies for the reading endorsement on or before June 30, 2006 and completes any coursework identified on a related deficiency statement no later than one year after the date of that statement; and
  - C) new requirements for an endorsement in this field apply to persons who have not met the requirements of either subsection (b)(4)(A) or (B); see also 23 Ill. Adm. Code 25.100(g) and Section 1.745 of this Part.
- 5) Library Information Specialist  
Persons first employed on or after September 1, 1978 as media professionals or library information specialists serving any of grades 6 through 8 are required to have completed 18 semester hours in the field that address administration, organization (cataloging and classification), reference, and selection of materials, provided that the individual completes all the required coursework on or before June 30, 2006, or has applied for the endorsement on or before June 30, 2006, and completes



any coursework identified on a related deficiency statement no later than one year after the date of that statement. New requirements for an endorsement in this field apply to persons who have not qualified on the basis of 18 semester hours; see also 23 Ill. Adm. Code 25.100 and Section 1.755. The provisions of subsection (b)(2) notwithstanding, no individual who has completed only 9 semester hours in the field may serve in this capacity.

- c) On or after February 1, 2018, any individual first assigned to teach in grade 7 or 8, whether departmentalized or self-contained, or in departmentalized grade 6 shall meet the requirements of 23 Ill. Adm. Code 25.99 (Endorsement for the Middle Grades (Grades 5 through 8)) for the major teaching assignment and have no fewer than 6 semester hours in each other subject taught, subject to the exception stated in subsection (a) for assignment in self-contained grades 6 through 8. The requirements of this subsection (c) do not apply to individuals who are first endorsed in agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education on or after February 1, 2018.
- d) No individual may be assigned to teach in departmentalized grades 6 through 8 unless he or she holds a professional educator ~~license that is endorsed and valid for the grade level or levels to be taught and:~~
  - 1) holds a middle-grades endorsement applicable to the content area; or
  - 2) meets the relevant requirements of this Section; or
  - 3) met the requirements of this Section or their predecessor requirements at a time when they were applicable, as confirmed by the employing district's verification of the individual's qualifications; or
  - 4) is assigned pursuant to Section 1.745(b)(3) or 1.755(c); or
  - 5) has received an elementary endorsement issued pursuant to 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)) and has met the relevant requirements of subsection (b) of this Section on or before January 31, 2018; or:
  - 6) [is assigned pursuant to 23 Ill. Adm. Code 25.430 \(\)](#).
- e) A school district may also assign certain other teachers to departmentalized positions in any of grades 6 through 8 for the 2009-10 school year and thereafter as described in this subsection (e). The provisions of this subsection (e) are no longer applicable starting February 1, 2018; however, any teachers assigned to

departmentalized positions in grades 6 through 8 under the provisions of this subsection (e) before that date shall not be affected.

- 1) A teacher who was employed in the district during the school year immediately preceding the year when the instructional format in that teacher's school is changed to a departmentalized configuration and who was appropriately licensed for his or her position but does not meet the requirements of subsection (b) or (c) may be assigned to a departmentalized position in any of grades 6 through 8 for a period not to exceed three school years, provided that he or she has already completed at least 9 semester hours of coursework in the content area of the major teaching assignment. If specific coursework is required for the major teaching assignment under subsection (b), the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
  - 2) The school district shall notify the responsible regional superintendent of schools of all assignments made pursuant to this subsection (e) no more than 30 days after they occur. Further, the school district shall maintain on file for each teacher assigned in accordance with this subsection (e) a plan that:
    - A) includes a statement of intent signed by the individual, stipulating that he or she will complete all requirements for the middle-grades endorsement in the content area of his or her major teaching assignment;
    - B) provides a list of the coursework and experiences that the individual will complete in order to qualify; and
    - C) identifies the institution of higher education where the individual will complete the requirements.
  - 3) No individual may be assigned for more than three school years without attaining the relevant endorsement, and no individual may be assigned for a third school year unless he or she has completed the six semester hours required under subsection (b)(2).
  - 4) If an individual is assigned to deliver instruction in two or more content areas, he or she shall have completed no fewer than 9 semester hours in each content area. If subsection (b) requires specific coursework for any of the content areas taught, the teacher shall have completed 9 semester hours that will count toward an endorsement in that content area.
- f) New Requirements Applicable in 2012

All coursework that forms part of an application for a middle-grades endorsement received on or after February 1, 2012 or that is used in determining the eligibility of an individual to be first assigned to teach a particular subject in the middle grades on or after that date, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

### **Section 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004**

- a) Beginning July 1, 2004, no teacher may be assigned to teach a particular content area in any of grades 9 through 12 unless he or she holds a professional educator license in a teaching field ~~that is valid for the grade level or levels to be taught~~ and:
- 1) holds the applicable endorsement for the ~~assignment~~ content area (and, in the case of the educator license with stipulations endorsed for career and technical educator, has also completed the work experience required pursuant to subsection (c));
  - 2) met the requirements of Section 1.730, 1.735, or 1.736, or their predecessor requirements, at a time when they were applicable to that assignment, as confirmed by the employing district's verification of the individual's qualifications; or
  - 3) meets the minimum requirements for that assignment identified in subsection (b) and has not exhausted the three-year period of eligibility available pursuant to 23 Ill. Adm. Code 25.100(m); or
  - 4) meets the requirements of Section 1.745, if applicable; or;
  - 5) is assigned pursuant to 23 Ill. Adm. Code 25.430 ().
- b) Beginning July 1, 2004, the provisions of this Section shall replace those of Sections 1.730, 1.735, and 1.736 as one basis upon which school districts and other entities subject to this Part may assign individuals to teach specific content areas. The qualifications identified in this subsection (b) are not the same as those for the respective endorsements, ~~nor are they intended to match the requirements for identification as a "highly qualified" teacher in any particular content area.~~ Each individual who is first assigned to a subject area based upon the qualifications delineated in this subsection (b) shall be subject to the requirement for acquiring an endorsement in the respective field within three years after the date of assignment, in accordance with 23 Ill. Adm. Code 25.100(m). For

purposes of the applicability of this requirement, an individual shall be considered "first assigned" to any field in which he or she has not taught in Illinois prior to July 1, 2004.

- 1) For agricultural education; visual or drama/theater arts; business, marketing, and computer education; dance; English language arts; health education; health careers; family and consumer sciences; technology education; mathematics; music; physical education; reading; biology; chemistry; earth and space science; environmental science; physics; economics; geography; history; political science; psychology; sociology and anthropology; and for library information specialists: ~~924~~ semester hours in the field.
- 2) For foreign language: ~~920~~ semester hours in the language.
- 3) For safety and driver education: The 16 semester hours in the field that are specified in Section 1.730(q) of this Part shall continue to apply through January 31, 2012. Each individual first assigned to teach safety and driver education on or after February 1, 2012 shall be required to hold a professional educator license endorsed for the secondary grades and an endorsement received pursuant to 23 Ill. Adm. Code 25.100(k).

c) Additional Requirements for Career and Technical Education

- 1) Assignments at the "skill-level" (grades 11 and 12) in reimbursable career and technical education generally require 2,000 hours of work experience in the area to be taught or, for more than one area, a total of 2,000 hours with no fewer than 250 hours in each area taught. A district may, however, employ an individual who holds a professional educator license endorsed for the secondary grades with the appropriate career and technical education endorsement but who has not completed 2,000 hours of work experience in the occupational area to be taught, provided that the individual acquires this experience in paid employment outside the teaching profession within four years after the date of first assignment. The employing entity shall maintain records to substantiate this experience, which may include written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant's instructors describing the work experience.
- 2) A teacher who is eligible under this Section to provide skill-level instruction in a particular area shall also be eligible to serve as a coordinator of either a specific cooperative education program or interrelated cooperative education, provided that he or she has also completed 6 semester hours of coursework in the organization and administration of cooperative education.

- 3) A teacher serving as a coordinator of cooperative education for special education students shall be required to meet the requirements for assignment as a special education teacher rather than those for assignment as a teacher of career and technical education, except that an individual serving in this capacity shall be required to have completed 2,000 hours of work experience as provided in subsection (c)(1) and 6 semester hours of coursework in the organization and administration of cooperative education.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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*

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

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
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.

The proposed amendments were published in the *Illinois Register* on June 30, 2017, to elicit public comment; three comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** 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**

I recommend that the following motion be adopted:

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

Standards for School Support Personnel (23 Illinois Administrative Code 23),

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

**Next Steps**

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



**Summary and Analysis of Public Comment**  
**23 Ill. Adm. Code 23**  
**Standards for School Support Personnel**

**Comment**

Three commenters expressed concern with respect to individuals showing competence in the listed knowledge and performance indicators.

Specifically, one commenter stated that other mental/behavioral health professionals in schools must meet specific educational, clinical, and academic proficiency requirements. One commenter stated that similarly endorsed school support personnel are required to pass the Test of Basic Skills and a content area test and marriage and family therapists must be held to that same standard.

**Analysis**

The requirements for clinical experience and specific coursework will be enumerated in Part 25 (Educator Licensure). These changes will be made after this rulemaking is finalized in conjunction with other changes in educator licensure. This Part only outlines the standards, or skills and knowledge that school support personnel must possess. Part 25 outlines what requirements must be met in the program for licensure.

**Recommendation**

No change will be made with respect to this comment.

**Comment**

One commenter expressed concern over the lack of detail in the statute. As such, the commenter recommends including the legislative intent in the rules. Specifically, the commenter recommends adding requirements that marriage and family therapists must meet the practice standards of school social workers, school counselors, and school psychologists; complete a master's level course at accredited colleges or universities; complete clinical school experience commensurate with the other school-based mental health professionals; and demonstrate proficiency by passing the Test of Basic Skills.

A second commenter stated in-school internships should be required, similar to other school support personnel endorsement holders.

**Analysis**

Colleges and universities that choose to offer programs for endorsements of this nature have the flexibility to create a program to ultimately lead to the endorsement. As such, those programs have the option to include internships and other course requirements.

**Recommendation**

No change will be made with respect to this comment.

**Comment**

One commenter recommended the rules contain a conflict of interest statement, similar to the following for social worker standards; however, a school social worker shall not provide such services outside his or her employment to any student in the district or districts that employ such school social worker.

**Analysis**

The language proposed by the commenter is in Section 14-1.09a of the School Code. This statement only applies to school social workers and not any other school support personnel. The State Board of Education declines to make this change at this time.

**Recommendation**

No change will be made with respect to this comment.

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                             |
| <a href="#">23.150</a> | <a href="#">Standards for School Marriage and Family Therapist</a> |

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**  
**September 13-14, 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*

**Agenda Topic:** Part 25 (Educator Licensure)

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Jeff Aranowski, Executive Director, Safe & Healthy Climate  
Emily Fox, Division Administrator, Educator Effectiveness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion adopting 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:

- 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**

Portions of rules in Parts 1, 25, and 30 are being modified to focus on assignment (what a district needs to do in order to legally assign a teacher) and receipt of the endorsement.

ISBE is modifying the current rules in Part 25 on short-term assignments. Section 25.430 states that a teacher with nine credit hours in a content area may teach in that content area and has three years to complete coursework and testing requirements for the endorsement. The proposed amendments for this Section include a test-only option (and no coursework) for the purposes of assignability and state that an individual has three years to complete the coursework requirements for the endorsement. In order to ensure that districts have the greatest flexibility, districts can either use the nine-hour requirement or successful completion of an appropriate content test.

Special education and those areas that do not currently have an available content test are outside the scope of the emergency rulemaking. Special education already has a process for

short-term approval and other areas such as driver's education, English as a second language, and computer applications do not currently have a content exam.

Section 25.337 is being modified to clarify the requirements for receipt of the principal endorsement.

The proposed amendments were published in the *Illinois Register* on July 14, 2017, to elicit public comment; two comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

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

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

**Pros:** The proposed changes allow school districts to get teachers into the classroom more quickly in order to provide students with a quality education.

**Cons:** Not proceeding with the rulemaking will cause school districts to limit classes or overcrowd classrooms. This may lead to not adequately providing services for all students.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

Educator Licensure (23 Illinois Administrative Code 25),

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

### **Next Steps**

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



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

**Comment**

One commenter recommends a sunset date of June 30, 2020, for the short-term emergency approvals. By having a sunset date there is flexibility for school districts with immediate need to fill positions, but does not make it common practice. This who apply by June 30, 2020, will have until June 30, 2023, to complete the needed requirements for the position. This allows stakeholders time to address the root abuse of the teacher shortage and change policy and procedures eliminating the need for short-term approvals.

Likewise, the second commenter recommended these provisions be in effect for a maximum of three years. The commenter states that during this time ISBE should collect data on the number of short-term approval requests, how many individuals are receiving the short-term approval outside their grade range, the pass/fail rates for exams, and the number of educators completing the endorsement requirements. This commenter recognizes the need for short-term approvals to assist in areas of the state where positions are unfilled. Collecting data on districts making requests will allow stakeholders to see where positions are unfilled and reasons for the requests.

**Analysis**

ISBE recognizes the desire by the commenter to ensure short-term approvals do not become commonplace and agrees to add a sunset date. In order to provide immediate relief to districts, ISBE will sunset this Section by June 30, 2020.

**Recommendation**

Section 25.430

a) Applicability

- 4) The short-term ~~approval~~ authorization described in this Section shall be available:
  - A) ~~until June 30, 2020,~~ with respect to:
    - Ai) individuals who lack full qualifications in a content area; or
    - Bii) ~~individuals who lack the required grade level endorsements for an assignment until January 31, 2018; individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)); and~~
  - 2B) ~~The short-term approval shall be available in~~ situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.

- 32) The short-term authorization described in this Section shall not be available with respect to:
- A) special education teaching positions; or
  - B) ~~driver's education positions; or~~
  - ↪ Positions in which there is not a content area test for the endorsement. individuals who lack the required grade level endorsements for the assignment in question.

### **Comment**

One commenter recommends increasing from one year to four years the amount of time a school district must provide assurance that the employing entity has not honorably discharged anyone who was fully qualified for the position. This commenter states short-term approvals are mean to be a last resort. Principals and school districts should do their very best to hire and retain teachers with all qualifications and credentials required for each position. Increasing the amount of time will help ensure that this provision is being used only in extreme circumstances.

The second commenter recommends retaining the language of "evidence" of the entity's inability to fill the position as opposed to "a description." This commenter states the entity should be able to provide documented evidence of the measures it has gone through to search for an appropriate individual. Likewise, this commenter recommends school districts also submit evidence of unforeseen departures of teachers who are fully qualified to the Regional Office of Education (ROE) in order to obtain the short-term approval. This commenter believes it is appropriate for this information to be transmitted to the ROE along with the other requirements of Section 25.430(c).

Finally, this commenter recommends requiring school districts to communicate a professional development (PD) and mentoring plan for individuals who have the short-term approval. This commenter appreciates that school districts must ensure these items are in place for these individuals, and goes on to state that PD and mentoring are vital for all educators, particularly those new to the field, a subject area, or grade range. Providing a specific plan will ensure the PD and mentoring is well thought out and provided in a timely manner.

### **Analysis**

School districts must try to fill permanently fill positions. Verification after one year that the employing entity has not honorably discharged the fully qualified teacher as well as a description of the entity's attempts to permanently fill the position provides ISBE with the assurance that the short-term approval is necessary. No change will be made in response to this comment.

Institutions of higher education with preparation programs are approved to offer programs based upon program alignment with content areas and professional teaching standards. The licensure tests required for endorsement (either initial or subsequent endorsements) are developed based upon the standards. Thus, if one can pass a content test that is aligned to the standards, then that individual should be granted the appropriate license or endorsement. By requiring a statement of assurance that school districts are providing PD and mentoring to individuals with short-term approvals, ISBE is allowing school districts the flexibility to create individual plans for

each teacher on a timeline that aligns with that teacher's knowledge, skills and abilities. As such, no change will be made with respect to this comment.

**Recommendation**

No change will be made in response to this comment.

**Comment**

The commenter recommends adding all the language in Section 25.430 into 23 Ill Adm. Code 1.710(d)(4), 1.720(d)(6), 1.737(a)(5) and all instances where short-term approvals are found within the administrative rules. Doing so will facilitate consistency and clarity.

**Analysis**

Sections 23 Ill Adm. Code 1.710(d)(4), 1.720(d)(6), 1.737(a)(5) contain cross-references to Section 24.430. Other administrative rules regarding short-term approvals (e.g., special education) are outside the scope of this rulemaking and have a separate set of standards due to the sensitivities of the student populations served. ISBE appreciates the commenter's desire to facilitate consistency and clarity in the administrative rules; however, adding the language of Section 25.430 verbatim in three Sections of the same Part will add unnecessary bulk to those administrative rules. By providing a cross-reference, ISBE is alerting the reader that teachers may be assigned to teach based on the standards established in Section 25.430 while being mindful of the amount of identical language present in the Illinois Administrative Code.

**Recommendation**

No change will be made in response to this comment.

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

PART 25  
EDUCATOR LICENSURE  
SUBPART A: DEFINITIONS

Section  
25.10 Accredited Institution

SUBPART B: LICENSES

Section  
25.11 New Certificates (February 15, 2000) (Repealed)  
25.15 Types of Licenses; Exchange  
25.20 Requirements for the Elementary Certificate (Repealed)  
25.22 Requirements for the Elementary Certificate (2004) (Repealed)  
25.25 Requirements for the Professional Educator License  
25.30 Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)  
25.32 Teacher Leader Endorsement (Beginning September 1, 2012)  
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)  
25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License  
25.40 Grade-Level Endorsements  
25.42 Requirements for the Special Certificate (2004) (Repealed)  
25.43 Standards for Licensure of Special Education Teachers  
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)  
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement  
25.47 Special Provisions for the Learning Behavior Specialist I Approval  
25.48 Short-Term Emergency Approval in Special Education  
25.50 General Certificate (Repealed)  
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)  
25.65 Alternative Educator Licensure  
25.67 Alternative Route to Teacher Licensure  
25.70 Endorsement for Career and Technical Educator  
25.72 Endorsement for Provisional Career and Technical Educator  
25.75 Part-time Provisional Certificates (Repealed)  
25.80 Endorsement for Part-time Provisional Career and Technical Educator  
25.82 Requirements for the Early Childhood Certificate (2004) (Repealed)  
25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)

- 25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
- 25.90 Endorsement for Transitional Bilingual Educator
- 25.92 Endorsement for Visiting International Educator
- 25.95 Language Endorsement for the Transitional Bilingual Educator
- 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)
- 25.97 Endorsement for Elementary Education (Grades 1 through 6)
- 25.99 Endorsement for the Middle Grades (Grades 5 through 8)
- 25.100 Teaching Endorsements on the Professional Educator License
- 25.105 Temporary Substitute Teaching Permit (Repealed)

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

- Section
- 25.110 Definitions
- 25.115 Educator Preparation Providers
- 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education
- 25.125 Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP
- 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers and Individual Programs
- 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board
- 25.135 Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through Fall Visits of 2001 (Repealed)
- 25.136 Interim Provisions for Continuing Accreditation – Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)
- 25.137 Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
- 25.140 Requirements for the Institution's Educational Unit Assessment Systems (Repealed)
- 25.142 Assessment Requirements for Individual Programs (Repealed)
- 25.145 Approval of New Programs Within Recognized Institutions (Repealed)
- 25.147 Approval of Programs for Foreign Language
- 25.150 The Periodic Review Process (Repealed)
- 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit (Repealed)
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

**SUBPART D: SCHOOL SUPPORT PERSONNEL**

- Section
- 25.200 Relationship Among Endorsements in Subpart D

- 25.210 Requirements for the Certification of School Social Workers (Repealed)
- 25.215 Endorsement for School Social Workers
- 25.220 Requirements for the Certification of Guidance Personnel (Repealed)
- 25.225 Endorsement for School Counselors
- 25.227 Interim Approval for School Counselor Interns
- 25.230 Nationally Certified School Psychologist
- 25.235 Endorsement for School Psychologists
- 25.240 Standard for School Nurse Endorsement (Repealed)
- 25.245 Endorsement for School Nurses
- 25.250 Standards for Non-Teaching Speech-Language Pathologists
- 25.252 Endorsement for Non-Teaching Speech-Language Pathologists
- 25.255 Interim Approval for Speech-Language Pathologist Interns
- 25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

**SUBPART E: REQUIREMENTS FOR THE LICENSURE OF  
ADMINISTRATIVE AND SUPERVISORY STAFF**

- Section
- 25.300 Relationship Among Credentials in Subpart E
- 25.310 Definitions (Repealed)
- 25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
- 25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
- 25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
- 25.315 Renewal of Administrative Endorsement (Repealed)
- 25.320 Application for Approval of Program (Repealed)
- 25.322 General Supervisory Endorsement (Repealed)
- 25.330 Standards and Guide for Approved Programs (Repealed)
- 25.333 General Administrative Endorsement (Repealed)
- 25.335 General Administrative Endorsement (Through June 30, 2016)
- 25.337 Principal Endorsement (2013)
- 25.338 Designation as Master Principal (Repealed)
- 25.344 Chief School Business Official Endorsement (Repealed)
- 25.345 Endorsement for Chief School Business Official
- 25.355 Endorsement for Superintendent (Beginning September 1, 2016)
- 25.360 Endorsement for Superintendent (Through August 31, 2019)
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**SUBPART F: GENERAL PROVISIONS**

- Section
- 25.400 Registration of Licenses; Fees
- 25.405 Military Service; Licensure
- 25.410 Reporting Requirements for Revoked or Suspended Licenses; License Application Denials

- 25.411 Voluntary Removal of Endorsements
- 25.415 Credit in Junior College (Repealed)
- 25.420 Psychology Accepted as Professional Education (Repealed)
- 25.425 Individuals Prepared in Out-of-State Institutions
- 25.427 Limitation on Evaluation or Entitlement
- 25.430 Short-Term [Approval for Teachers at all Grade Levels](#)~~Authorization for Positions  
Otherwise Unfilled~~
- 25.435 School Service Personnel Certificate – Waiver of Evaluations (Repealed)
- 25.437 Equivalency of General Education Requirements (Repealed)
- 25.440 Master of Arts NCATE (Repealed)
- 25.442 Illinois Teacher Corps Programs (Through August 31, 2013) (Repealed)
- 25.444 Illinois Teaching Excellence Program
- 25.445 College Credit for High School Mathematics and Language Courses (Repealed)
- 25.450 Lapsed Licenses
- 25.455 Substitute Certificates (Repealed)
- 25.460 Provisional Special and Provisional High School Certificates (Repealed)
- 25.464 Short-Term Authorization for Positions Otherwise Unfilled (Repealed)
- 25.465 Credit (Repealed)
- 25.470 Meaning of Experience on Administrative Certificates (Repealed)
- 25.475 Renewal Requirements for Holders of Multiple Types of Endorsements on a Professional Educator License (Repealed)
- 25.480 Supplemental Documentation and Review of Certain License Applications
- 25.485 Licensure of Persons with Prior Certificate or License Sanctions
- 25.486 Licensure of Persons Who Are Delinquent in the Payment of Child Support
- 25.487 Licensure of Persons with Illinois Tax Noncompliance
- 25.488 Licensure of Persons Named in Reports of Child Abuse or Neglect
- 25.489 Licensure of Persons Who Are in Default on Student Loans
- 25.490 Licensure of Persons Who Have Been Convicted of a Crime
- 25.491 Licensure of Persons with Unsatisfactory Performance Evaluation Ratings
- 25.493 Part-Time Teaching Interns (Repealed)
- 25.495 Approval of Out-of-State Institutions and Programs (Repealed)
- 25.497 Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS; OTHER PERSONNEL

Section

- 25.510 Endorsement for Paraprofessional Educators
- 25.520 Substitute Teaching License
- 25.530 Specialized Instruction by Noncertificated Personnel (Repealed)
- 25.540 Approved Teacher Aide Programs (Repealed)
- 25.550 Approval of Educational Interpreters

SUBPART H: CLINICAL EXPERIENCES

Section

- 25.610 Definitions



- 25.620 Student Teaching
- 25.630 Pay for Student Teaching (Repealed)

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- 25.705 Purpose – Severability
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- 25.728 Use of Test Results by Institutions of Higher Education
- 25.730 Registration – Paper-and-Pencil Testing
- 25.731 Registration – Computer-Based Testing
- 25.732 Late Registration
- 25.733 Emergency Registration
- 25.735 Frequency and Location of Tests
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- 25.745 Special Test Dates
- 25.750 Conditions of Testing
- 25.755 Cancellation of Scores; Voiding of Scores
- 25.760 Passing Score
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#### SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES

- Section
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- 25.807 Additional Specifications Related to Professional Development Activities of Special Education Teachers (Repealed)
- 25.810 State Priorities (Repealed)
- 25.815 Submission and Review of the Plan (Repealed)
- 25.820 Requirements for Coursework on the Assessment of One's Own Performance (Repealed)
- 25.825 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS) (Repealed)
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- 25.835 Request for Extension
- 25.840 Appeals to the State Educator Preparation and Licensure Board
- 25.845 Responsibilities of School Districts (Repealed)

- 25.848 General Responsibilities of LPDCs (Repealed)
- 25.850 General Responsibilities of Regional Superintendents (Repealed)
- 25.855 Approval of Professional Development Providers
- 25.860 Reporting by and Audits of Providers
- 25.865 Awarding of Credit for Activities with Providers
- 25.870 Continuing Education Units (CEUs) (Repealed)
- 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development (Repealed)
- 25.875 Continuing Professional Development Units (CPDUs) (Through June 30, 2014)
- 25.880 "Valid and Exempt" Licenses; Proportionate Reduction; Part-Time Teaching Funding; Expenses (Repealed)
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**SUBPART K: REQUIREMENTS FOR RECEIPT OF  
THE STANDARD TEACHING CERTIFICATE**

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

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

**SOURCE:** Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987;

amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; preemptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; emergency expired January 16, 2005; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; preemptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at

40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016.

SUBPART E: REQUIREMENTS FOR THE LICENSURE OF ADMINISTRATIVE AND SUPERVISORY STAFF

**Section 25.337 Principal Endorsement (2013)**

- a) This endorsement is required for principals and assistant principals.
- b) A principal endorsement shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) Each candidate shall have:
  - 1) ~~*4 total years of teaching or, until June 30, 2021, 4 total years of working in the capacity of school support personnel in an Illinois public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) or in an out-of-state public school or out-of-state nonpublic school meeting out-of-state recognition standards comparable to those approved by the State Superintendent of Education [105 ILCS 5/21B-25].*~~ *four years of teaching experience or, until June 30, 2021, working in the capacity of school support personnel in a public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must have been accrued while the individual held a valid professional educator license endorsed in a teaching field or, until June 30, 2021, a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or*
  - 2) ~~*four years of experience, which must have been accrued while the personnel certificate or license issued by another state authorizing employment in an out of state public school or in an out of state nonpublic school meeting out of state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425.*~~
- d) For the purposes of Section 21B-25(2)(B) of the School Code [105 ILCS 5/21B-25(2)(B)], a candidate may qualify for the principal endorsement with *fewer than*

4 years of experience upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code [105 ILCS 5/~~Art. 24A~~] and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).

- 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.
  - 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- f) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

### **Section 25.430 Short-Term Approval for Teachers at all Grade Levels Authorization for Positions Otherwise Unfilled**

Subject to the provisions of this Section, an individual entity that is required to employ educator licensed teachers may receive short-term approval for assignment in a position in which he or she does not hold necessary qualifications. Nothing in this Section is intended to modify existing endorsement requirements pursuant to Section 25.100 authorization to employ an individual who does not hold the qualifications required for certain vacant teaching positions when the employing entity has been unable to recruit a fully qualified candidate for that position.

- a) Applicability
- 1) The short-term approval authorization described in this Section shall be available:
    - A) until June 30, 2020 with respect to:
    - Ai) individuals who lack full qualifications in a content area; or

~~Bii) individuals who lack the required grade level endorsements for an assignment. until January 31, 2018, individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)); and~~

~~2B) The short-term approval shall be available in situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.~~

~~32) The short-term authorization described in this Section shall not be available with respect to:~~

~~A) special education teaching positions; or~~

~~B) driver's education positions; or~~

~~C) Positions in which there is not a content area test for the endorsement. individuals who lack the required grade level endorsements for the assignment in question.~~

b) Application Procedures and Validity

~~1) A licensed teacher seeking short-term approval under this Section shall file an application in the Educator Licensure Information System.~~

~~2) The application for short-term approval shall be approved by the State Superintendent if the applicant provides proof of completion of nine semester hours of college coursework in the content area of assignment or provides proof of passing the content area test for the assignment.~~

~~3) Short-term approvals issued pursuant to this Section shall expire on June 30 immediately following the third full fiscal year after the approval was issued and shall not be renewed.~~

~~4) Prior to expiration of the approval, individuals must apply for and receive the applicable endorsement pursuant to Section 25.100 of this Part to continue teaching in the assigned area.~~

c) Filing of Information by School Districts

The employing entity hiring an individual under this Section shall file the following apply for short term authorization by filing with the regional superintendent in a format designated by the State Superintendent:

- 1) a description of the vacant position, including the subject area and the grade level;
- 2) ~~a description evidence~~ of the entity's inability to fill the position with a fully qualified individual; ~~except as limited by subsection (a)(2)(C);~~
- 3) a statement of assurance that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
- 4) ~~the name and Illinois Educator Identification Number (IEIN) of the individual the entity wishes to employ for the position, as well as a list of the license numbers and content area and grade level endorsements held by that individual;~~
- 45) a statement of assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;
- 6) ~~one of the following:~~
  - A) ~~a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C that leads to educator licensure in the content area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or~~
  - B) ~~a written assurance from the licensure officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or~~
  - C) ~~other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or~~
  - D) ~~a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and~~
- 7) ~~a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100) within three school years after the issuance of authorization under this Section.~~



- d) Each regional superintendent overseeing the entity that employs an individual for a position under this Section shall upload the information specified in Subsection (b)(1) through (4) on a form supplied by the State Superintendent into the Educator Licensure Information System account of the employed individual within ten business days of the individual being hired.
- e) ~~Short term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:~~
- 1) ~~holds a professional educator license that is valid for the grade level of the proposed assignment;~~
  - 2) ~~has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and~~
  - 3) ~~has filed the statement of intent required under subsection (b)(7).~~
- d) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short term authorization for the named individual to teach in the specific position for which the application was made.
- 1) ~~The letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such, it shall not be transferable to any other individual, employing entity or teaching assignment.~~
  - 2) ~~Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.~~
- e) ~~Short term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 immediately following the third full year after the authorization was issued.~~
- f) ~~After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the content area for which approval was granted unless he or she has received an endorsement for that content area.~~

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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*

**Agenda Topic:** Part 30 (Programs for the Preparation of Principals in Illinois)

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Jeff Aranowski, Executive Director, Safe & Healthy Climate  
Emily Fox, Division Administrator, Educator Effectiveness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The Educator Effectiveness Division requests the Board to authorize the State Superintendent to adopt a motion adopting 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:

- All kindergarteners 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.

**Background Information**

Portions of rules in Parts 1, 25, and 30 that are being modified to focus on assignment (what a district needs to do in order to legally assign a teacher) and receipt of the endorsement.

Part 30 has been modified to clarify the requirements for the receipt of the principal endorsement. Specifically, the rules removed the requirement that candidates must have a professional educator license endorsed in a teaching field or in school support personnel in order to be admitted into a principal preparation program.

The proposed amendments were published in the *Illinois Register* on July, 2017, to elicit public comment; two comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

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

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

**Pros:** The proposed changes allow school districts to get teachers into the classroom more quickly in order to provide students with a quality education.

**Cons:** Not proceeding with the rulemaking will cause school districts to limit classes or overcrowd classrooms. This may lead to not adequately providing services for all students.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

Programs for the Preparation of Principals in Illinois (23 Illinois Administrative Code 30),

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

### **Next Steps**

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

**Summary and Analysis of Public Comment**  
**23 Ill. Adm. Code 30**  
**Programs for the Preparation of Principals in Illinois**

**Comment**

One commenter recommended these provisions, as well as the companion rules in 23 Ill. Adm. Code 1 and 23 Ill. Adm. Code 25 be in effect for a maximum of three years. The commenter states that during this time ISBE should collect data on the number of short-term approval requests, how many individuals are receiving the short-term approval outside their grade range, the pass/fail rates for exams, and the number of educators completing the endorsement requirements. This commenter recognizes the need for short-term approvals to assist in areas of the State where positions are unfilled. Collecting data on districts making requests will allow stakeholders to see where positions are unfilled and reasons for the requests.

**Analysis**

ISBE recognizes the desire by the commenter to ensure short-term approvals do not become common place and agrees to add a sunset date. In order to provide maximum relief to districts ISBE will sunset Section 25.430 by June 30, 2022.

**Recommendation**

No change will be made as a result of this comment.

**Comment**

The commenter recommends reinstating the language that requires principal endorsement program applicants to have a valid and current Illinois professional educator license (PEL) endorsed in a teaching field or, until June 30, 2019, endorsed in a school support personnel position.

The commenter states that the School Code allows for ISBE or the State Educator Preparation and Licensure Board to lower the requirements of four years of teaching experience based on meeting standards set forth in rules, including without limitation a review of performance evaluations or other evidence of demonstrated qualifications. Principals are instructional leaders charged with assessing, evaluating and improving the quality of teaching in their buildings. To do so effectively, they need the knowledge and skills that only teaching experience can provide.

**Analysis**

The intent of removing the requirement of teaching for four years on a PEL was to expand the individuals who are eligible to enter principal preparation programs. Currently, individuals must have obtained the four years on the PEL by the time her or she completes the preparation program. Principal preparation programs take less than four years to complete and by removing the requirement individuals who do not currently have a PEL can simultaneously earn one and the principal endorsement then begin their career as a principal. Under the current administrative rules, individuals who are coming from out-of-State can obtain their PEL while working towards the principal endorsement. It is only fair in State individuals who are currently teaching in schools that do not require PELs (e.g., charter schools, nonpublic schools) to have the same opportunity to advance their careers.

ISBE agrees principals are building leaders and agrees to clarify experience must be an Illinois public school, recognized nonpublic school, out-of-State public school, or out-of-State nonpublic school meeting recognition standards comparable to our nonpublic school recognition standards (23 Ill. Adm. Code 425).

## Recommendation

### Section 30.70

- a) Have two years' experience as a teacher or school support personnel in an Illinois public school, nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), out-of-State public school, or nonpublic school meeting out-of-state recognition standards comparable to those set forth on 23 Ill. Adm. Code 425. Holds either:
- 1) ~~a valid and current Illinois professional educator license endorsed in a teaching field (i.e., early childhood, elementary, secondary, special K-12 or special preschool-age 21) or, until June 30, 2019, endorsed in a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or~~
  - 2) ~~a valid and current teaching or, until June 30, 2019, school support personnel, certificate, license or endorsement issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools).~~

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

PART 30  
PROGRAMS FOR THE PREPARATION OF PRINCIPALS IN ILLINOIS

|         |                              |
|---------|------------------------------|
| Section |                              |
| 30.10   | Definitions                  |
| 30.20   | Purpose and Applicability    |
| 30.30   | General Program Requirements |
| 30.40   | Internship Requirements      |
| 30.45   | Assessment of the Internship |
| 30.50   | Coursework Requirements      |
| 30.60   | Staffing Requirements        |
| 30.70   | Candidate Selection          |
| 30.80   | Program Approval and Review  |

30.APPENDIX A Internship Assessment Rubric

AUTHORITY: Implementing and authorized by Section 21B-60 of the School Code [105 ILCS 5/21B-60].

SOURCE: Old Part repealed at 29 Ill. Reg. 18439, effective October 31, 2005; new Part adopted at 35 Ill. Reg. 9060, effective June 1, 2011; amended at 36 Ill. Reg. 6819, effective April 23, 2012; amended at 37 Ill. Reg. 4258, effective March 25, 2013; amended at 38 Ill. Reg. 11360, effective May 6, 2014; amended at 39 Ill. Reg. 4009, effective February 24, 2015; amended at 40 Ill. Reg. 3055, effective January 27, 2016; amended at 40 Ill. Reg. 13658, effective September 15, 2016 emergency amendment at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days; emergency amendment at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days.

**Section 30.70 Candidate Selection**

Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each candidate must meet the following minimum requirements.

- a) Have two years' experience as a teacher or school support personnel in an Illinois public school, nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), out-of-State public school, or nonpublic school meeting out-of-state recognition standards comparable to those set forth on 23 Ill. Adm. Code 425. ~~Holds either:~~
  - 1) ~~a valid and current Illinois professional educator license endorsed in a teaching field (i.e., early childhood, elementary, secondary, special K-12~~

~~or special preschool age 21) or, until June 30, 2019, endorsed in a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or~~

~~2) a valid and current teaching or, until June 30, 2019, school support personnel, certificate, license or endorsement issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools).~~

- b) Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois professional educator license or previously issued teaching certificate or school support personnel endorsement (see 23 Ill. Adm. Code 25.720(b)).
- c) Submission of a portfolio that presents evidence of a teacher candidate's achievements.
  - 1) Evidence of teaching experience in each of the following categories:
    - A) Support of all students in the classroom to achieve high standards of learning;
    - B) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;
    - C) Significant leadership roles in the school (e.g., curriculum development, discipline, team teaching assignment, mentoring);
    - D) Strong oral and written communication skills;
    - E) Analytic abilities needed to collect and analyze data for student improvement;
    - F) Demonstrated respect for family and community;
    - G) Strong interpersonal skills; and
    - H) Knowledge of curriculum and instructional practices.
  - 2) For purposes of this subsection (c), "evidence" includes, but is not limited to:



- A) Evaluations of the candidate's teaching abilities from supervisors that attest to students' academic growth;
  - B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
  - C) An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes and steps taken when expected outcomes did not occur;
  - D) Information on the candidate's work with families and/or community groups and a description of how this work affected instruction or class activities;
  - E) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
  - F) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate's involvement on school committees.
- d) Submission of a portfolio that presents evidence of a school support personnel candidate's achievements.
- 1) Evidence of experience in each of the following categories:
    - A) Support within the candidate's service area for all students that contributes to the students' personal growth and development, and high standards of learning;
    - B) Effective support of all students, which shall include data providing evidence of two years of success within their service area in the last five years;
    - C) Significant leadership roles in the school (e.g., curriculum development, discipline, collaboration or consultation with classroom teachers and administrators, mentoring);
    - D) Strong oral and written communication skills;

- E) Analytic abilities needed to collect and analyze data for student improvement;
  - F) Demonstrated respect for family and community;
  - G) Strong interpersonal skills; and
  - H) Knowledge of academic, social, emotional and behavioral supports that meet the needs of all students.
- 2) For purposes of this subsection (d), "evidence" includes, but is not limited to:
- A) Evaluations of the candidate's abilities in his or her service area from supervisors that attest to students' academic growth, and social and emotional development;
  - B) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;
  - C) An analysis of data (e.g., psychological testing, grades, attendance information, disciplinary referrals, course enrollment) that describes how the data were used to provide support, assistance, collaboration or intervention, including an explanation of the student priorities addressed; the academic, social, emotional and/or behavioral outcomes; and the steps taken when expected outcomes did not occur;
  - D) Information on the candidate's work with families and/or community groups and a description of how this work affected students' academic, social, emotional and/or behavioral outcomes;
  - E) Examples of the candidate's analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and
  - F) Evidence of curriculum development, student assessments or other initiatives that resulted from the candidate's involvement on school committees.
- e) Each applicant shall interview with no fewer than two of the program's full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete on site a written response to a scenario presented by the interviewers.

(Source: Amended by emergency rulemaking at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_, for a maximum of 150 days)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 2017**

**TO:** Illinois State Board of Education

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

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

**Materials:** Recommended Rules

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning  
Jeff Aranowski, Executive Director, Safe & Healthy Climate  
Marcia 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 adopting 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 defined to mean 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 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 for the teacher to work 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 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 its application unless it chooses to opt out. If school districts elect to opt out, the amounts the remaining school districts are to receive 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; and
- 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.

The proposed amendments were published in the *Illinois Register* on June 14, 2017, to elicit public comment; three comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** 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 adopts the proposed rulemaking for:

Agricultural Education Program (23 Illinois Administrative Code 75),

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

### **Next Steps**

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

**Summary and Analysis of Public Comment**  
**23 Ill. Adm. Code 75**  
**Agricultural Education Program**

**Comment**

One commenter suggested the name of the grant "Agriculture Education Teacher Three Circles Grant Program" be changed to the "FFA/SAE Grant Program" as it is more recognizable to administrators and agriculture education teachers and those types of activities would be supported with the grant.

**Analysis**

ISBE agrees the name of the grant should include the types of activities supported.

**Recommendation**

SUBPART E: AGRICULTURE EDUCATION TEACHER THREE CIRCLE GRANT PROGRAM  
(FFA AND SAE)

**Comment**

One commenter requested changing "collective bargaining agreement" to "regularly scheduled teaching duties" in the definition of Curricular/intra-curricular related activities. The commenter further suggested making this change throughout the Subpart. This change will more closely align the rules to the statute.

This commenter and another commenter also proposed lowering the recommended level activity from 144 hours to 16 days or 128 hours. This change would keep the emphasis on FFA and SAE activities.

**Analysis**

ISBE agrees to change "collective bargaining agreement" to "regularly scheduled teaching duties" to more closely align the rules with the statute. Additionally, this language will be updated throughout the Subpart.

Additionally, ISBE agrees to make the change relating to the hours of recommended activity to keep the focus on agricultural education.

**Recommendation**

Section 75.500

"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~~ regularly scheduled teaching duties. 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~~ 16 days or 128 hours.

Section 75.510

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 regularly scheduled teaching duties in order to expand and improve their ability to carry out activities based on the three circle model for agricultural education.

#### Section 75.560

- c) Activities funded under this grant as personal services shall occur outside of the teaching day as defined in the collective bargaining agreement the teacher's regularly scheduled teaching duties for the benefit of agricultural education.
- e) Each teacher identified in the intent to apply application is responsible for documenting the 400 hours of approved activities beyond the contracted time for a teacher's regularly scheduled teaching duties for the benefit of agricultural education. 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).

#### Comment

Two commenters suggested that FFA activities have a recommended minimum for this activity to ensure that an emphasis is kept on SAE and FFA activities. The comment recommended a minimum of 17 days or 136 hours.

Likewise, this commenter suggested the same change for SAE activities.

#### Analysis

ISBE agrees to make the recommended change in order to keep the emphasis on agricultural education activities.

#### Recommendation

##### Section 75.500

"FFA activities" means those activities that demonstrably relate 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 17 days or 136+20 hours.

"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 17 days or 136+20 hours.

#### Comment

Two commenters stated there appeared to be a typo in the definition of Three Circles Model (FAA and not FFA).



## Analysis

ISBE agrees this was an oversight in drafting and will correct the typo.

## Recommendation

Section 75.500

"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.

FAAFFA: 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.

## Comment

One commenter suggested adding the following definition: "Full time" shall mean an agricultural education teacher with at least a nine-month (180 days) contract based on an eight-hour day.

## Analysis

ISBE agrees the inclusion of a definition of full time will be helpful and will clarify that eight hours equals one day.

## Recommendation

Section 75.500

"Full time" means an agricultural education teacher with at least a nine-month (180 day) contract based on an eight hour day.

Section 75.540

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. Eight hours shall equal one day. 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 (SAE), career and technical student organization, and curricular/intra-curricular related activities.

## Comment

One commenter suggested adding in the following subsection to Section 75.530:

d) If the grant is prorated subject to subsection (b), the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly

scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to the grant application. In the event that a district receives the grant and then the grant becomes no longer available, the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to acceptance of the grant.

Additionally, one commenter requested including a sign off by the administration that if the grant is not continued annually, the ag teacher(s) would go back to their original contract length to protect the teacher.

### **Analysis**

ISBE agrees to provide clarification that if the grant program is discontinued or not funded, that the participating teachers should be able to return to their regularly scheduled duties. ISBE believes the language is best suited in the Terms of the Grant Section, rather than in the Application Procedure Section.

### **Recommendation**

Section 75.560

g) The district will hold the teacher harmless in the event:

- 1) the grant is prorated subject to Section 75.530(b), the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to the grant application; or
- 2) a district receives the grant and then the grant becomes no longer available, the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to acceptance of the grant.

### **Comment**

Two commenters asked for clarification regarding how funds will be allocated. One commenter asked if the daily rate would include all costs, including, but not limited to, insurance and pension costs. Another commenter asked if there would be an example included in the rules on how to calculate the costs. Further, this commenter asked if the costs would be based on 60 days or 400 hours.

### **Analysis**

Pursuant to Section 2-3.80b of the School Code, the definition for personal service costs does not explicitly include insurance and pension costs. However, the intent is to cover all costs, including salary and benefits, paid by the district in the daily rate of a teacher.

Further, personal service costs are defined in the School Code as 60 additional school days. For clarity, ISBE will add information that a school day will equal eight hours.

### **Recommendation**

## Section 75.500

"Personal services cost" means the cost (salary and benefits) 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)]

## Section 75.540

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. Eight hours shall equal one day. Eight hours shall equal one day. 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 (SAE), career and technical student organization, and curricular/intra-curricular related activities.

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 including all costs paid by the district in the daily rate of each teacher; and
- 2) the daily 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).

### Comment

One commenter sought clarification on the eligibility of teachers to participate in this grant who are currently employed under an 11- or 12-month contract to ensure the school districts ~~who~~ that provide these contracts are not at a fundamental disadvantage under this program. It is this commenter's belief that Section 75.560(d) takes these types of contracts into consideration, but wanted to be certain.

### Analysis

The comment deals with supplanting local funds with these grant funds. There is nothing in this rulemaking preventing supplanting in this grant.

### Recommendation

No change will be made in response to this comment.

### Comment

One commenter requested clarification on what is meant by a probationary year. The commenter suggested including the following: If a school district fails to submit the required agricultural teacher documentation of hours, the school district will not receive funding that year.

## Analysis

ISBE agrees circumstances exist beyond the school district's control that may cause it to fail to submit all the required documentation. In order to ensure school district are not penalized, ISBE recommends the following change.

## Recommendation

Section 75.560

- e) Each teacher identified in the intent to apply application is responsible for documenting the 400 hours of approved activities beyond the time for a teacher's regularly scheduled teaching duties for the benefit of agricultural education. 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 be ineligible for the grant the subsequent year.
  - 2) ISBE can waive this ineligibility in extenuating circumstances where completion of the requirements are not possible and/or are out of the district's control (i.e. severe illness, death, etc.). The district shall document the circumstance as applicable. 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.

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 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

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NOTICE OF PROPOSED AMENDMENTS

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 (FFA and SAE)

Section

|               |                                   |
|---------------|-----------------------------------|
| <u>75.500</u> | <u>Definitions</u>                |
| <u>75.510</u> | <u>Purpose and Objectives</u>     |
| <u>75.520</u> | <u>Eligible Applicants</u>        |
| <u>75.530</u> | <u>Application Procedure</u>      |
| <u>75.540</u> | <u>Allocation of Funds</u>        |
| <u>75.550</u> | <u>System for Reporting Hours</u> |
| <u>75.560</u> | <u>Terms of the Grant</u>         |

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 (FFA and SAE)

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.

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"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 regularly scheduled teaching duties for the benefit of agricultural education. 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 16 days or 128 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 relate 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 17 days or 136 hours.

"Full time" means an agricultural education teacher with at least a nine-month (180 day) contract based on an eight hour day.

*"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 (salary and benefits) 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 district" means a public school district or area vocational center.

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"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 17 days or 136 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 regularly scheduled teaching duties 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



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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 are 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**

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- 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. Eight hours shall equal one day. 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 (SAE), 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 including all costs paid by the district in the daily rate of each teacher; and

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- 2) the daily rate of each teacher (base salary of each teacher in the current year divided by 180 days). 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, school districts 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 report 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 teacher's regularly scheduled teaching duties for the benefit of agricultural education.
- 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.

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- e) Each teacher identified in the intent to apply application is responsible for documenting the 400 hours of approved activities beyond the time for a teacher's regularly scheduled teaching duties for the benefit of agricultural education. 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 grant funds).
- 1) If a school district or its teacher fails to submit the required documentation in order to meet the grant requirements, then the offending party will be ineligible for the grant the subsequent year.
- 2) ISBE can waive this ineligibility in extenuating circumstances where completion of the requirements are not possible and/or are out of the district's control (i.e. severe illness, death, etc.). The district shall document the circumstance as applicable.
- 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.
- g) The district will hold the teacher harmless in the event:
- 1) the grant is prorated subject to Section 75.530(b), the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to the grant application; or
- 2) a district receives the grant and then the grant becomes no longer available, the teacher shall be entitled to the extended contract benefits or additional hours outside of the teacher's regularly scheduled teaching duties for the benefit of agricultural education as agreed to by the school district and teacher prior to acceptance of the grant.

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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*

**Agenda Topic:** Abstinence Education Grant

**Staff Contact(s):** Jeff Aranowski, Director, Safe and Healthy Climate

**Purpose of Agenda Item**

The Safe and Healthy Climate Division requests the Board to authorize the State Superintendent to enter into grant agreements in excess of \$1 million for Title V State Abstinence Education Grant. The total amount awarded will not exceed \$5,324,559.

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

The Title V State Abstinence Education Grant supports the following goal:

- Every school will offer a safe and healthy learning environment for all students.

The Title V State Abstinence Education Grant makes available federal funds to provide additional tools to address the rates of teen pregnancy among members of those groups who are most likely to bear children out of wedlock. For that reason, states may fund abstinence education as defined by section 510(b) (2) of the Social Security Act (42 U.S.C. 710(b)) and/or programs that provide mentoring, counseling, and adult supervision as a means of promoting abstinence from sexual activity.

**Background Information**

Preliminary data from 2014 suggests that there were 24.2 births for every 1,000 adolescent females ages 15-19. In other words, 249,067 babies were born to females in this age group. Nearly 89 percent of these births occurred outside of marriage (Office of Adolescent Health, 2014). This information is supported by National Center for Health Statistics National Vital Statistics Reports Data for 2014. Moreover, the U.S. teen birth rate is higher than that of many other developed countries, including Canada and the United Kingdom (Hamilton et al, 2014). A report from the Centers for Disease Control and Prevention (CDC) shows that many adolescents and young adults in the United States engage in sexually risky behaviors and experience negative sexual and reproductive health outcomes. For example, youth between 13 to 24 years of age accounted for an estimated 26 percent of all new HIV infections in the United States in 2010 and almost 60 percent of youth with HIV in the United States do not know they were infected (CDC, June 2014).

ISBE has been awarded a grant by the U.S. Department of Health and Human Services to develop and implement the Illinois Abstinence Education Program in an effort to address these issues. This program is designed to encourage students to abstain from sexual activity by providing abstinence education as defined by section 510(b) of the Social Security Act (42 U.S.C.710(b)). The proposed and approved Illinois Abstinence Education Program grant application supports the commitment to educate students so they are responsible and possess skills that will sustain them through adulthood. This grant will provide abstinence education and

mentoring/counseling services to identified at-risk populations across the state. The grant goals and activities will not contradict state law (P.A. 098-0441) regarding the inclusion of contraception in equal balance with abstinence as evidenced-based measures to prevent sexually transmitted infections (STI) and/or pregnancy. The intended outcome of the project is to equip students with skills and attitudes so they are capable of delaying initiation into sexual activity and thereby avoiding early pregnancy and/or STI, thus entering adulthood without the health and economic burdens of childbearing or sexually transmitted diseases. Projects envisioned by this funding opportunity should focus on the social, psychological, and health gains to be realized by delaying initiation of sexual activity and engaging in healthy relationships. Adolescents who are greatest risk of STIs and unintended pregnancies are members of a complex and dynamic group. A targeted and holistic approach is essential to reducing teen pregnancies.

**Financial Background**

The amount of the grant award is \$5,324,559. It has a matching requirement of not less than 42.857percent (3/7ths) as required by the award in the amount of no less than \$2,281,946. The nonfederal match must be used solely for the activities enumerated under section 510 of the Social Security Act and documentation must be provided on the Financial Status Report (FS-425).

The grant period will begin no sooner than August 30, 2017. Fifty-two percent of the award (\$2,769,115) must be obligated by September 30, 2017, and that amount liquidated before December 29, 2017. Activities must begin prior to September 30, 2017.

The remainder of award amount (\$2,555,444) as well as matching funds must be obligated by September 30, 2018, and liquidated by December 30, 2018, at which time the grant period concludes.

The recommendation to fund was determined through a competitive application process using three peer reviewers. ISBE issued a Request for Proposals for the Title V State Abstinence Education Grant in September. One proposal requesting the full grant award was received in September.

The Division of Safe and Healthy Climates requests that AMTC & Associates LLC be awarded \$2,769,115 in fiscal year 2018 and \$2,555,444 in FY 2019, contingent upon a sufficient appropriation for the program period.

|              | Current Grant State Funding | Current Grant Federal Funding |  | Requested Additional State Funding | Requested Additional Federal Funding | Total Grant per Fiscal Year |
|--------------|-----------------------------|-------------------------------|--|------------------------------------|--------------------------------------|-----------------------------|
| FY18         | \$                          | \$                            |  | \$                                 | <b>\$2,769,115</b>                   | <b>\$2,769,115</b>          |
| FY19         | \$                          | \$                            |  | \$                                 | <b>\$2,555,444</b>                   | <b>\$2,555,444</b>          |
| <b>Total</b> | \$                          | \$                            |  | \$                                 | <b>\$5,324,559</b>                   | <b>\$5,324,559</b>          |

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

**Policy Implications:** Funding the Title V State Abstinence Education Grant will encourage students to abstain from sexual activity by providing abstinence education aligned with section 510(b) of the Social Security Act (42 U.S.C.710(b)). The proposed and approved Title V State of Illinois Abstinence Education Grant application supports the commitment to educate students so they are responsible and possess skills that will sustain them through adulthood. Components of mentoring/counseling services will be incorporated by the grantee and aimed to support at-risk populations across the state.

**Budget Implications:** The award in the allocated amount is for the Abstinence Education Grant Program in accordance with Section 510 of the Social Security Act.

**Legislative Action:** None required.

**Communication:** The grant recipient will be notified of the Board's approval.

**Pros and Cons of Various Actions**

**Pros:** The successful applicant will coordinate abstinence education through a cohort of local agencies, educational partners, or other appropriate entities in order to reach targeted populations that hold the greatest risk and vulnerability for pregnancies and otherwise have special circumstances.

**Cons:** None.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to award AMTC & Associates LLC \$2,769,115 for FY 2018 and \$2,555,444 for FY 2019, not to exceed \$5,324,559 for the total grant ward.

**Next Steps**

Upon Board authorization, agency staff will notify the grantee of the approval of the award and will execute an agreement in accordance with Board approval.

**ILLINOIS STATE BOARD OF EDUCATION MEETING  
September 13-14, 2017**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** High School Accountability Assessments Culminating in a College Entrance Exam RFSP

**Staff Contact(s):** Mary Reynolds, Executive Director, Innovation and Secondary Transformation  
A. Rae Clementz, Director, Assessment and Accountability

**Purpose of Agenda Item**

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the lowest cost responsible offeror with the expertise in the administration, scoring, and reporting of large-scale assessments for the purposes of state and federal accountability in grades 9 through 11. These assessments will culminate in a college entrance exam that Illinois' public institutions of higher education accept for the purpose of student application or admissions consideration. The total award will not exceed \$12.5 million for one year or a maximum of \$75 million over a six-year period (three-year initial contract with three one-year renewals) covering activities from July 2018 – June 2024.

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

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

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

**Background Information**

The Assessment and Accountability Division is responsible for the administration and reporting of large-scale assessments of academic achievement for the purposes of federal accountability under the Every Student Succeeds Act (ESSA), which specifies that the assessments must be:

- Administered to all public elementary and secondary school students in the State
- Aligned with challenging State academic standards, and provide information about student attainment of such standards
- Administered at least once in grades 9 through 12 for mathematics and reading or language arts
- Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding
- Provide for the participation of all students through appropriate accommodations



- Produce individual student interpretive, descriptive, and diagnostic reports regarding achievement on such assessments that allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students
- Provide results to parents, teachers, and school leaders, as soon as is practicable after the assessment is given, in an understandable and uniform format

The RFSP was written to procure a set of aligned assessments for grades 9, 10, and 11 that meet all of the federal requirements and that provide material benefit to the students of Illinois by culminating in the development of a college entrance exam that is recognized and used by institutions of higher education for admissions and/or placement. These assessments will also play a critical role in the state's accountability system, as they will enable the calculation of a growth metric that will count for 50 percent of the overall summative rating. Presently, Illinois is using graduation rate in lieu of growth, as it lacks multiple grade-level accountability assessments in grades 9 through 11.

The total maximum budget for this contract was estimated based on known previous contract values for aligned high school assessments that culminated in the development of a college and career readiness determination and can serve as a college entrance exam -- SAT and PSAT; the ACT suite of assessments -- Explore, Plan, ACT, and WorkKeys; and PARCC.

- The known values for SAT are \$9, \$14.40, and \$43.50 at grades 9, 10, and 11.
- The known values for the prior ACT suite of assessments are \$7.95 for the Explore, \$9.70 for the Plan, \$19.25 for WorkKeys, and \$48.50 for the ACT.
- The known value for PARCC was \$24.94 per student for two subject areas, regardless of grade level or subject.

For the purposes of estimating the maximum contract value, \$10 was estimated at grade 9 by rounding up from the \$9 PSAT 9 and \$9.70 Explore known values. The mean of the WorkKeys, PSAT 10, and PARCC known contract values was found ( $\$19.25, \$14.40, \text{ and } \$24.94 = \$19.53$ ) and rounded up to the nearest whole dollar amount to estimate the value of \$20 in grade 10. Finally, \$50 was estimated at grade 11 by rounding up to the nearest whole dollar amount of the most expensive test. A student population of 150,000 students per grade level was assumed to generate a one-year assessment cost of \$12 million ( $(150,000 \times \$10) + (150,000 \times \$20) + (150,000 \times \$50) = \$12,000,000$ ). An additional maximum of \$500,000 per year was estimated for technical, psychometric, and reporting services, based on comparable values in the known PARCC and ACT contracts, for a total maximum per year budget of \$12.5 million and a total contract maximum budget of \$75 million.

### **Financial Background**

This will be a competitively bid RFSP, with both ISBE and external reviewers to be recruited to include present and former high school building or district administrators, curriculum or assessment directors, English/language arts and mathematics department chairs, counselors, or college admissions staff from institutions of higher education. The initial term of the contract will begin July 1, 2018, and extend through June 30, 2021. There will be three possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding contract year, for a final end date of June 30, 2024. The estimated contract cost, including renewal, will not exceed \$75 million. The estimated maximum amount for this contract is consistent with amounts budgeted for other assessments administered in grades 9 through 11.

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 |
|--------------|--------------------------------|----------------------------------|--|------------------------------------|--------------------------------------|--------------------------------|
| FY19         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| FY20         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| FY21         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| FY22         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| FY23         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| FY24         |                                |                                  |  | \$12,500,000                       |                                      | <b>\$12,500,000</b>            |
| <b>Total</b> |                                |                                  |  | <b>\$75,000,000</b>                |                                      | <b>\$ 75,000,000</b>           |

**Business Enterprise Program (BEP)**

A Business Enterprise Program goal is required. The BEP goal is 20 percent.

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

**Policy Implications:** Approval of the contract will allow ISBE to administer an assessment for the purposes of accountability, as required by the U.S. Department of Education, and provide a free college entrance exam to all grade 11 students in the state, which will improve equity of access to postsecondary education. The administration of a set of aligned assessments in grades 9 through 11 helps to analyze performance statewide for all students to determine areas of strength and improvement and areas for growth. It enables the calculation of a growth rate for high schools, which receives the most significant weight (50 percent) in the new Illinois accountability system.

**Budget Implications:** This contract is presently anticipated to be funded through state funds and is consistent with amounts that have been budgeted in the past. Furthermore, the Governor stated a commitment to helping to secure aligned assessments at grades 9 and 11 for high schools in the [ESSA State Plan](#), which was recently approved by the U.S. Department of Education.

**Legislative Action:** The Illinois School Code is in the process of being updated to reflect the changes to assessment and accountability as outlined in the ESSA State Plan for Illinois.

**Communication:** ISBE will post the RFSP to both its Request for Sealed Proposals page at <https://www.isbe.net/Pages/Request-for-Sealed-Proposals.aspx> and on the Illinois Department of Central Management Services' Procurement Bulletin at <http://www.purchase.state.il.us>. Communication to recruit external evaluators will be disseminated through the Superintendent's Weekly Message, the ISBE assessment listserv (which reaches an audience of more than 4,000 educators and administrators), and through communication with the Illinois Board of Higher Education.

**Pros and Cons of Various Actions**

**Pros:** Release and award of this contract will allow ISBE to comply with federal accountability and assessment requirements under the Elementary and Secondary Education Act of 1965, as amended by ESSA. Additionally, a suite of aligned assessments in grades 9, 10 and 11 will enable the calculation of a growth measure for high schools, which is presently not possible but deeply desired by stakeholders and the Governor's Office. Finally, these assessments will be used by educators to inform instruction and curriculum in the classroom and provide a free college entrance exam to all grade 11 students in the state, improving equity of preparation and access to postsecondary education in the state.

**Cons:** None.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the highest scored responsible offeror for the purpose of entering into a contract for the provision, administration, scoring, and reporting of a suite of aligned assessments for grades 9, 10, and 11 that culminates in the development of a college entrance exam in grade 11. The contract would be a maximum six-year term (three-year initial contract with three optional one-year renewals) beginning in July 2018 and ending June 2024. Funding would be up to \$12.5 million for each year contingent upon a sufficient appropriation, with a maximum total not to exceed \$75 million.

### **Next Steps**

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release a RFSP in accordance with the approved motion and begin recruiting and training evaluators. After all responsible offers have been evaluated and scores tabulated, agency staff will award to the successful offeror.

VII.D. \*Waiver and Modification Process has been tabled.

Pages 274-276 have been removed.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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*

**Agenda Topic:** Waiver Report to the General Assembly

**Materials:** Waiver Report

**Staff Contact:** Jeff Aranowski, Executive Director, Safe & Healthy Climate  
Kristy Jones, Waiver Coordinator

**Purpose of Agenda Item**

The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in February 2017, and to secure approval of the Fall 2017 Waiver Report for submission to the General Assembly before October 1, as required by law.

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

The waiver report is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

**Background Information**

The Fall 2017 Waiver Report is the 45th report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 40 requests that seek to waive mandates of School Code provisions upon which the General Assembly must act. These requests address:

- non-resident tuition (22 requests);
- daily physical education (two requests);
- limitation of administrative costs (three requests);
- school improvement/in-service training (seven requests);
- use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways (three requests); and
- one request each for the following topics: General State Aid, use of district funds, and publication of a school district's annual statement of affairs.

The State Superintendent has approved four requests that waive State Board rules pertaining to driver's education and one request for a waiver of State Board rules pertaining to school food sales since the Spring 2017 Waiver Report. (Note: Unlike requests for waivers of School Code provisions, which must go to the General Assembly, requests for modifications of the School Code and waivers of State Board rules can be granted by the State Superintendent.)

## **Analysis and Policy Implications**

### ***Discussion of categories of requests for which ISBE staff recommends the State Board forward to the General Assembly without comment.***

The enclosed waiver report details each of the waiver requests submitted by eligible applicants. However, a brief discussion with respect to physical education is warranted as members of the General Assembly have asked for data on this type of waiver request over the past several years. In addition, non-resident tuition waivers have been requested with increasing frequency over the last five years.

***Physical Education.*** Effective August 31, 2017, Public Act 100-465 removed the six year limitation (two year approval and no more than two, two year renewals) on PE waivers and modifications. Likewise, the need for a separate public hearing date for a PE waiver was also eliminated. The report contains two waiver requests from school districts seeking relief from the now amended mandate to provide physical education for a minimum of three days per five day week. Both petitions pertain to students in kindergarten through eighth grade and neither affect high school students only. Prior to August 31, 2017, one of the two requests would have been a renewal.

As noted above, Public Act 100-465 removes the two year waiver limitation, as well as the limit to the number of renewals that are allowed for this type of waiver. The waiver law was amended in 2008 to limit all future physical education waivers to an initial, two-year request with the possibility of no more than two renewals, each for a period of two years, after which time the petitioning district could no longer seek a waiver for daily physical education. Neither of the districts listed in this report were requesting the final of the possible two renewals available under the previous waiver law.

Since 2008, 111 school districts had requested waivers of the previous mandate for physical education. If the two waivers included in this report are approved by the General Assembly, there would have been 57 districts (52 percent of the 111) that had either used their last possible two-year waiver, or were about to initiate the last of their two-year renewals.

***Non-resident tuition.*** The General Assembly has approved 253 requests from 240 school districts asking to waive Section 10-20.12a of the School Code, *Tuition for non-resident pupils*, since the Spring 2017 Waiver Report. Of the 253 approved requests, 237, or 94 percent, have used the waiver to allow non-resident students whose parents work in some capacity in the requesting district to attend at no tuition charge. Sixteen requests, or 6.3 percent, are written more broadly to allow non-resident students to attend at a lowered rate of tuition.

Requests for non-resident tuition waivers have been submitted since the very beginning of the waiver process; however, there were few such requests in each report until the fall of 2008. Since that time (with a few exceptions), the number of requests on this topic has continued to increase.

### ***Discussion of categories of requests for which the State Superintendent approves on behalf of the State Board.***

***Driver Education.*** Public Act 100-465 removes the requirement for districts to submit a modification or waiver of administrative rules of the State Board of Education regarding contracting with a commercial driver training school to provide the course of study under Section 27-24.2 of School Code. Effective August 31, 2017, a school district may offer a driver

education course in a school by contracting with a commercial driver training school to provide both the classroom instruction part and the practice driving part or either one without having to request a modification or waiver of administrative rules of the State Board of Education if the school district approves the action during a public hearing on whether to enter into a contract with a commercial driver training school.

***Important note regarding changes to the waiver approval process.***

Public Act 100-465 also made changes to the approval of statutory waivers by the General Assembly. The General Assembly will no longer approve entire waiver reports. Pursuant to the Act:

The report shall be reviewed by a panel of 4 members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

Consequently, the State Board of Education will be responsible for approving, denying or modifying requests upon direction from the four panel members noted above. Staff is currently reviewing the language of the Act to ensure that the Agency's obligations are met and that clarity of purpose is achieved.

**Superintendent's Recommendation**

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

The State Board of Education hereby forwards the 40 waiver requests summarized in the Fall 2017 Waiver Report to the General Assembly without comment.

**Next Steps**

Staff will submit the Fall 2017 Waiver Report as presented to the General Assembly before October 1, 2017. Upon receipt of information from the panel of four leaders, the Agency will take action to formally evaluate waiver requests not noticed for further consideration.



## M E M O R A N D U M

**TO:** The Honorable John J. Cullerton, Senate President  
The Honorable William E. Brady, Senate Minority Leader/Designee  
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

**DATE:** September 28, 2017

**RE:** Fall 2017 Waiver Report | Requests to Waive School Code Mandates

As required by Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all of the requests received, organized by Senate and House Districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code [105 ILCS 5/1A-4] and applications that have been returned to school districts or other eligible applicants.

Effective August 31, 2017, Public Act 100-465 made changes to the approval of statutory waivers by the General Assembly. The General Assembly will no longer approve entire waiver reports. Pursuant to the Act:

The report shall be reviewed by a panel of 4 members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further

consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

To effectuate Public Act 100-465, a memo outlining the following shall be submitted to the Illinois State Board of Education no later than October 12, 2017:

- (1) Notice of specific waivers that the General Assembly requests for consideration; and
- (2) A statement stating that all waivers included in the report, except for those listed above, are returned to the State Board of Education for final action.

If you have any questions or comments, you may contact Kristy Jones, Waiver Coordinator, at (217) 782-8535.

cc: The Honorable Bruce Rauner, Governor  
Tim Mapes, Clerk of the House  
Tim Anderson, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

## Executive Summary

The following report outlines waivers of School Code mandates that school districts, Regional Offices of Education, or special education or area vocational centers have requested since the last report, which was transmitted in February 2017. Pursuant to Section 2-3.25g of the School Code, these requests must be sent to the General Assembly for its consideration before October 1, 2017.

The report is organized by subject area and by school district, Regional Office of Education, or special education or area vocational center. The General Assembly may disapprove the report in whole or in part through a joint resolution within 60 calendar days after each chamber next convenes once the report is filed. If either chamber fails to reject a waiver request, then the request is deemed granted.

Section I summarizes the 40 requests received for waivers of School Code mandates pursuant to Section 2-3.25g for consideration by the General Assembly. They are presented alphabetically by topic area. The largest number of applications received—22 requests—seeks waivers from the requirements for non-resident tuition. Two requests are related to daily physical education. Three requests are related to administrative cost cap limitations. There are seven requests for school improvement/in-service training. There are three requests for driver education for the use of other practice driving methods in lieu of one or more of the required six hours of behind-the-wheel instruction in a dual control car on public roadways. One request has been submitted for each of the following topics: calculation of General State Aid, use of district funds, and the publication of a school district's annual statement of affairs.

Effective August 31, 2017, Public Act 100-465 removed the six year limitation (two year approval and no more than two, two year renewals) on PE waivers and modifications. Likewise, the need for a separate public hearing date for a PE waiver was also eliminated. The report contains two waiver requests from school districts seeking relief from the now amended mandate to provide physical education for a minimum of three days per five day week. Both petitions pertain to students in kindergarten through eighth grade and neither affect high school students only. Prior to August 31, 2017, one of the two requests would have been a renewal.

This document contains an additional section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 40 waiver requests for the General Assembly's consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This report is the 45<sup>th</sup> report submitted pursuant to Section 2-3.25g of the School Code, which requires that State Board of Education staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.

**Summary of Applications for Waivers and Modifications**  
**Volume 45 – Fall 2017**

| <b>Topic</b>                               | <b>Approved</b> | <b>Denied by<br/>SBE</b> | <b>Transmitted<br/>to GA</b> | <b>Withdrawn<br/>or Returned</b> |
|--|-----------------|--------------------------|------------------------------|----------------------------------|
| Admin. Certification                       | 0               | 0                        | 0                            | 0                                |
| Driver Education                           | 4               | 0                        | 3                            | 0                                |
| General State Aid                          | 0               | 0                        | 1                            | 0                                |
| Funds                                      | 0               | 0                        | 1                            | 0                                |
| Instructional Time                         | 0               | 0                        | 0                            | 0                                |
| Legal School Holidays                      | 0               | 0                        | 0                            | 0                                |
| Limitation of Administrative<br>Costs      | 0               | 0                        | 3                            | 0                                |
| Non-resident Tuition                       | 0               | 0                        | 22                           | 2                                |
| Parent/Teacher Conferences                 | 0               | 0                        | 0                            | 0                                |
| Physical Education                         | 0               | 0                        | 2                            | 0                                |
| School Improvement/<br>In-service Training | 0               | 0                        | 7                            | 1                                |
| Statement of Affairs                       | 0               | 0                        | 1                            | 0                                |
| School Food Sales                          | 1               | 0                        | 0                            | 0                                |
| <b>Petition Summary</b>                    | <b>5</b>        | <b>0</b>                 | <b>40</b>                    | <b>3</b>                         |

**TOTAL NUMBER OF APPLICATIONS: 48**

## SECTION I

### Applications Transmitted to the General Assembly

#### Driver Education

##### Behind-the-Wheel Instruction

*New Trier THSD 203 – Cook (SD 9/HD 18) / Expiration: 2022-23 school year*  
**WM100-6388 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computerized simulators for 12 hours of practice driving in lieu of three hours of behind-the-wheel instruction required to be conducted in a car with dual operating controls operated on public roadways. The district states that this request will allow them to offer their innovative program to more students than would be possible under the statutory requirement. The result will be increased driving safety and performance of their driver education students.

*Glenbard SD 87 – DuPage (SD 24/HD 48) / Expiration: 2022-23 school year*  
**WM100-6389 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 12 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that the use of simulators enables students to develop skills through practice and repetition needed for safe operation of a vehicle, reinforce the quality of instruction and student learning done in the classroom and creations unusual or dangerous situation to which students can react and practice their responses without actual threats to their safety.

*St. Charles CUSD 303 – Kane (SD 33/HD 65) / Expiration: 2022-23 school year*  
**WM100-6403 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computerized simulators for four hours of practice driving in lieu of one hour of behind-the-wheel instruction and four hours of range instruction in lieu of two hours of instruction required to be conducted in a car with dual operating controls operated on public roadways. The district states that simulation hours address a variety of specific driving conditions not easily duplicated in live urban driving settings. Specific range hours prepare the basic beginning driver to practice safe driving habits before actually being placed in an urban street environment.

#### Funds

*Zion ESD 6 – Lake (SD 31/HD 61) / Expiration: 2022-23 school year*  
**WM100-6403-1 (renewal) – Waiver of School Code** (Sections 17-2, 17-A, 17-7, 17-8) request to allow the district to collect the revenue generated from the tax rates of the Education Fund, Operations and Maintenance Fund and the Transportation Fund and use the revenue generated in the method, and in the fund, which best meets the needs of the district and its students.

### **General State Aid**

*Rockford SD 205 – Winnebago (SD 35/HD 69) / Expiration: 2021-22 school year*  
**WM100-6369-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)) request to allow the district to count student attendance in accordance with middle and high school class schedules, meaning students will continue to receive credit for every 50-minute class attended, whether the student is enrolled full time or part time.

### **Limitation of Administrative Costs**

*Galena Unit SD 120 – Jo Daviess (SD 45/HD 89) / Expiration: 2016-17 school year*  
**WM100-6374 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The death of the district superintendent early in the fiscal year resulted in the need to hire an interim superintendent who worked for 100 days at a per-day salary for the remainder of the 2015-16 school year. The district hired a full-time superintendent for the 2016-17 school year with the salary and benefits comparable to the full-time status. The costs of a full-time superintendent over the combined costs of a few months of a full-time superintendent and a part-time interim superintendent resulted in the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Chester CCSD 139 – Randolph (SD 58/HD 116) / Expiration: 2016-17 school year*  
**WM100-6406 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2015-16 school year, the district employed two interim superintendents, working a limited 100 days each. The interim superintendents were paid salaries comparable to their part-time status, but were not paid TRS or other benefits. Starting with the 2016-17 school year, the district employed a full-time superintendent. The full-time superintendent was paid a salary comparable to the full-time status, as well as full benefits. The move from interim superintendents to a full-time superintendent resulted in the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Pontiac Twp HSD 90 – Livingston (SD 53/HD 106) / Expiration: 2016-17 school year*  
**WM100-6407 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2016-17 school year, the district's bookkeeper paid through the administrative functions was injured in an accident and was unable to work. This employee was still being paid through sick leave, but a replacement staff member needed to be hired to complete the necessary work for the district. Budgeting for the payment of two staff members in the same position resulted in the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

### **Non-resident Tuition**

*Iroquois West CUSD 10 – Iroquois (SD 53/HD 106) / Expiration: 2021-22 school year*  
**WM100-6360 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Signal Hill School SD 181 – St. Clair (SD 57/HD 113) / Expiration: 2021-22 school year*  
**WM100-6363 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Shawnee CUSD 84 – Union (SD 58/HD 115) / Expiration: 2022-23 school year*  
**WM100-6368 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*River Bend CUSD 2 – Whiteside (SD 36/HD 71) / Expiration: 2021-22 school year*  
**WM100-6372 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Heritage CUSD 8 – Champaign (SD 51/HD 102) / Expiration: 2022-23 school year*  
**WM100-6368 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Greenfield CUSD 10 – Green/Macoupin/Morgan/Jersey (SD 50/HD 100) / Expiration: 2022-23 school year*  
**WM100-6378 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Lena-Winslow CUSD 202 – Stephenson (SD 45/HD 89) / Expiration: 2022-23 school year*  
**WM100-6381 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Cambridge CUSD 227 – Henry (SD 37/HD 74) / Expiration: 2022-23 school year*  
**WM100-6382 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Riverdale CUSD 100 – Rock Island (SD 36/HD 71) / Expiration: 2022-23 school year*  
**WM100-6383 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Iroquois County CUSD 9 – Iroquois (SD 53/HD 106) / Expiration: 2019-20 school year*  
**WM100-6385 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified employees of the district to attend its schools free of charge.

*Tamaroa Grade School District 5 – Perry (SD 58/HD 115) / Expiration: 2022-23 school year*  
**WM100-6387 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to

attend its schools free of charge.

*Mt. Olive CUSD 5 – Macoupin* (SD 48/HD 95) / **Expiration: 2022-23 school year**  
**WM100-6390 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Ohio Community SD 17 – Bureau/Lee* (SD 37/HD 74) / **Expiration: 2022-23 school year**  
**WM100-6392 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

*Ohio Community SD 505 – Bureau/Lee* (SD 37/HD 74) / **Expiration: 2022-23 school year**  
**WM100-6393 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

*Sterling CUSD 5 – Whiteside/Lee* (SD 36/HD 71) / **Expiration: 2022-23 school year**  
**WM100-6394 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff member of the district to attend its schools free of charge.

*Shirland CCSD 134 – Winnebago* (SD 35/HD 69) / **Expiration: 2021-22 school year**  
**WM100-6395 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students (k-8) whose parents are full-time or part-time staff members of the district to attend its schools free of charge.

*Vienna SD 55 – Johnson* (SD 59/HD 118) / **Expiration: 2022-23 school year**  
**WM100-6396 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of Vienna HSD 13-3 to attend its schools free of charge.

*Princeton HSD 500 – Bureau* (SD 37/HD 74) / **Expiration: 2021-22 school year**  
**WM100-6397 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Bureau Valley CUSD 340 – Bureau* (SD 37/HD 74) / **Expiration: 2022-23 school year**  
**WM100-6399 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Zeigler-Royalton CUSD 188 – Franklin* (SD 59/HD 117) / **Expiration: 2023-24 school year**  
**WM100-6401 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified staff of the district to attend its schools free of charge.

*Sullivan CUSD 300 – Moultrie* (SD 51/HD 102) / **Expiration: 2021-22 school year**  
**WM100-6404 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified staff of the district to attend its



schools free of charge.

*Williamsfield CUSD 210 –Knox (SD 37/HD 74) / Expiration: 2022-23 school year*  
**WM100-6405 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

### **Physical Education**

*Plano CUSD 88 – Kendall (SD 38/HD 75) / Expiration: 2019-20 school year*  
**WM100-6376 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 3 to participate in physical education two to three times a week for 30 minutes each session. Students will have 25 minutes of recess daily. In addition, many teachers incorporate “brain breaks” into daily instruction that involve physical activity. The district has also purchased wiggle wedges, exercise ball chairs, and concentration rockers to support students who need greater physical activity to maintain focus. If approved, the waiver will allow the district to give students intervention time for remedial and enrichment needs.

*Oak Park Elementary SD 97 –Cook (SD 39/HD 78) / Expiration: 2018-29 school year*  
**WM100-6377 – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education with a licensed physical education teacher for 60 minutes per week due to limited availability of common areas for courses such as PE. The 60 minutes will consist of either two 30-minute classes per week or one 60-minute class per week. In addition, the schedule will include having all students in kindergarten through fifth grade participate in at least 15 minutes of physical education activity (PEA) with their homeroom teacher on days when students do not have a scheduled physical education class. This PEA is in addition to the daily lunchtime recess and will allow students time for movement and opportunities for large and small group activities.

### **School Improvement/In-service Training**

*Argenta-Oreana CUSD 1– Macon/Dewitt (SD 51/HD 101) / Expiration: 2022-23 school year*  
**WM100-6366 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold three full-day teacher in-service sessions instead of six half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

*Champaign CUSD 4 – Champaign (SD 52/HD 103) / Expiration: 2022-23 school year*  
**WM100-6370 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day school improvement session instead of six two-hour blocks, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days

*Olympia CUSD 16 – McLean (SD 44/HD 88) / Expiration: 2022-23 school year*  
**WM100-6371 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day school improvement day instead of two half days,

and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

*Marion CUSD 2 – Williamson/Johnson (SD 59/HD 117) / Expiration: 2022-23 school year*

**WM100-6375 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day school improvement day instead of two half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

*Aurora West SD 129 – Kane (SD 42/HD 83) / Expiration: 2022-23 school year*

**WM100-6379 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold three full-day school improvement day instead of seven half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

*Blue Ridge CUSD 18 – DeWitt (SD 51/HD 101) / Expiration: 2022-23 school year*

**WM100-6391 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day school improvement days instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

*Kaneland CUSD 302 – Kane/DeKalb (SD 35/HD 70) / Expiration: 2022-23 school year*

**WM100-6398 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold one full-day in-service session instead of one full day and two half day sessions, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply toward these days.

### **Statement of Affairs**

*O’Fallon CCSD 90 – St. Clair (SD 57/HD 114) / Expiration: 2021-22 school year*

**WM100-6365– Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$1,200. The district will instead publish its annual financial report on the district’s website and have copies available in all district schools. The district states that the money saved through this waiver would be used for instructional purposes leading to improved student performance.

## SECTION II

### Waiver and Modification Database

All requests received during this waiver cycle are presented numerically by Senate and House district, and then alphabetically by school district or eligible applicant. The “action” to be taken or already taken for each request is noted; that is, requests for waivers upon which the General Assembly must act are noted as “GA Action”; modifications already acted upon by the State Superintendent of Education in accordance with Section 1A-4 of the School Code are noted as “Approved/SBE” or “Denied/SBE”; and requests that were returned for a variety of reasons are listed as “Returned/Ineligible,” “Returned/NWN (no waiver needed),” or “Withdrawn.”

| Legislative Districts | Number | School District        | County        | Code Citation <sup>1</sup> | Description   | Action        | Subject                            | Expiration <sup>2</sup> |
|-----------------------|--------|------------------------|---------------|----------------------------|---|---------------|------------------------------------|-------------------------|
| 9/18                  | 6388-0 | New Trier THSD 203     | Cook          | 27-24.3                    | Driver ed, 12 hrs simulator in lieu of 3 BTW                | GA Action     | Driver Ed                          | 2023                    |
| 24/48                 | 6389-0 | Glenbard 87            | DuPage        | 27-24.3                    | Driver ed, simulators, 12 hrs in lieu of 3 hrs BTW          | GA Action     | Driver Ed                          | 2023                    |
| 31/61                 | 6403-0 | Zion                   | Lake          | 5/17-2,17-A, 17-7,17-8     | Use OM/Trans funds according to needs                       | GA Action     | Tax levies-<br>use of school funds | 2023                    |
| 31/62                 | 6361-0 | Wauconda 118           | Lake          | 252.30(a)(3)               | Driver ed, calculate personnel costs in setting fee         | Approved/ISBE | Driver Ed                          | 2022                    |
| 33/65                 | 6402-0 | St. Charles CUSD 303   | Kane          | 27-24.3                    | Driver ed, sim's 4 hr for 1 hr BTW, range 4 hr for 2 hr BTW | GA Action     | Driver Ed                          | 2023                    |
| 34/68                 | 6362-0 | Harlem 122             | Winnebago     | 252.20(e)                  | Driver ed, contract out BTW                                 | Approved/ISBE | Driver Ed                          | 2022                    |
| 35/69                 | 6369-0 | Rockford 205           | Winnebago     | 18-8.05(F)(2)              | GSA, based on 50min not 40min/1/6 day increments            | GA Action     | GSA                                | 2022                    |
| 35/69                 | 6395-0 | Shirland CCSD 134      | Winnebago     | 10-20.12a                  | Tuition, none for full or part time staff (K-8)             | GA Action     | Tuition                            | 2022                    |
| 35/70                 | 6398-0 | Kaneland CUSD 302      | Kane/DeKalb   | 18-8.05(F)(2)              | In-service, 4 half days into 2 full, bank, calendar         | GA Action     | In-service                         | 2023                    |
| 36/71                 | 6372-0 | River Bend CUSD 2      | Whiteside     | 10-20.12a                  | Tuition, none for children of employees                     | GA Action     | Tuition                            | 2022                    |
| 36/71                 | 6383-0 | Riverdale CUSD 100     | Rock Island   | 10-20.12a                  | Tuition, none for children of f-time employees              | GA Action     | Tuition                            | 2023                    |
| 36/71                 | 6394-0 | Sterling CUSD 5        | Whiteside/Lee | 10-20.12a                  | Tuition, none for children of full-time staff members       | GA Action     | Tuition                            | 2023                    |
| 37/74                 | 6399-0 | Bureau Valley CUSD 304 | Bureau        | 10-20.12a                  | Tuition, none for children of full-time employees           | GA Action     | Tuition                            | 2023                    |
| 37/74                 | 6382-0 | Cambridge CUSD 227     | Henry         | 10-20.12a                  | Tuition, none for children of district employees            | GA Action     | Tuition                            | 2023                    |
| 37/74                 | 6392-0 | Ohio CSD 17            | Bureau/Lee    | 10-20.12a                  | Tuition, none for children of staff members                 | GA Action     | Tuition                            | 2023                    |
| 37/74                 | 6393-0 | Ohio CSD 505           | Bureau/Lee    | 10-20.12a                  | Tuition, none for children of staff members                 | GA Action     | Tuition                            | 2023                    |

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<sup>2</sup>Expiration dates refer to the last calendar year in a school year (e.g., 2022 means the request will expire in the 2021-22 school year).

| Legislative Districts | Number | School District        | County     | Code Citation <sup>1</sup> | Description  | Action              | Subject            | Expiration <sup>2</sup> |
|-----------------------|--------|------------------------|------------|----------------------------|--|---------------------|--------------------|-------------------------|
| 37/74                 | 6397-0 | Princeton HSD 500      | Bureau     | 10-20.12a                  | Tuition, none for children of employees  | GA Action           | Tuition            | 2021                    |
| 37/74                 | 6405-0 | Williamsfield CUSD 210 | Knox       | 10-20.12a                  | Tuition, none for children of staff members  | GA Action           | Tuition            | 2023                    |
| 38/75                 | 6376-0 | Plano CUSD 88          | Kendall    | 27-6                       | PE, 2-3x, 30m, K-3; 25 min recess; inadeq facility                                     | GA Action           | P.E.               | 2020                    |
| 39/78                 | 6377-0 | Oak Park ESD 97        | Cook       | 27-6                       | PE, K-5, 60 min/week, + recess and 15 min classroom activity                           | GA Action           | P.E.               | 2019                    |
| 39/78                 | 6380-0 | Oak Park ESD 97        | Cook       | 305.15(d)                  | School Foods, \$ accrue to acct other than food  | Approved/ISBE       | School Foods/Sales | 2022                    |
| 42/83                 | 6379-0 | Aurora West 129        | Kane       | 18-8.05(F)(2)              | In-service, 3 full instead of 7 half, bank   | GA Action           | In-service         | 2023                    |
| 44/88                 | 6371-0 | Olympia CUSD 16        | McLean     | 18-8.05(F)(2)              | In-service, 1 full instead of 2 half, bank   | GA Action           | In-service         | 2023                    |
| 45/89                 | 6384-0 | Durand CUSD 322        | Winnebago  | 252.20e (1)                | Driver ed, contract class,BTW, com. school, certified staff                            | Approved/ISBE       | Driver Ed          | 2019                    |
| 45/89                 | 6374-0 | Galena Unit 120        | Jo Daviess | 17-1.5                     | Ad cap, superintendent died during school year, interim sup't. appointed for remainder | GA Action           | Admin. Cap         | 2016                    |
| 45/89                 | 6381-0 | Lena-Winslow CUSD 202  | Stephenson | 10-20.12a                  | Tuition, none for children of f-time employees   | GA Action           | Tuition            | 2023                    |
| 45/89                 | 6364-0 | Pecatonica 321         | Winnebago  | 252.20e(1)                 | Driver ed, contract class,BTW, com. school, certified staff                            | Approved/ISBE       | Driver Ed          | 2022                    |
| 48/95                 | 6390-0 | Mt. Olive CUSD 5       | Macoupin   | 10-20.12a                  | Tuition, none for children of full-time employees                                      | GA Action           | Tuition            | 2023                    |
| 50/100                | 6386-0 | Calhoun 40             | Calhoun    | 10-20.12a                  | Tuition, none for children of full-time employees                                      | Returned/Ineligible | Tuition            | 2022                    |
| 50/100                | 6378-0 | Greenfield CUSD 10     | Greene     | 10-20.12a                  | Tuition, none for children of f-time employees   | GA Action           | Tuition            | 2023                    |
| 51/101                | 6366-0 | Argenta-Oreana CUSD 1  | Macon      | 18-8.05(F)(2)              | In-service, 3 full instead of 6 half, bank   | GA Action           | In-service         | 2023                    |
| 51/101                | 6391-0 | Blue Ridge CUSD 18     | DeWitt     | 18-8.05(f)(2)(d)(2)        | In-service, 2 full from 4 half, bank time  | GA Action           | In-service         | 2023                    |
| 51/102                | 6373-0 | Heritage CUSD 8        | Champaign  | 10-20.12a                  | Tuition, none for children of f-time employees   | GA Action           | Tuition            | 2023                    |
| 51/102                | 6404-0 | Sullivan CUSD 300      | Moultrie   | 10-20.12a                  | Tuition, none for children of teachers   | GA Action           | Tuition            | 2022                    |
| 52/103                | 6367-0 | Champaign CUSD 4       | Champaign  | 18-8.05(F)(2)              | In-service, one full instead of partial days, bank                                     | Returned/Ineligible | In-service         | 2023                    |
| 52/103                | 6370-0 | Champaign CUSD 4       | Champaign  | 27-6                       | In-service, up to 6 full days, bank time   | GA Action           | In-service         | 2023                    |
| 53/106                | 6385-0 | Iroquois County CUSD 9 | Iroquois   | 10-20.12a                  | Tuition, none for children of certified employees                                      | GA Action           | Tuition            | 2020                    |

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<sup>2</sup>Expiration dates refer to the last calendar year in a school year (e.g., 2022 means the request will expire in the 2021-22 school year).

| <b>Legislative Districts</b> | <b>Number</b> | <b>School District</b>    | <b>County</b> | <b>Code Citation<sup>1</sup></b> | <b>Description</b>  | <b>Action</b> | <b>Subject</b> | <b>Expiration<sup>2</sup></b> |
|------------------------------|---------------|---------------------------|---------------|----------------------------------|---|---------------|----------------|-------------------------------|
| 53/106                       | 6360-0        | Iroquois West 10          | Iroquois      | 10-20.12a                        | Tuition, none for children of f-time employees  | GA Action     | Tuition        | 2022                          |
| 53/106                       | 6407-0        | Pontiac Twp HSD 90        | Livingston    | 17-1.5                           | Admin cap; hired replacement bookkeeper while current was on sick leave due to near fatal accident and delayed return | GA Action     | Admin. Cap     | 2017                          |
| 57/113                       | 6363-0        | Signal Hill 181           | St. Clair     | 10-20.12a                        | Tuition, none for children of employees   | GA Action     | Tuition        | 2022                          |
| 57/114                       | 6365-0        | O'Fallon CCSD 90          | St. Clair     | 10-17                            | Statement of affairs, not publish, on website   | GA Action     | State Affairs  | 2022                          |
| 58/115                       | 6368-0        | Shawnee CUSD 84           | Union         | 10-20.12a                        | Tuition, none for children of f-time employees  | GA Action     | Tuition        | 2023                          |
| 58/115                       | 6387-0        | Tamaroa Grade School 5    | Perry         | 10-20.12a                        | Tuition, none for children of employees   | GA Action     | Tuition        | 2023                          |
| 58/116                       | 6406-0        | Chester CCSD 139          | Randolph      | 17-1.5                           | Admin cap; two interim superintendents salary to one full time superintendent position/salary                         | GA Action     | Admin. Cap     | 2017                          |
| 58/116                       | 6400-0        | Pinckneyville 204         | Perry         | 10-20.12a                        | Tuition, none for children of full-time employees   | Returned/NWN  | Tuition        | 2022                          |
| 59/117                       | 6375-0        | Marion CUSD 2             | Williamson    | 18-8.05(F)(2)                    | In-service, 1 full instead of 2 half, bank  | GA Action     | In-service     | 2023                          |
| 59/117                       | 6401-0        | Zeigler-Royalton CUSD 188 | Franklin      | 10-20.12a                        | Tuition, none for children of full-time certified employees   | GA Action     | Tuition        | 2024                          |
| 59/118                       | 6396-0        | Vienna 55                 | Johnson       | 10-20.12a                        | Tuition, none for children of full-time staff members from Vienna District #13-3                                      | GA Action     | Tuition        | 2023                          |

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<sup>2</sup>Expiration dates refer to the last calendar year in a school year (e.g., 2022 means the request will expire in the 2021-22 school year).

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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:** Election of Illinois Voting Delegate for National Association of State Boards of Education (NASBE) Annual Conference and Business Meeting 2017

**Materials:** None

**Staff Contact:** Katherine Galloway, Board Services Coordinator

**Purpose of Agenda Item**

The Board will appoint a member to serve as the Illinois voting delegate at the NASBE business meeting to be held November 1-4, 2017, in Atlanta, Georgia.

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

The Board benefits by being a member of NASBE and therefore this indirectly relates to all of the Board'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-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 Board is a dues-paying member of the National Association of State Boards of Education, which provides resources and support to state boards of education. NASBE holds an annual conference and business meeting during which key issues are voted on. The Board will elect a voting delegate.

**Financial Background**

This agenda item has no financial implications or background information.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Board Services staff will communicate with NASBE regarding Illinois' voting delegate.

**Pros and Cons of Various Actions**

**Pros:** The Board will gain resources and support by having a member attend the annual NASBE conference and business meeting.

**Cons:** None

**Chairman's Recommendation**

I hereby open the floor for nominations for the voting delegate to the NASBE annual conference and business meeting for 2017.

I recommend that the following motion be adopted:

The State Board of Education hereby designates Ruth Cross as its voting delegate at the 2017 NASBE annual conference.

**Next Steps**

Upon Board authorization, agency staff will communicate the chosen designee to NASBE and prepare the designee for the conference.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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:** 2018 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 provide a summary of and for the Board to approve agency action on legislative initiatives for the 2018 spring legislative 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**

**2017 Veto Session**

The General Assembly adjourned continuous session on August 29, 2017. Veto session dates have not yet been released though we anticipate the GA to return at the end of October.

**2018 Spring Session**

Legislative Affairs staff has been working with agency divisions to develop legislative proposals for the 2018 Spring Legislative Session over the past several months. These proposals are as follows:

**Subject:** Districts of Innovation

**Division:** Superintendent

**Executive Summary:** This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and



administrative practices or alternatives to existing ones with the intention of improving student learning and performance.

**Subject:** Obsolete and Duplicative Bill

**Division:** Multiple

**Executive Summary:** This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code.

**Subject:** Licensure Cleanup

**Division:** Educator Effectiveness

**Executive Summary:** This is a continuation of past ISBE efforts to streamline the licensure process in Illinois. Possible changes include changing the professional development provider audit process, allowing educators with lapsed licenses (for failure to record professional development) the ability to obtain a substitute teaching license, streamlining out-of-state reciprocity for specific licenses, and other cleanup items.

**Subject:** ESSA

**Division:** Various Divisions

**Executive Summary:** This proposal will incorporate all the legislative changes necessary to implement Illinois' ESSA State Plan.

**Subject:** Postsecondary and Workforce Readiness Act Expansion

**Division:** Innovation and Secondary Transformation

**Executive Summary:** Expand provisions within the Postsecondary and Workforce Readiness Act to encourage increased participation. Possible expansion provisions include increasing the limit of districts allowed to participate, allow cooperative applications to apply, explore options for incorporating proficiency-based diploma standards, and others with the goal to increase learning options for children and prepare them for citizenship by engaging the community with the high school experience.

**Subject:** Income Tax Exemption and Student Loan Forgiveness for Teachers

**Division:** Educator Effectiveness

**Executive Summary:** This proposal would allow Illinois teachers to be exempt from state income tax. The bill would also include student loan forgiveness for teachers in Illinois.

**Subject:** At-Risk Student Support

**Division:** Legal

**Executive Summary:** This is a redraft of HB 3784. The initiative will address two issues that impact students considered at risk for dropping out of school. Currently, students who fail to meet minimum attendance or academic standards may be dropped from a district's roster for non-attendance reasons. Removing these provisions in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that these at-risk students graduate from high school ready for college and career.

**Subject:** School Construction and School Maintenance Grant Cleanup

**Division:** School Business Services

**Executive Summary:** This bill would incorporate changes into the School Construction Law and School Maintenance Grant to streamline and clarify the process for ISBE and districts.

### **Superintendent's Recommendation**

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption and Student Loan Forgiveness for Teachers
- At-Risk Student Support
- School Construction and School Maintenance Grant Cleanup

### **Next Steps**

Staff will move forward with drafting all approved legislative proposals and will proceed with securing sponsors for the spring 2018 legislative session.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Robert Wolfe, Chief Financial Officer *RW*

**Agenda Topic:** Remaining QSCB Authorization

**Materials:** Approval Certificates

**Staff Contact(s):** Deb Vespa, Division Administrator, School Business Services

**Purpose of Agenda Item**

School Business Services requests the Board to authorize the State Superintendent to approve the unused Qualified School Construction Bonds (QSCB) authorization of \$12 million to West Aurora School District 129.

More than \$2 billion in QSCB authority was requested initially in 192 applications. These were prioritized and 29 districts were granted authority of \$495.6 million at the February 10, 2016, Board meeting to issue QSCB bonds. Chicago Schools District 299 received a direct allocation of \$511 million so it was excluded from applying for any of this authority.

The final prioritized district, West Aurora School District 129, requested \$50 million but was only authorized \$26,471,096, which was the remaining allocation after the first 28 prioritized applicants were funded. Districts had 18 months from the date of the Board meeting in which to issue the bonds. As of August 10, 2017, all districts have issued the bonds with the exception of West Harvey-Dixmoor School District 147 and Sandoval Community Unit District 501. The allocation from these two districts is \$12 million.

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

QSCBs are low-to-no interest bonds school districts can obtain to utilize the proceeds for building renovations; repairs and construction; and health, life, and safety needs for their facilities. The low-to-no interest bonds allow districts to be able to maintain current funding toward the education of students and professional development of teachers instead of utilizing funding for interest costs. Therefore, QSCBs help districts to achieve all of the State Board goals.

**Background Information**

The QSCB program was created under Section 1521(a) of the American Recovery and Reinvestment Act (ARRA) of 2009. The QSCB program is a source of limited financial bonding for school districts to fund the rehabilitation or repair of an existing public school facility, construction of a new public school facility, equipment associated with repair or construction, or for land acquisition related to the construction of a new facility. Because the bond proceeds can be used for building rehabilitation and repair, districts will be able to issue these low-to-no interest bonds in lieu of Fire Prevention (health, life, and safety) bonds that would be at a higher interest rate.

ARRA was utilized for the first time in 2009 to authorize \$11 billion in QSCBs. An additional \$11 billion was authorized in 2010 to bring the total authorization to \$22 billion throughout the United

States and U.S. possessions. Forty percent of the \$22 billion was directly allocated to large educational agencies. The calendar year 2009 and 2010 designations for Illinois were \$244.4 million and \$251.2 million, respectively, for a total of \$495.6 million in QSCB authority.

As outlined in the February 2016 Board memorandum, School Business Services is bringing the \$12 million in unused allotments back to the Board for reallocation.

### **Financial Background**

West Aurora School District 129 will have 18 months to issue all \$12 million in additional QSCB bonds and the proceeds must be spent within three years of issue date. Additionally, it must reasonably expect as of the issue date that a binding agreement will be entered into with a third party so that at least 10 percent of the expenditures are incurred within the six-month period beginning with the issue date of the bonds. West Aurora School District 129 has indicated it has the bonding capacity and facility needs to utilize the additional allocation.

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

**Policy Implications:** None.

**Budget Implications:** West Aurora School District 129 will be able to issue an additional \$12 million in Qualified School Construction Bonds.

**Legislative Action:** None.

**Communication:** Communicate with West Aurora School District 129 and send it the signed certificate with the additional authorization.

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

**Pros:** West Aurora School District 129 will be able to offer an additional \$12 million in Qualified School Construction Bonds.

**Cons:** Inaction will delay the needed facility improvements in West Aurora School District 129.

### **Superintendent's Recommendation**

I recommend that the following motion be adopted:

Pursuant to the provisions of Section 1521(a) of the American Recovery and Reinvestment Act of 2009, I move that ISBE approve the remaining 2009 and 2010 allocation of \$12 million QSCB authority to West Aurora School District 129 (\$2 million from the 2009 authority and \$10 million from the 2010 authority).

### **Next Steps**

Upon Board authorization, agency staff will send the signed certificate to West Aurora School District 129 notifying it of the additional \$12 million in QSCB authority.

**ILLINOIS STATE BOARD OF EDUCATION  
PLENARY BUSINESS MEETING  
SPRINGFIELD, ILLINOIS  
September 14, 2017**

Qualified School Construction Bond Program application approval and certification pursuant to Section 54F of the Internal Revenue Code, added by Section 1521(a) of Title 1 of Division B of the American Recovery and Reinvestment Act of 2009 (Pub.L. No. 115,123 Stat. 115), which set forth the program provisions for Qualified School Construction Bonds. State guidelines require the receiving district to issue the bonds on or before March 12, 2019.

School District:                    West Aurora School District 129

Designation:                    \$12 million in bonds as Qualified School Construction Bonds pursuant to Section 54F of the Internal Revenue Code, added by Section 1521(a) of Title 1 of Division B of the American Recovery and Reinvestment Act of 2009, from the calendar year 2009 authority and the calendar year 2010 authority (\$2 million from the 2009 authority and \$10 million from the 2010 authority).

---

Anthony M. Smith, Ph.D.  
State Superintendent of Education

Approved by the Illinois State Board of Education this 14<sup>th</sup> day of September, 2017. This award certificate is null and void if the bonds are not issued by March 12, 2019, and the authority reverts to the Illinois State Board of Education.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 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*

**Agenda Topic:** PARCC Preliminary Statewide Results

**Appendix A:** Preliminary PARCC Data

**Appendix B:** Sample Year 3 Score Report and Evidence Statement Report

**Staff Contact(s):** Mary Reynolds, Executive Director, Innovation and Secondary Transformation  
A. Rae Clementz, Director, Assessment and Accountability

**Purpose of Agenda Item**

The Division of Assessment and Accountability is providing the following information regarding the 2016-17 preliminary statewide Partnership for Assessment of Readiness for College and Careers (PARCC) scores to the Board for informational purposes.

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

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

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

**Background Information**

PARCC is the state accountability assessment for Illinois students enrolled in public school districts in grades 3-8 in the 2016-17 school year. This is the third administration of PARCC in grades 3-8, and it is now possible to begin looking for trends in the data. The preliminary statewide results for 2016-17 (Appendix A) do not differ remarkably from the 2014-15 or 2015-16 results. There are a number of contextual factors in Illinois that can help us understand the largely unchanged results, which are consistent with the majority of consortium states. There is a modest 5 percent difference between the lowest English/language arts results and the highest across the three years and across all grade levels. Math has a 10 percent difference, but it is largely present between grades 3 and 4 and is predominantly explained by the increasing complexity of content from grade 3 to 4.

The data continue to show that more Illinois students completed the assessment online during the 2016-17 school year than either the initial 2014-15 or 2015-216 school year administrations. Approximately 87 percent of Illinois students took the assessment online in the 2016-17 school year, as compared to 85 percent in the 2015-16 administration. Fifteen percent of Illinois districts administered the assessment on paper to one or more entire grade levels, but only 13 percent of students took the exam on paper. The question of difference in performance attributable to taking the assessment on paper versus online is also clearer now that we have three years of data. The only consortium state with significantly improved results is New Jersey,

which tests 99 percent of its students online. Other rigorous assessments, such as NAEP, SAT, and ACT, are all conducting mode difference (paper versus online) studies as they convert to online delivery from paper.

There is still work to be done to improve the timeliness and utility of the assessment results and the consortium continues to push for ways to return results to educators sooner. Scores were reported through the online portal on a rolling basis beginning in mid-May, and scoring was finalized by the end of June. Student score reports were returned to districts earlier as well. Two reports that assist educators are the Evidence Statement Reports and the Content Standards Roster Reports. A redacted sample of the Student Score Report and Evidence Statement report is provided for your reference. ISBE will continue to provide supporting resources, such as parent letters and score report wrappers containing additional information about what standards students at various points along the score continuum would be likely to have mastered.

The approval of Illinois' Every Student Succeeds Act State Plan gives ISBE the opportunity to demonstrate its commitment to the recognition and support of districts. ISBE's role is to highlight those schools and districts with the most promising practices and to remain in deep engagement with the administrators and educators who work directly with students to continue to support their work. It is clear that Illinois has work to do in order to ensure that every child is moving on the performance continuum toward mastery of the Illinois Learning Standards, but ISBE is very proud of the accomplishment of Illinois' students and the commitment of Illinois' teachers in embracing the standards and in implementing the related instructional shifts. The Illinois State Standards are designed to help prepare every child for success in college and careers beyond their K-12 education.

Finalized, detailed data will be published in the nationally recognized and award-winning Illinois Report Card at the end of October. The release of the report card will contain both statewide and district/school-level results disaggregated by sub-group and will provide us with further opportunity for analysis and discussion in pursuit of growth for each and every student.

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

**Policy Implications:** The preliminary scores help us to analyze performance statewide for all students to determine areas of strength and improvement and areas for growth.

**Budget Implications:** None anticipated.

**Legislative Action:** None anticipated.

**Communication:** ISBE's PARCC Place will continue to provide communication resources regarding the 2016-17 results, including links to parent-friendly sites with resources tailored to meet the needs of students along the continuum. Additional communications will be scheduled with the release of the Illinois Report Card.

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

No action is required.

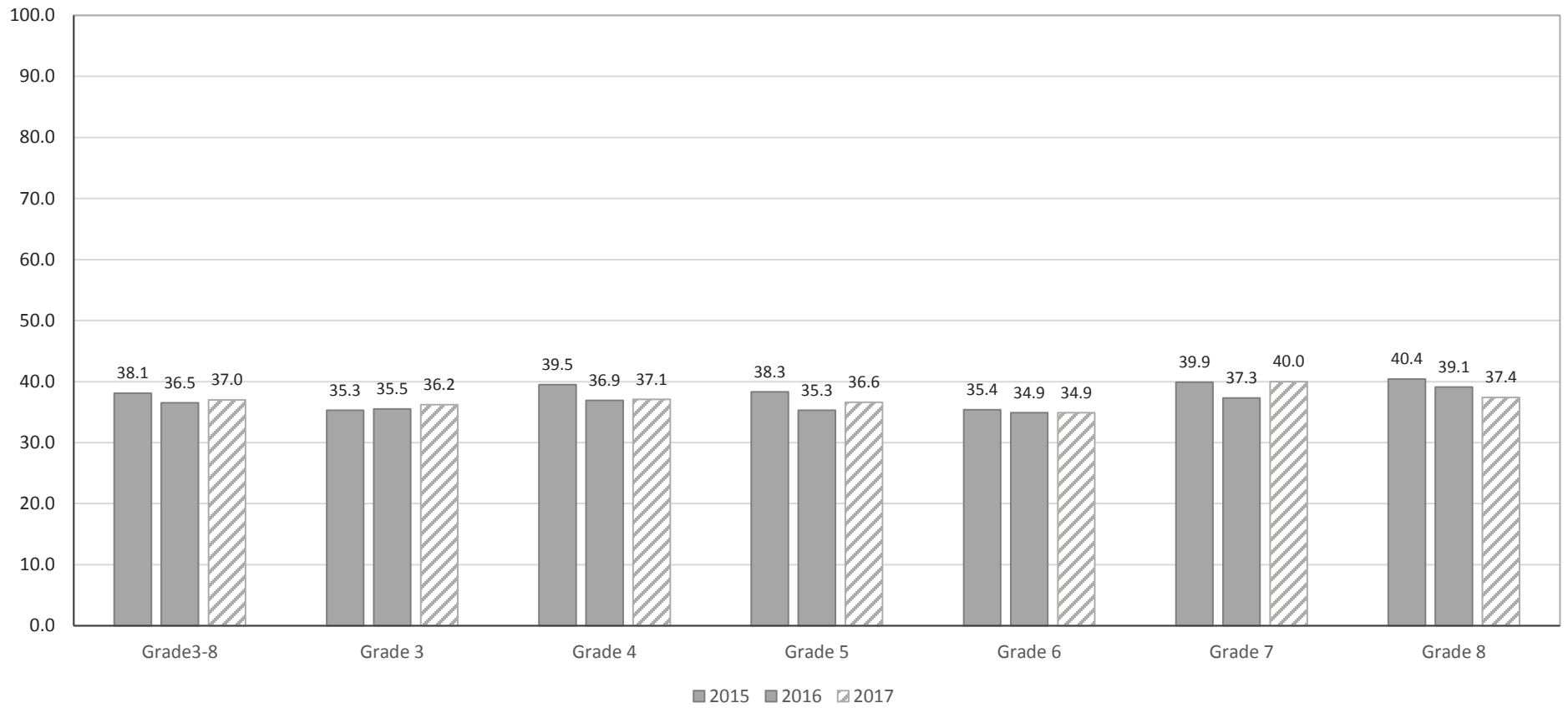
### **Superintendent's Recommendation**

No recommendation is required.

### **Next Steps**

Agency staff will make the 2016-17 preliminary statewide scores available on September 14, 2017. Agency staff will also continue collaborative work with districts to cleanse the remaining school and district data for purposes of the Illinois Report Card to be released at the end of October.

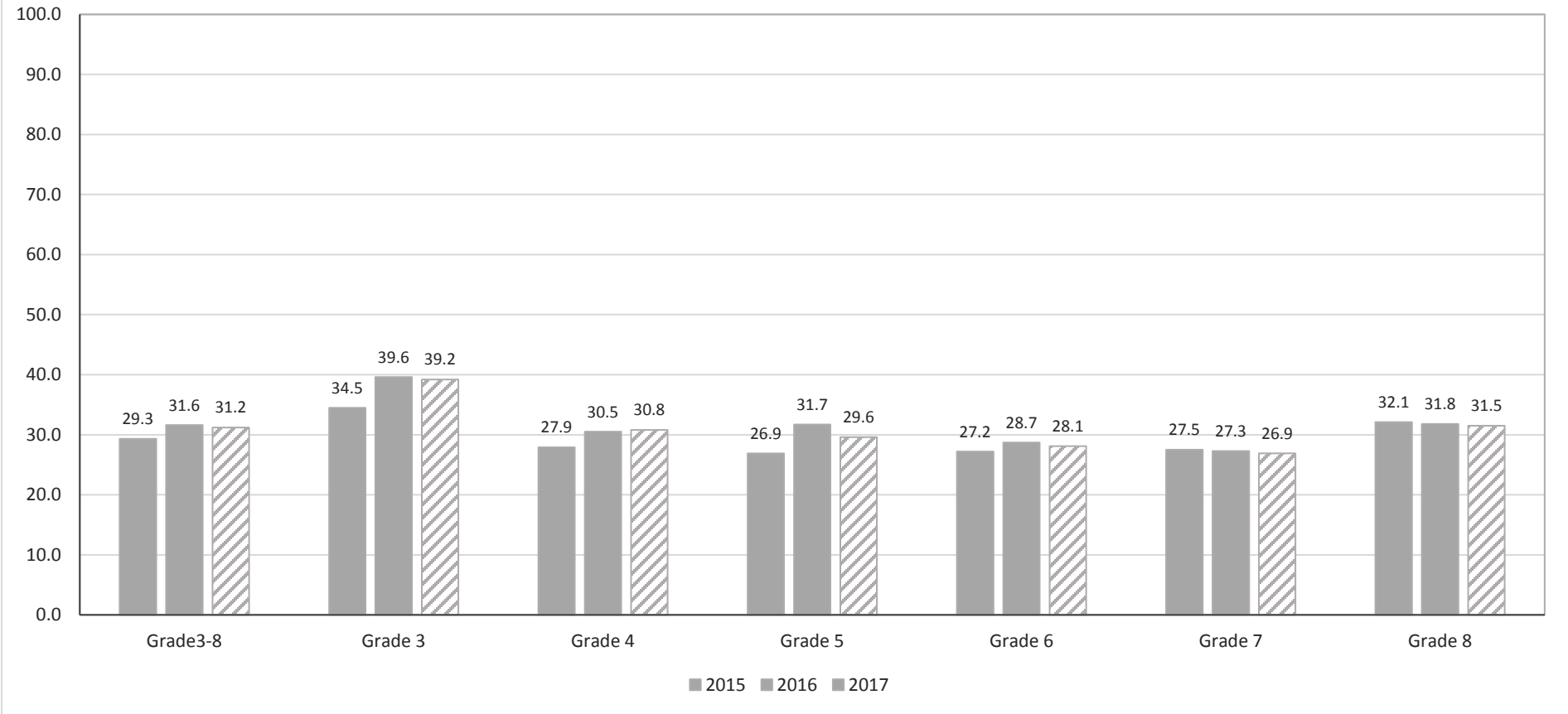
### 2017 Preliminary Percentage of Illinois Students Meeting or Exceeding Expectation on PARCC exams by Grade and Year - ELA



Note: The difference in the solid and patterned bars in the chart above indicate the difference in the nature of the results: 2015 and 2016 results are finalized and 2017 results are preliminary.



### 2017 Preliminary Percentage of Illinois Students Meeting or Exceeding Expectation on PARCC exams by Grade and Year - Math



Note: The difference in the solid and patterned bars in the chart above indicate the difference in the nature of the results: 2015 and 2016 results are finalized and 2017 results are preliminary.

-\*- Demonstration Powered by HP Exstream



██████████ LASTNAME  
 Date of Birth: 07/08/2000 ID: ██████████ Grade: 5  
 SAMPLE DISTRICT NAME  
 SAMPLE SCHOOL ONE NAME  
 ILLINOIS

GRADE 5 ELA

English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether ██████ met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit [UnderstandTheScore.org](http://UnderstandTheScore.org).

**How Can You Use This Report?**

Ask your child’s teachers:

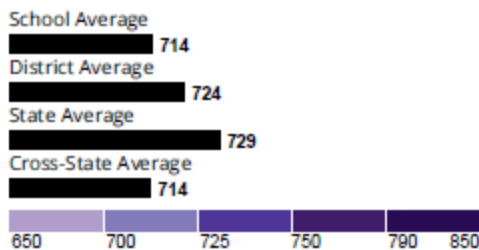
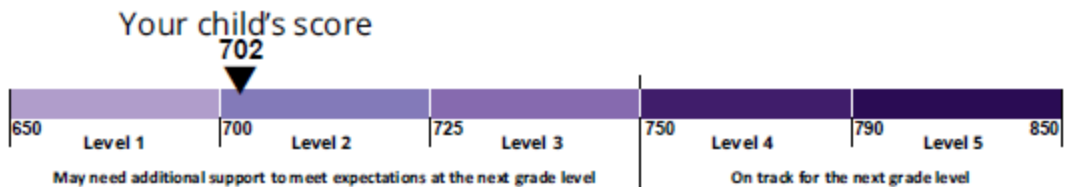
- What do you see as my child’s academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child’s performance in reading and writing.

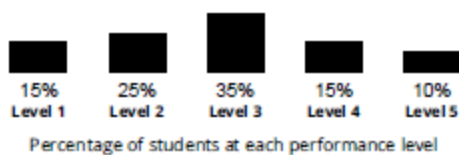
How Did ██████ Perform Overall?

**Performance Level 2**

- Level 5 Exceeded Expectations
- Level 4 Met Expectations
- Level 3 Approached Expectations
- Level 2 Partially Met Expectations
- Level 1 Did Not Yet Meet Expectations



How Students in Illinois Performed



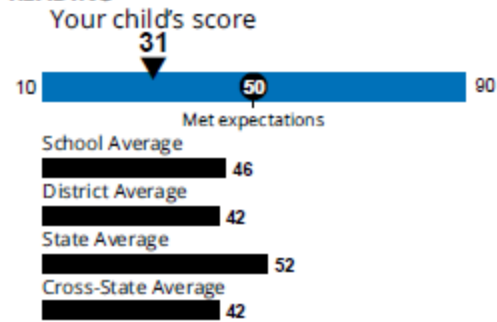
Student Growth Percentile

Your child’s score this year is the same as or better than 16 percent of Illinois students who had a similar score to your child on the 2014-15 assessment.

*The probable range in the student’s overall score on this test is plus or minus 6.3 points. This is the amount of change that would be expected in your child’s score if he/she were to take the test many times. Small differences in scores should not be overinterpreted.*

## How Did Your Child Perform in Reading and Writing?

### READING



#### LITERARY TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

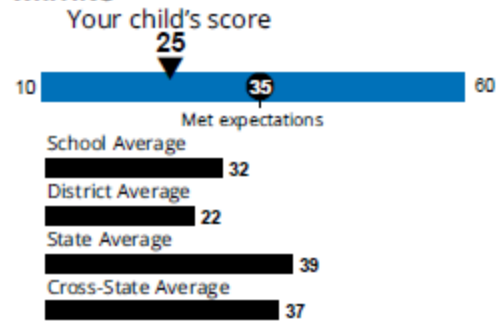
#### INFORMATIONAL TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

#### VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

### WRITING



#### WRITING EXPRESSION

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

#### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

#### LEGEND

Your child performed about the same as students who:

- Met or Exceeded Expectations
- Approached Expectations
- Did Not Yet Meet or Partially Met Expectations

**What are the PARCC tests?** The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

**How will my child's school use the test results?** Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

#### Learn more about PARCC and Maryland's college- and career-ready standards

Explore your school website, or ask your principal, for information on your school's annual PARCC assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about Maryland's K-12 standards at <http://mdk12.msde.maryland.gov/instruction/commoncore/>.

For information on how to help your child, and access to actual PARCC test questions and the GreatKids Test Guide for Parents, visit [UnderstandTheScore.org](http://UnderstandTheScore.org).



# School Evidence Statement Analysis

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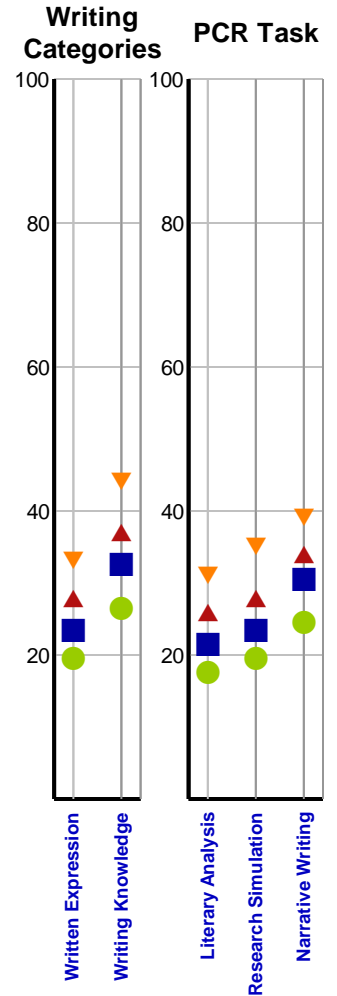
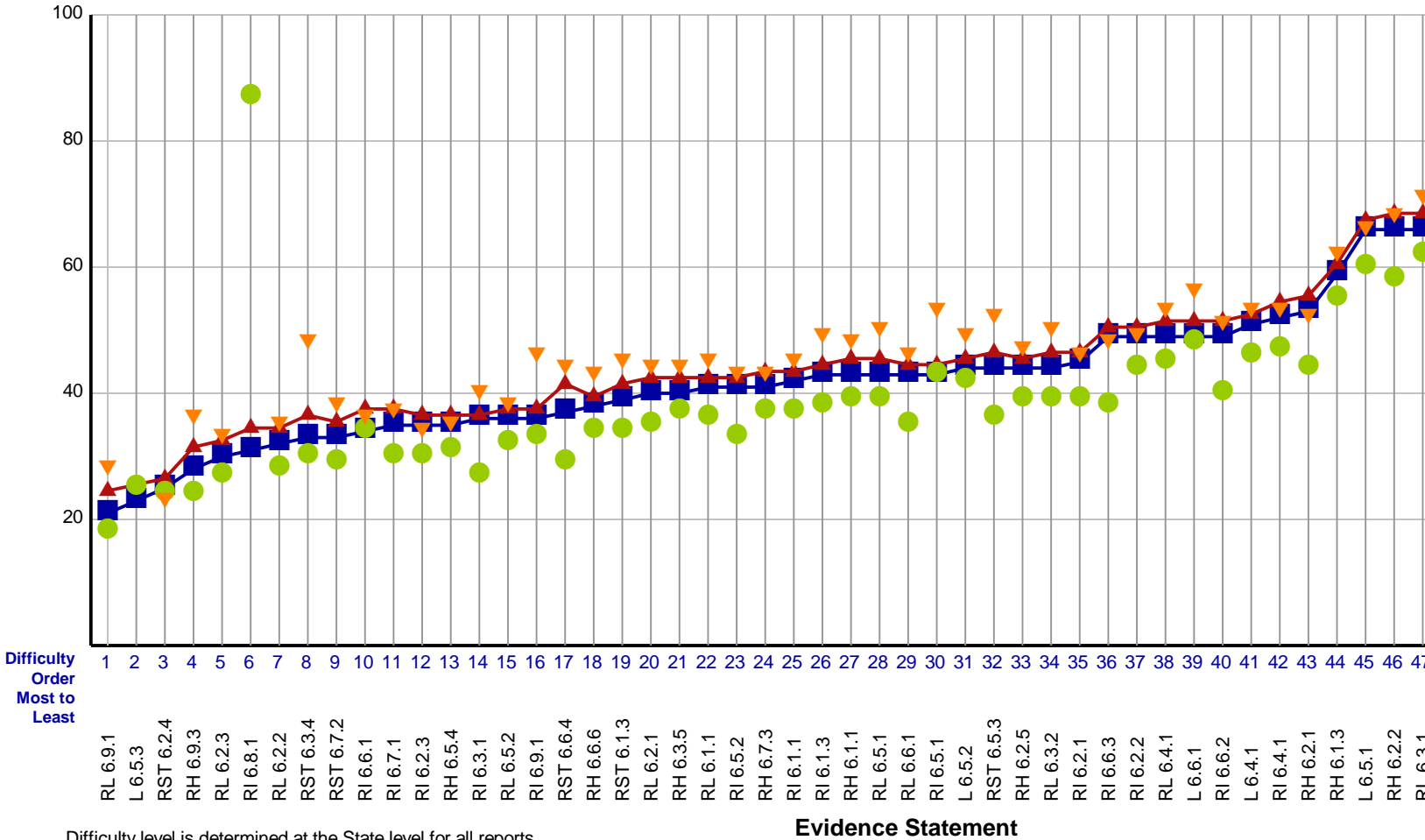
ILLINOIS

## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, Spring 2017

- ▲ Cross-State
- State
- District
- ▼ School

### Students with Valid Scores (277)

**Purpose:** This report presents the average percent correct by Evidence Statement for school, district, state and Cross-State.



Difficulty level is determined at the State level for all reports  
Evidence Statements not tested in district or school are left blank

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

# School Evidence Statement Analysis

Grade 6

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This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, Spring 2017

| Difficulty Order Most to Least | Evidence Statement | Common Core State Standard(s) | Domain                                | School Student Count |
|--------------------------------|--------------------|-------------------------------|---------------------------------------|----------------------|
| 1                              | RL 6.9.1           | RL.6.9                        | Reading: Literature                   | 277                  |
| 2                              | L 6.5.3            | L.6.5                         | Language                              | 0                    |
| 3                              | RST 6.2.4          | RST.6-8.2                     | Reading: Science & Technical Subjects | 87                   |
| 4                              | RH 6.9.3           | RH.6-8.9                      | Reading: History/Social Studies       | 276                  |
| 5                              | RL 6.2.3           | RL.6.2                        | Reading: Literature                   | 276                  |
| 6                              | RI 6.8.1           | RI.6.8                        | Reading: Informational Text           | 0                    |
| 7                              | RL 6.2.2           | RL.6.2                        | Reading: Literature                   | 277                  |
| 8                              | RST 6.3.4          | RST.6-8.3                     | Reading: Science & Technical Subjects | 99                   |
| 9                              | RST 6.7.2          | RST.6-8.7                     | Reading: Science & Technical Subjects | 177                  |
| 10                             | RI 6.6.1           | RI.6.6                        | Reading: Informational Text           | 90                   |
| 11                             | RI 6.7.1           | RI.6.7                        | Reading: Informational Text           | 90                   |
| 12                             | RI 6.2.3           | RI.6.2                        | Reading: Informational Text           | 277                  |
| 13                             | RH 6.5.4           | RH.6-8.5                      | Reading: History/Social Studies       | 187                  |
| 14                             | RI 6.3.1           | RI.6.3                        | Reading: Informational Text           | 277                  |
| 15                             | RL 6.5.2           | RL.6.5                        | Reading: Literature                   | 277                  |
| 16                             | RI 6.9.1           | RI.6.9                        | Reading: Informational Text           | 190                  |
| 17                             | RST 6.6.4          | RST.6-8.6                     | Reading: Science & Technical Subjects | 276                  |
| 18                             | RH 6.6.6           | RH.6-8.6                      | Reading: History/Social Studies       | 277                  |
| 19                             | RST 6.1.3          | RST.6-8.1                     | Reading: Science & Technical Subjects | 186                  |
| 20                             | RL 6.2.1           | RL.6.2                        | Reading: Literature                   | 277                  |
| 21                             | RH 6.3.5           | RH.6-8.3                      | Reading: History/Social Studies       | 277                  |
| 22                             | RL 6.1.1           | RL.6.1                        | Reading: Literature                   | 277                  |
| 23                             | RI 6.5.2           | RI.6.5                        | Reading: Informational Text           | 277                  |
| 24                             | RH 6.7.3           | RH.6-8.7                      | Reading: History/Social Studies       | 99                   |
| 25                             | RI 6.1.1           | RI.6.1                        | Reading: Informational Text           | 277                  |
| 26                             | RI 6.1.3           | RI.6.1                        | Reading: Informational Text           | 277                  |
| 27                             | RH 6.1.1           | RH.6-8.1                      | Reading: History/Social Studies       | 177                  |
| 28                             | RL 6.5.1           | RL.6.5                        | Reading: Literature                   | 277                  |
| 29                             | RL 6.6.1           | RL.6.6                        | Reading: Literature                   | 189                  |
| 30                             | RI 6.5.1           | RI.6.5                        | Reading: Informational Text           | 99                   |
| 31                             | L 6.5.2            | L.6.5                         | Language                              | 277                  |
| 32                             | RST 6.5.3          | RST.6-8.5                     | Reading: Science & Technical Subjects | 99                   |
| 33                             | RH 6.2.5           | RH.6-8.2                      | Reading: History/Social Studies       | 187                  |
| 34                             | RL 6.3.2           | RL.6.3                        | Reading: Literature                   | 277                  |
| 35                             | RI 6.2.1           | RI.6.2                        | Reading: Informational Text           | 187                  |
| 36                             | RI 6.6.3           | RI.6.6                        | Reading: Informational Text           | 91                   |
| 37                             | RI 6.2.2           | RI.6.2                        | Reading: Informational Text           | 190                  |
| 38                             | RL 6.4.1           | RL.6.4                        | Reading: Literature                   | 277                  |
| 39                             | L 6.6.1            | L.6.6                         | Language                              | 186                  |
| 40                             | RI 6.6.2           | RI.6.6                        | Reading: Informational Text           | 178                  |
| 41                             | L 6.4.1            | L.6.4                         | Language                              | 277                  |

continued

Evidence Statements: <http://www.parc-assessment.org/assessments/test-design/ela-literacy/test-specifications-documents>

Common Core State Standards: <http://www.corestandards.org/>

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# School Evidence Statement Analysis

Grade 6

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ILLINOIS

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty

## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, Spring 2017

| Difficulty Order<br>Most to Least | Evidence<br>Statement | Common Core<br>State Standard(s) | Domain                          | School<br>Student<br>Count |
|-----------------------------------|-----------------------|----------------------------------|---------------------------------|----------------------------|
| 42                                | RI 6.4.1              | RI.6.4                           | Reading: Informational Text     | 277                        |
| 43                                | RH 6.2.1              | RH.6-8.2                         | Reading: History/Social Studies | 90                         |
| 44                                | RH 6.1.3              | RH.6-8.1                         | Reading: History/Social Studies | 177                        |
| 45                                | L 6.5.1               | L.6.5                            | Language                        | 90                         |
| 46                                | RH 6.2.2              | RH.6-8.2                         | Reading: History/Social Studies | 90                         |
| 47                                | RL 6.3.1              | RL.6.3                           | Reading: Literature             | 178                        |

Evidence Statements: <http://www.parc-assessment.org/assessments/test-design/ela-literacy/test-specifications-documents>

Common Core State Standards: <http://www.corestandards.org/>

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**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 2017**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Standard-Setting Methodology for SAT Performance Levels

**Staff Contact(s):** Mary Reynolds, Executive Director of Innovation and Secondary Transformation  
A. Rae Clementz, Director, Assessment and Accountability

**Purpose of Agenda Item**

The Assessment and Accountability Division is presenting information on the methodology used for setting performance level cut scores used for the purposes of accountability on the SAT with essay as administered in April of 2017.

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

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

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

**Background Information**

The proposed methodology for standard setting for the purposes of accountability on the SAT as administered in the 2016-17 school year is to:

1. Recruit and train a representative sample of Illinois high school educators, administrators, counselors, and college and career readiness specialists, as well as representatives from higher education.
2. Collaborate with a group of approximately 10 to 12 subject matter experts, policy experts, and ISBE and College Board psychometricians to finalize four performance level descriptors, with an emphasis on coherence between PARCC performance level descriptors and performance level descriptors used in a prior multi-state SAT standard setting.
3. Convene and train these panelists in the use of a modification of the Angoff method for setting performance levels on September 27 and 28, 2017.
4. Conduct three rounds of level setting, showing impact data after each round.
5. Present the recommended performance levels and their cut scores to a final group of state-level policymakers, including ISBE senior leadership and the Governor's Office, to either confirm or make modifications to the recommended performance levels.
6. Present the final performance levels and cut scores to the Board for approval.

**The Assessment:** The SAT administered by the State of Illinois for the purposes of accountability in the 2016-17 school year consists of three sections: Math, Evidence-based Reading and Writing (ERW), and an essay. The essay is not part of the methodology described at this time, as only math and ERW are required for compliance by the U.S. Department of

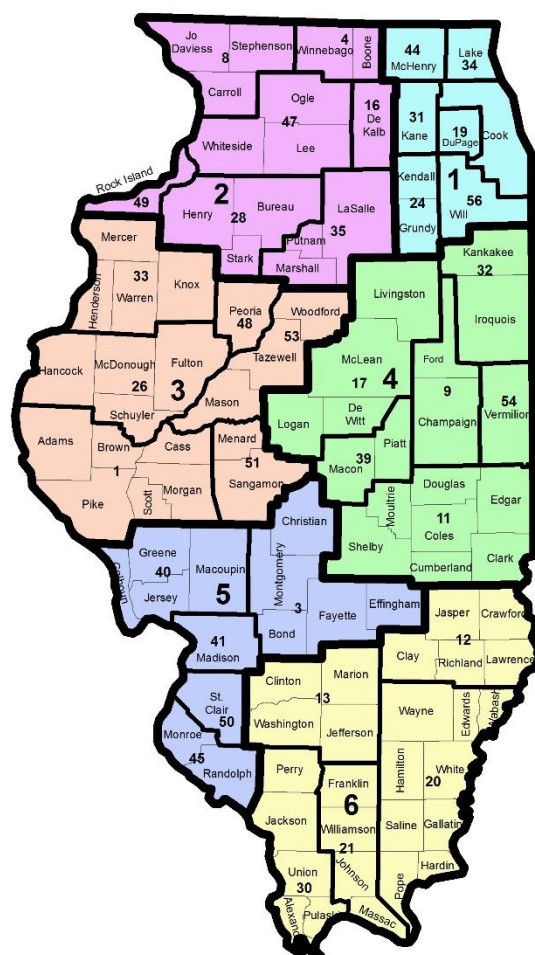


Education. Deeper stakeholder engagement is necessary to determine how best to integrate the essay component. The Math section has two parts: a No-Calculator part with 20 items where examinees are allotted 25 minutes and a Calculator part with 38 items and 55 minutes allotted. Both parts contain four-option multiple choice (MC) items and student-produced response items. The ERW section also has two parts: a Reading part with 52 MC items where examinees are allotted 65 minutes and a Writing and Language part with 44 MC items and 35 minutes. The Math and ERW sections are each on the 200-800 scale score metric. The new SAT is rights-scored, meaning there is not penalty or correction for incorrect answers or guessing.

**Performance Levels:** SAT has set national benchmarks with three performance levels. A review of the Illinois performance data suggests that the ERW proficiency score of 480 results in approximately 60 percent of Illinois grade 11 students meeting the national benchmark set by SAT. This is in significant contrast to prior high school PARCC rates of proficiency and current proficiency rates in grade 8. The 480 proficiency level is based on a definition of college readiness as having a “75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes<sup>1</sup>.”

For the purposes of accountability, it is required to have a definition that speaks to mastery of the Illinois Learning Standards. It is preferable in terms of the broader accountability system to have alignment between the K-8 and 9-12 systems. Illinois has experienced the consequences of this lack of alignment before with the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Exam (PSAE). The result of this lack of alignment was an underidentification of schools serving grades 3 through 8 as needing improvement and an overidentification of high schools. This had direct impact on the allocation of state and federal resources. Therefore, to clearly differentiate between the national benchmarks and the Illinois benchmarks for the purposes of accountability, four performance levels will be set: Exceeds Standards, Meets Standards, Approaching Standards, and Partially Meets Standards.

**Sampling Plan:** Illinois will create two panels of between 20 to 30 subject matter experts, one for math and one for English/language arts. Each panel will have representatives from six geographic regions, and a seventh representing the Chicago Public Schools district. Priority will be given to represent the demographic diversity of each region and the state broadly, while ensuring strong technical expertise. ISBE is using a nomination process and has communicated the need for nominees, as well as their desired qualifications, through the Superintendent’s Weekly Message and through the Assessment listserv, which reaches an audience of more than 4,000 educators and administrators. It is suggested that nominees have the following characteristics:



<sup>1</sup> SAT Benchmarks available at <https://collegereadiness.collegeboard.org/about/scores/benchmarks>



- Panelists should be a subject matter expert (SME) in the subject area they are representing and should have current or very recent experience teaching students for whom the standards will apply.
- Panelists should represent a range of teaching experience. The tendency is to nominate more senior or veteran SMEs, but SMEs who have as few as two years of experience should also be considered. Educator preparatory curricula and teaching methods change with time and these perspectives should be represented. It is also desirable to include SMEs with a range of education levels: bachelor's, master's, Ph.D., Ed.D., specialist, etc.
- Panelists should represent all genders, race/ethnicity subgroups, and regions from across the state, including urban, suburban, metropolitan, and rural locations.
- Panelists who have experience teaching students with disabilities and English Learners (in addition to any other special populations), college and career readiness specialists, and high school or college guidance counselors are also needed.

As of September 5, ISBE has received 74 nominations -- 42 with English/language arts expertise and 32 with mathematics. Within that pool, approximately 10 have experience working with English Learners, students with disabilities, college and career readiness, and higher education. Approximately 67 percent of the nominees are female, and 33 percent are male. Thus far, the majority of nominees are white (92 percent) and have master's degrees (78 percent), but are spread fairly evenly across urban (19 percent), suburban (32 percent), metropolitan (6 percent), and rural (43 percent) areas. Nominations will continue to be accepted through September 12, with additional targeted recruitment occurring as needed to fulfill the sampling plan.

**Rating Method:** A variety of methods have been proposed for setting performance standards on educational assessments. There is procedural similarity across many standard-setting techniques<sup>2</sup> but Cizek<sup>3</sup> describes at least 10 separate standard-setting processes with a host of modifications that yield even more methods that can be used to collect ratings from panelists. In spite of the numerous methods, various modifications described as Angoff<sup>4</sup> standard-setting procedures remain among the most widely used<sup>5</sup>. It should be noted that the Angoff methods derive from a brief description and footnote in the 2nd Edition of Educational Measurement and are typically not implemented as originally described; thus, most of the methods are more accurately referenced as Modified Angoff methods. The Angoff method and its variations are criterion-referenced, standard-setting methods that require panelists to estimate the probability that a "minimally acceptable person" (i.e., a borderline examinee) will answer an item correctly. These probabilities are then summed to produce recommended cut scores. A Modified Angoff standard-setting method with three rounds, each followed by the presentation of Illinois impact data, will be used to collect panelist ratings for the Illinois SAT standard setting.

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<sup>2</sup> Hambleton, Ronald K., Mary J. Pitoniak, and Jenna M. Copella. "Essential steps in setting performance standards on educational tests and strategies for assessing the reliability of results." *Setting performance standards: Foundations, methods, and innovations* (2012): 47-76.

<sup>3</sup> Cizek, Gregory J., ed. *Setting performance standards: foundations, methods, and innovations*. Routledge, 2012.

<sup>4</sup> Angoff, William H. *Educational measurement*. American Council on Education, 1971. Harvard

<sup>5</sup> Plake, Barbara S., and Gregory J. Cizek. "The Modified Angoff, Extended Angoff, and Yes/No Standard Setting Methods." *Setting performance standards: Foundations, methods, and innovations* (2012): 181. Harvard

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

**Policy Implications:** Setting of appropriate performance levels that are reflective of the Illinois Learning Standards and in alignment with the broader accountability system are crucial for the accurate identification of schools in need of support and improvement. These cuts will impact eligibility for supports and services, as well as eligibility for recognition as a highly effective school or district. A rigorous standard-setting process will help ensure compliance with federal assessment requirements and the peer review process. Deep engagement with Illinois educators is essential to ensuring that this occurs.

**Budget Implications:** Support for this work is being provided by the College Board as a part of the existing contract. State funds were budgeted in fiscal year 2018 to provide for travel, per diem, and the reimbursement of substitute teachers for panelists.

**Legislative Action:** No action is required.

**Communication:** ISBE has posted information about this process on its website and will publish the final technical report there as well. Communication to recruit panelists was disseminated through the Superintendent's Weekly Message, the ISBE assessment listserv (which reaches an audience of more than 4,000 educators and administrators), and through communication with the Illinois Board of Higher Education.

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

**Pros:** This provides an excellent opportunity for stakeholder engagement and education. Setting of appropriate performance levels that are reflective of the Illinois Learning Standards and in alignment with the broader accountability system are crucial for the accurate identification of schools in need of support and improvement. These cuts will ensure that the allocation of resources and supports has the greatest impact on students, and that Illinois' accountability system is aligned. Finally, a rigorous standard-setting process will help ensure compliance with federal assessment requirements and the peer review process.

**Cons:** None.

### **Superintendent's Recommendation**

No recommendation is required.

### **Next Steps**

The standard setting will be conducted in accordance with the methodology and plan described here and will be brought to the Board for final approval in October so that the results can be incorporated into the release of the Illinois Report Card at the end of October.



# Understanding the Evidence Based Funding Formula

PA 100 – 0465

ISBE Board Strategic Agenda Planning Session

September 13-14, 2017



## Introduction

The Evidence Based Funding Formula (EBFF) performs calculations in three general stages.

- **First:** Determining the cost of educating all students, according to the defined elements, is calculated. This is the **Adequacy Target** for each district.
- **Second:** The measure of local resources is calculated for comparison to the Adequacy Target.
- **Third:** Distributing additional funds to assist districts in meeting their Adequacy Target.

*Completing the first and second stages will produce a ratio that determines how distant a district is from adequate funding. In turn this impacts the distribution of funds in stage three.*





## Base Funding Minimum

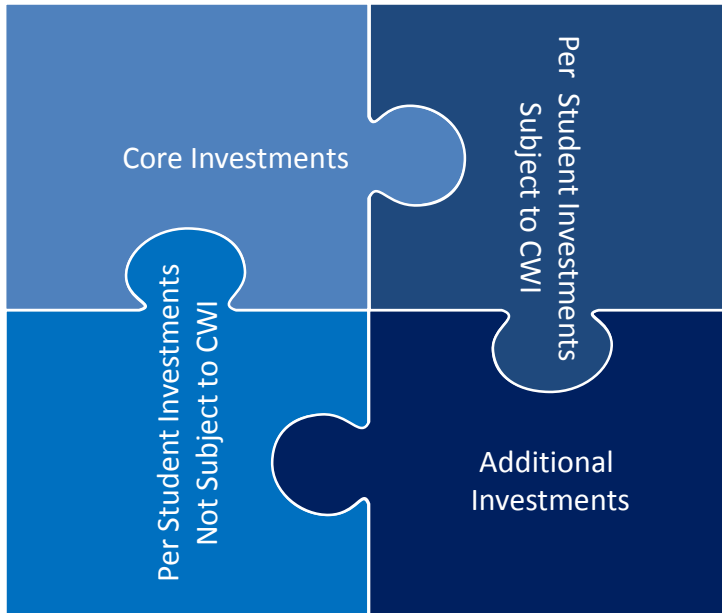
- The Base Funding Minimum (BFM) is the Hold Harmless Provision of EBF.
- It is the sum of the following grants received in FY 17:
  - General State Aid + Stop Loss Grant (if applicable)
  - English Learner Education
  - Special Ed Personnel
  - Special Ed Funding for Children
  - Special Ed Summer School
- BFM will be recalculated each fiscal year to include additional funds received by each district as illustrated below.

| FY 2018             | FY 2019                     | FY 2020                     |
|---------------------|-----------------------------|-----------------------------|
| FY 17 Distributions | FY 17<br>+ FY 18 Tier Money | FY 18<br>+ FY 19 Tier Money |



# Adequacy Target

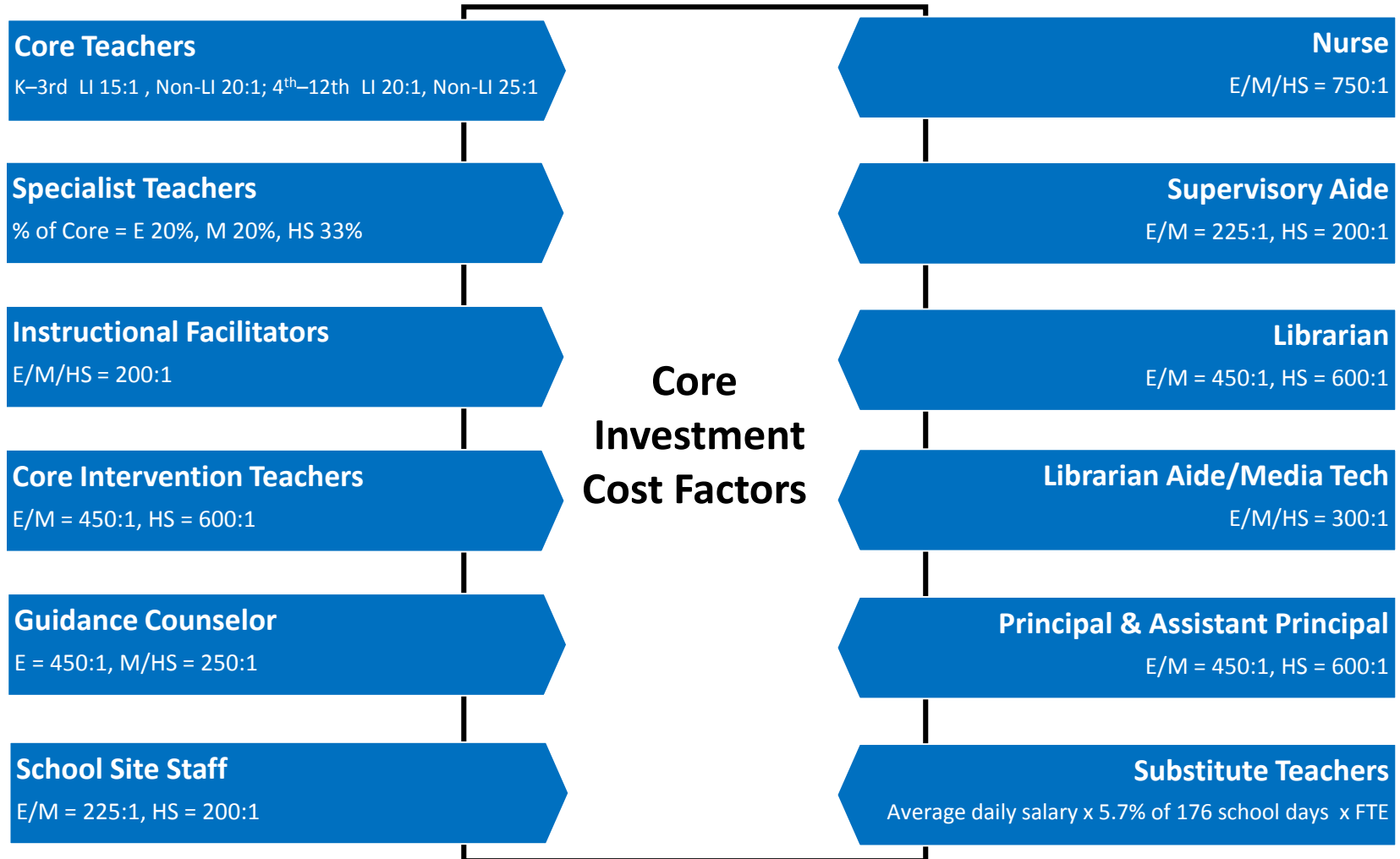
Adequacy Target (AT) = Sum of all Education Cost Factors



= Initial Adequacy Target

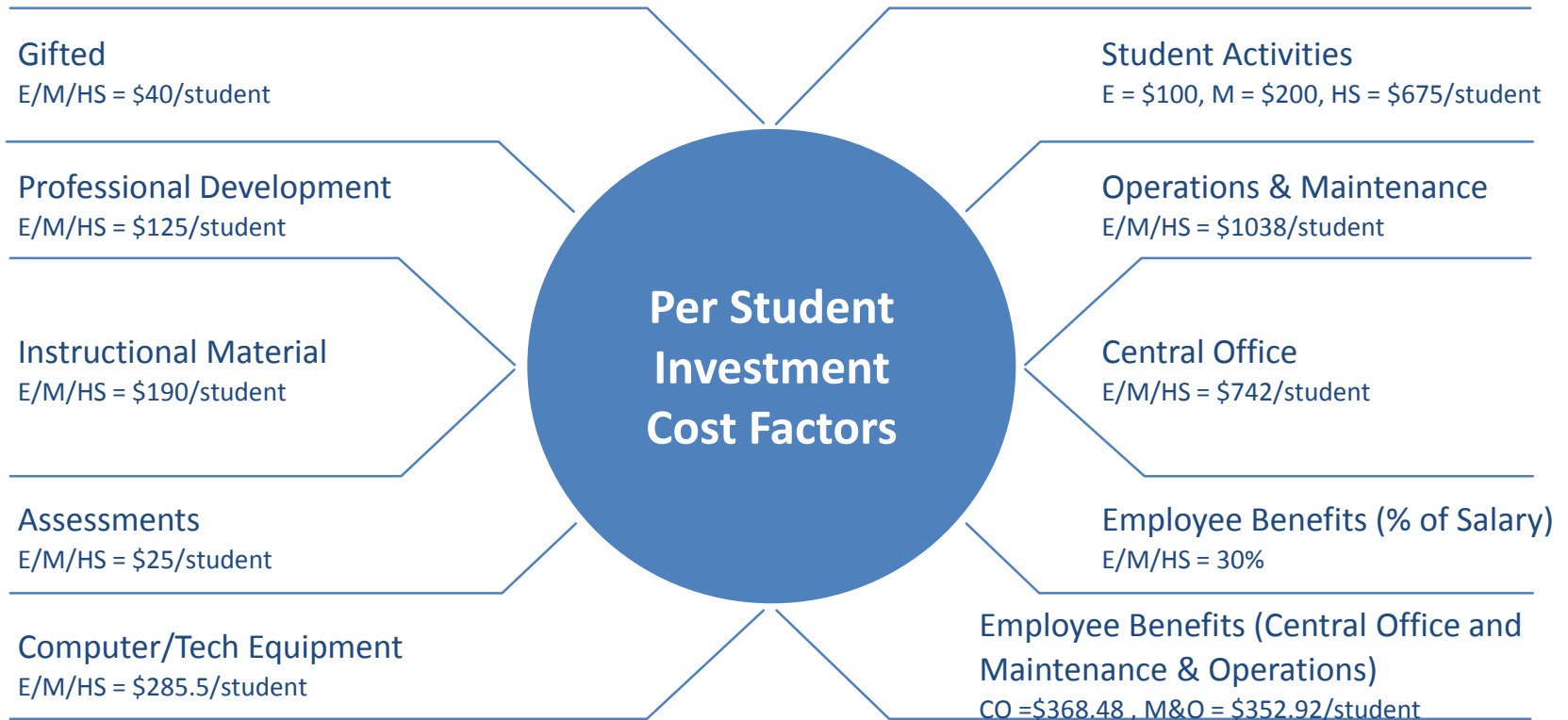


## Adequacy Target – Core Investments





## Adequacy Target – Per Student Investments







## Adequacy Target – Additional Investments

### Additional Investment Cost Factors

#### Low - Income

- Intervention Teacher (125:1)
- Pupil Support (125:1)
- Extended Day Teacher (120:1)
- Summer School Teacher (120:1)

#### English Learner (EL)

- Intervention Teacher (125:1)
- Pupil Support (125:1)
- Extended Day Teacher (120:1)
- Summer School Teacher (120:1)
- English Learner Core Teacher (100:1)

#### Special Education

- Special Education Core Teacher (141:1)
- Instructional Assistant (141:1)
- Psychologist (1000:1)



## Adequacy Target – Regionalization Factor

To determine the Final Adequacy Target, a Regionalization Factor is applied.

The Regionalization Factor or Comparable Wage Index (CWI) is a measure of regional variations in salaries.

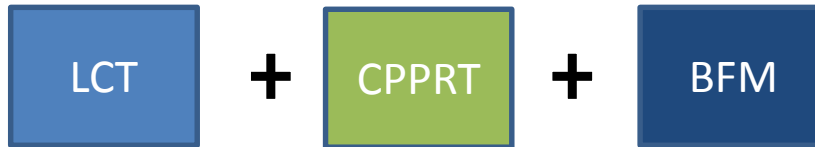
\*In EBFF the lowest Regionalization Factor has been set to 0.90 the highest factor in modeling was 1.05651\*

$$\begin{array}{ccc} \begin{array}{c} \text{Initial} \\ \text{Adequacy} \\ \text{Target} \end{array} & \times & \begin{array}{c} \text{Regionalization} \\ \text{Factor} \\ \text{(CWI)} \end{array} & = & \begin{array}{c} \text{Final Adequacy} \\ \text{Target} \end{array} \end{array}$$



## Determining District Local Resources

EBFF defines a district's resources as being the sum of the below:



- LCT = Local Capacity Target
- CPPRT = Corporate Personal Property Replacement Taxes
- BFM = Base Funding Minimum = Prior Year Distributions

Determining a district's resources is needed to obtain the calculated % **Adequacy Level**.

$$\% \text{ Adequacy Level} = \text{Resources} \div \text{Adequacy Target}$$



## Tier Funding

- New Funding Flows to the Tiers.

| Tier    | % of New Funding                          | Target Ratio                            | Funding Allocation Rate          |
|---------|---|---|----------------------------------|
| Tier 1  | Receives 50%                              | TBD<br>(in modeling ranged from 60-65%) | Fixed at 30%                     |
| Tier 2* | Receives 49% (*Includes Tier 1 Districts) | 90%                                     | TBD (in modeling averaged 5%)    |
| Tier 3  | Receives 0.9%                             | 100%                                    | TBD (in modeling averaged 0.2%)  |
| Tier 4  | Receives 0.1%                             | >100%                                   | TBD (in modeling averaged 0.01%) |

- **Target Ratio** – Impacts the calculation of the tier “Funding Gap”
- **Funding Allocation Rate** – Is applied to the Final Adequacy Target to determine the calculated tier funding.



## Chicago Public Schools

The following provisions apply to CPS:

Normal Pension Costs of \$221.3M to be paid as a separate grant.

Block Grant Overage to be included in FY 17 Base Funding Minimum.

Unfunded Pension Liability to be included as an adjustment to Local Capacity Target. (As reduction in Local Resources)



## Other Provisions

- Spending Plans
- Minimum Funding Level
- Property Tax Relief Pool
- Referendum Opportunity for District at or above 110% of Adequacy
- Technology Grant for Tier 1 & Tier 2 Districts in FY19 and beyond
- Mandate Relief
- \$75M Tax Credit
- \$29 M of EL Funding for FY 18 for both Tier 1 & Tier 2 Districts



## Implementation Process

- Calculate & Pay Estimated Base Funding Minimum
  - Calculation Complete / Sent to Comptroller for Payment



- Data Collection / Verification (In Process)
  - ISBE to compile historical data and launch verification tool for districts to review and confirm



- District Review / Correction (TBD – Estimated Late Fall)
  - Districts will have a *fixed* period of time to review data as reported by ISBE and provide comment



- Final BFM Reconciliation & Tier Funding Calculation (TBD – Estimated Early-Mid Winter)
  - ISBE will proceed with final/confirmed data and complete calculations for payment..

AN ACT concerning public employee benefits.

**Be it enacted by the People of the State of Illinois,  
represented in the General Assembly:**

Section 5. The Illinois Pension Code is amended by changing Section 16-158 as follows:

(40 ILCS 5/16-158) (from Ch. 108 1/2, par. 16-158)

(Text of Section WITHOUT the changes made by P.A. 98-599, which has been held unconstitutional)

Sec. 16-158. Contributions by State and other employing units.

(a) The State shall make contributions to the System by means of appropriations from the Common School Fund and other State funds of amounts which, together with other employer contributions, employee contributions, investment income, and other income, will be sufficient to meet the cost of maintaining and administering the System on a 90% funded basis in accordance with actuarial recommendations.

The Board shall determine the amount of State contributions required for each fiscal year on the basis of the actuarial tables and other assumptions adopted by the Board and the recommendations of the actuary, using the formula in subsection (b-3).

(a-1) Annually, on or before November 15 until November 15,



2011, the Board shall certify to the Governor the amount of the required State contribution for the coming fiscal year. The certification under this subsection (a-1) shall include a copy of the actuarial recommendations upon which it is based and shall specifically identify the System's projected State normal cost for that fiscal year.

On or before May 1, 2004, the Board shall recalculate and recertify to the Governor the amount of the required State contribution to the System for State fiscal year 2005, taking into account the amounts appropriated to and received by the System under subsection (d) of Section 7.2 of the General Obligation Bond Act.

On or before July 1, 2005, the Board shall recalculate and recertify to the Governor the amount of the required State contribution to the System for State fiscal year 2006, taking into account the changes in required State contributions made by this amendatory Act of the 94th General Assembly.

On or before April 1, 2011, the Board shall recalculate and recertify to the Governor the amount of the required State contribution to the System for State fiscal year 2011, applying the changes made by Public Act 96-889 to the System's assets and liabilities as of June 30, 2009 as though Public Act 96-889 was approved on that date.

(a-5) On or before November 1 of each year, beginning November 1, 2012, the Board shall submit to the State Actuary, the Governor, and the General Assembly a proposed certification

of the amount of the required State contribution to the System for the next fiscal year, along with all of the actuarial assumptions, calculations, and data upon which that proposed certification is based. On or before January 1 of each year, beginning January 1, 2013, the State Actuary shall issue a preliminary report concerning the proposed certification and identifying, if necessary, recommended changes in actuarial assumptions that the Board must consider before finalizing its certification of the required State contributions. On or before January 15, 2013 and each January 15 thereafter, the Board shall certify to the Governor and the General Assembly the amount of the required State contribution for the next fiscal year. The Board's certification must note any deviations from the State Actuary's recommended changes, the reason or reasons for not following the State Actuary's recommended changes, and the fiscal impact of not following the State Actuary's recommended changes on the required State contribution.

(b) Through State fiscal year 1995, the State contributions shall be paid to the System in accordance with Section 18-7 of the School Code.

(b-1) Beginning in State fiscal year 1996, on the 15th day of each month, or as soon thereafter as may be practicable, the Board shall submit vouchers for payment of State contributions to the System, in a total monthly amount of one-twelfth of the required annual State contribution certified under subsection (a-1). From the effective date of this amendatory Act of the

93rd General Assembly through June 30, 2004, the Board shall not submit vouchers for the remainder of fiscal year 2004 in excess of the fiscal year 2004 certified contribution amount determined under this Section after taking into consideration the transfer to the System under subsection (a) of Section 6z-61 of the State Finance Act. These vouchers shall be paid by the State Comptroller and Treasurer by warrants drawn on the funds appropriated to the System for that fiscal year.

If in any month the amount remaining unexpended from all other appropriations to the System for the applicable fiscal year (including the appropriations to the System under Section 8.12 of the State Finance Act and Section 1 of the State Pension Funds Continuing Appropriation Act) is less than the amount lawfully vouchered under this subsection, the difference shall be paid from the Common School Fund under the continuing appropriation authority provided in Section 1.1 of the State Pension Funds Continuing Appropriation Act.

(b-2) Allocations from the Common School Fund apportioned to school districts not coming under this System shall not be diminished or affected by the provisions of this Article.

(b-3) For State fiscal years 2012 through 2045, the minimum contribution to the System to be made by the State for each fiscal year shall be an amount determined by the System to be sufficient to bring the total assets of the System up to 90% of the total actuarial liabilities of the System by the end of State fiscal year 2045. In making these determinations, the

required State contribution shall be calculated each year as a level percentage of payroll over the years remaining to and including fiscal year 2045 and shall be determined under the projected unit credit actuarial cost method.

For State fiscal years 1996 through 2005, the State contribution to the System, as a percentage of the applicable employee payroll, shall be increased in equal annual increments so that by State fiscal year 2011, the State is contributing at the rate required under this Section; except that in the following specified State fiscal years, the State contribution to the System shall not be less than the following indicated percentages of the applicable employee payroll, even if the indicated percentage will produce a State contribution in excess of the amount otherwise required under this subsection and subsection (a), and notwithstanding any contrary certification made under subsection (a-1) before the effective date of this amendatory Act of 1998: 10.02% in FY 1999; 10.77% in FY 2000; 11.47% in FY 2001; 12.16% in FY 2002; 12.86% in FY 2003; and 13.56% in FY 2004.

Notwithstanding any other provision of this Article, the total required State contribution for State fiscal year 2006 is \$534,627,700.

Notwithstanding any other provision of this Article, the total required State contribution for State fiscal year 2007 is \$738,014,500.

For each of State fiscal years 2008 through 2009, the State

contribution to the System, as a percentage of the applicable employee payroll, shall be increased in equal annual increments from the required State contribution for State fiscal year 2007, so that by State fiscal year 2011, the State is contributing at the rate otherwise required under this Section.

Notwithstanding any other provision of this Article, the total required State contribution for State fiscal year 2010 is \$2,089,268,000 and shall be made from the proceeds of bonds sold in fiscal year 2010 pursuant to Section 7.2 of the General Obligation Bond Act, less (i) the pro rata share of bond sale expenses determined by the System's share of total bond proceeds, (ii) any amounts received from the Common School Fund in fiscal year 2010, and (iii) any reduction in bond proceeds due to the issuance of discounted bonds, if applicable.

Notwithstanding any other provision of this Article, the total required State contribution for State fiscal year 2011 is the amount recertified by the System on or before April 1, 2011 pursuant to subsection (a-1) of this Section and shall be made from the proceeds of bonds sold in fiscal year 2011 pursuant to Section 7.2 of the General Obligation Bond Act, less (i) the pro rata share of bond sale expenses determined by the System's share of total bond proceeds, (ii) any amounts received from the Common School Fund in fiscal year 2011, and (iii) any reduction in bond proceeds due to the issuance of discounted bonds, if applicable. This amount shall include, in addition to the amount certified by the System, an amount necessary to meet

employer contributions required by the State as an employer under paragraph (e) of this Section, which may also be used by the System for contributions required by paragraph (a) of Section 16-127.

Beginning in State fiscal year 2046, the minimum State contribution for each fiscal year shall be the amount needed to maintain the total assets of the System at 90% of the total actuarial liabilities of the System.

Amounts received by the System pursuant to Section 25 of the Budget Stabilization Act or Section 8.12 of the State Finance Act in any fiscal year do not reduce and do not constitute payment of any portion of the minimum State contribution required under this Article in that fiscal year. Such amounts shall not reduce, and shall not be included in the calculation of, the required State contributions under this Article in any future year until the System has reached a funding ratio of at least 90%. A reference in this Article to the "required State contribution" or any substantially similar term does not include or apply to any amounts payable to the System under Section 25 of the Budget Stabilization Act.

Notwithstanding any other provision of this Section, the required State contribution for State fiscal year 2005 and for fiscal year 2008 and each fiscal year thereafter, as calculated under this Section and certified under subsection (a-1), shall not exceed an amount equal to (i) the amount of the required State contribution that would have been calculated under this

Section for that fiscal year if the System had not received any payments under subsection (d) of Section 7.2 of the General Obligation Bond Act, minus (ii) the portion of the State's total debt service payments for that fiscal year on the bonds issued in fiscal year 2003 for the purposes of that Section 7.2, as determined and certified by the Comptroller, that is the same as the System's portion of the total moneys distributed under subsection (d) of Section 7.2 of the General Obligation Bond Act. In determining this maximum for State fiscal years 2008 through 2010, however, the amount referred to in item (i) shall be increased, as a percentage of the applicable employee payroll, in equal increments calculated from the sum of the required State contribution for State fiscal year 2007 plus the applicable portion of the State's total debt service payments for fiscal year 2007 on the bonds issued in fiscal year 2003 for the purposes of Section 7.2 of the General Obligation Bond Act, so that, by State fiscal year 2011, the State is contributing at the rate otherwise required under this Section.

(c) Payment of the required State contributions and of all pensions, retirement annuities, death benefits, refunds, and other benefits granted under or assumed by this System, and all expenses in connection with the administration and operation thereof, are obligations of the State.

If members are paid from special trust or federal funds which are administered by the employing unit, whether school

district or other unit, the employing unit shall pay to the System from such funds the full accruing retirement costs based upon that service, which, beginning July 1, 2017 ~~2014~~, shall be at a rate, expressed as a percentage of salary, equal to the total employer's ~~minimum contribution to the System to be made by the State for that fiscal year, including both normal cost and unfunded liability components~~, expressed as a percentage of payroll, as determined by the System ~~under subsection (b-3) of this Section~~. Employer contributions, based on salary paid to members from federal funds, may be forwarded by the distributing agency of the State of Illinois to the System prior to allocation, in an amount determined in accordance with guidelines established by such agency and the System. Any contribution for fiscal year 2015 collected as a result of the change made by this amendatory Act of the 98th General Assembly shall be considered a State contribution under subsection (b-3) of this Section.

(d) Effective July 1, 1986, any employer of a teacher as defined in paragraph (8) of Section 16-106 shall pay the employer's normal cost of benefits based upon the teacher's service, in addition to employee contributions, as determined by the System. Such employer contributions shall be forwarded monthly in accordance with guidelines established by the System.

However, with respect to benefits granted under Section 16-133.4 or 16-133.5 to a teacher as defined in paragraph (8)



of Section 16-106, the employer's contribution shall be 12% (rather than 20%) of the member's highest annual salary rate for each year of creditable service granted, and the employer shall also pay the required employee contribution on behalf of the teacher. For the purposes of Sections 16-133.4 and 16-133.5, a teacher as defined in paragraph (8) of Section 16-106 who is serving in that capacity while on leave of absence from another employer under this Article shall not be considered an employee of the employer from which the teacher is on leave.

(e) Beginning July 1, 1998, every employer of a teacher shall pay to the System an employer contribution computed as follows:

(1) Beginning July 1, 1998 through June 30, 1999, the employer contribution shall be equal to 0.3% of each teacher's salary.

(2) Beginning July 1, 1999 and thereafter, the employer contribution shall be equal to 0.58% of each teacher's salary.

The school district or other employing unit may pay these employer contributions out of any source of funding available for that purpose and shall forward the contributions to the System on the schedule established for the payment of member contributions.

These employer contributions are intended to offset a portion of the cost to the System of the increases in

retirement benefits resulting from this amendatory Act of 1998.

Each employer of teachers is entitled to a credit against the contributions required under this subsection (e) with respect to salaries paid to teachers for the period January 1, 2002 through June 30, 2003, equal to the amount paid by that employer under subsection (a-5) of Section 6.6 of the State Employees Group Insurance Act of 1971 with respect to salaries paid to teachers for that period.

The additional 1% employee contribution required under Section 16-152 by this amendatory Act of 1998 is the responsibility of the teacher and not the teacher's employer, unless the employer agrees, through collective bargaining or otherwise, to make the contribution on behalf of the teacher.

If an employer is required by a contract in effect on May 1, 1998 between the employer and an employee organization to pay, on behalf of all its full-time employees covered by this Article, all mandatory employee contributions required under this Article, then the employer shall be excused from paying the employer contribution required under this subsection (e) for the balance of the term of that contract. The employer and the employee organization shall jointly certify to the System the existence of the contractual requirement, in such form as the System may prescribe. This exclusion shall cease upon the termination, extension, or renewal of the contract at any time after May 1, 1998.

(f) If the amount of a teacher's salary for any school year

used to determine final average salary exceeds the member's annual full-time salary rate with the same employer for the previous school year by more than 6%, the teacher's employer shall pay to the System, in addition to all other payments required under this Section and in accordance with guidelines established by the System, the present value of the increase in benefits resulting from the portion of the increase in salary that is in excess of 6%. This present value shall be computed by the System on the basis of the actuarial assumptions and tables used in the most recent actuarial valuation of the System that is available at the time of the computation. If a teacher's salary for the 2005-2006 school year is used to determine final average salary under this subsection (f), then the changes made to this subsection (f) by Public Act 94-1057 shall apply in calculating whether the increase in his or her salary is in excess of 6%. For the purposes of this Section, change in employment under Section 10-21.12 of the School Code on or after June 1, 2005 shall constitute a change in employer. The System may require the employer to provide any pertinent information or documentation. The changes made to this subsection (f) by this amendatory Act of the 94th General Assembly apply without regard to whether the teacher was in service on or after its effective date.

Whenever it determines that a payment is or may be required under this subsection, the System shall calculate the amount of the payment and bill the employer for that amount. The bill

shall specify the calculations used to determine the amount due. If the employer disputes the amount of the bill, it may, within 30 days after receipt of the bill, apply to the System in writing for a recalculation. The application must specify in detail the grounds of the dispute and, if the employer asserts that the calculation is subject to subsection (g) or (h) of this Section, must include an affidavit setting forth and attesting to all facts within the employer's knowledge that are pertinent to the applicability of that subsection. Upon receiving a timely application for recalculation, the System shall review the application and, if appropriate, recalculate the amount due.

The employer contributions required under this subsection (f) may be paid in the form of a lump sum within 90 days after receipt of the bill. If the employer contributions are not paid within 90 days after receipt of the bill, then interest will be charged at a rate equal to the System's annual actuarially assumed rate of return on investment compounded annually from the 91st day after receipt of the bill. Payments must be concluded within 3 years after the employer's receipt of the bill.

(g) This subsection (g) applies only to payments made or salary increases given on or after June 1, 2005 but before July 1, 2011. The changes made by Public Act 94-1057 shall not require the System to refund any payments received before July 31, 2006 (the effective date of Public Act 94-1057).

When assessing payment for any amount due under subsection (f), the System shall exclude salary increases paid to teachers under contracts or collective bargaining agreements entered into, amended, or renewed before June 1, 2005.

When assessing payment for any amount due under subsection (f), the System shall exclude salary increases paid to a teacher at a time when the teacher is 10 or more years from retirement eligibility under Section 16-132 or 16-133.2.

When assessing payment for any amount due under subsection (f), the System shall exclude salary increases resulting from overload work, including summer school, when the school district has certified to the System, and the System has approved the certification, that (i) the overload work is for the sole purpose of classroom instruction in excess of the standard number of classes for a full-time teacher in a school district during a school year and (ii) the salary increases are equal to or less than the rate of pay for classroom instruction computed on the teacher's current salary and work schedule.

When assessing payment for any amount due under subsection (f), the System shall exclude a salary increase resulting from a promotion (i) for which the employee is required to hold a certificate or supervisory endorsement issued by the State Teacher Certification Board that is a different certification or supervisory endorsement than is required for the teacher's previous position and (ii) to a position that has existed and been filled by a member for no less than one complete academic

year and the salary increase from the promotion is an increase that results in an amount no greater than the lesser of the average salary paid for other similar positions in the district requiring the same certification or the amount stipulated in the collective bargaining agreement for a similar position requiring the same certification.

When assessing payment for any amount due under subsection (f), the System shall exclude any payment to the teacher from the State of Illinois or the State Board of Education over which the employer does not have discretion, notwithstanding that the payment is included in the computation of final average salary.

(h) When assessing payment for any amount due under subsection (f), the System shall exclude any salary increase described in subsection (g) of this Section given on or after July 1, 2011 but before July 1, 2014 under a contract or collective bargaining agreement entered into, amended, or renewed on or after June 1, 2005 but before July 1, 2011. Notwithstanding any other provision of this Section, any payments made or salary increases given after June 30, 2014 shall be used in assessing payment for any amount due under subsection (f) of this Section.

(i) The System shall prepare a report and file copies of the report with the Governor and the General Assembly by January 1, 2007 that contains all of the following information:

(1) The number of recalculations required by the

changes made to this Section by Public Act 94-1057 for each employer.

(2) The dollar amount by which each employer's contribution to the System was changed due to recalculations required by Public Act 94-1057.

(3) The total amount the System received from each employer as a result of the changes made to this Section by Public Act 94-4.

(4) The increase in the required State contribution resulting from the changes made to this Section by Public Act 94-1057.

(j) For purposes of determining the required State contribution to the System, the value of the System's assets shall be equal to the actuarial value of the System's assets, which shall be calculated as follows:

As of June 30, 2008, the actuarial value of the System's assets shall be equal to the market value of the assets as of that date. In determining the actuarial value of the System's assets for fiscal years after June 30, 2008, any actuarial gains or losses from investment return incurred in a fiscal year shall be recognized in equal annual amounts over the 5-year period following that fiscal year.

(k) For purposes of determining the required State contribution to the system for a particular year, the actuarial value of assets shall be assumed to earn a rate of return equal to the system's actuarially assumed rate of return.

Public Act 100-0340

HB0656 Enrolled

LRB100 05918 RPS 15944 b

(Source: P.A. 96-43, eff. 7-15-09; 96-1497, eff. 1-14-11; 96-1511, eff. 1-27-11; 96-1554, eff. 3-18-11; 97-694, eff. 6-18-12; 97-813, eff. 7-13-12; 98-674, eff. 6-30-14.)

Section 99. Effective date. This Act takes effect upon becoming law.



AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,  
represented in the General Assembly:**

Section 1. Short title. This Act may be cited as the Postsecondary and Workforce Readiness Act.

Section 5. Findings; declarations. The General Assembly finds and declares the following:

(1) Approximately half of Illinois high school graduates enrolling as full-time freshmen in Illinois public community colleges require remedial education.

(2) Illinois employers report that recent high school and postsecondary institutional graduates often lack the critical skills necessary to succeed in high-demand and growing occupational areas and that they are unable to find qualified workers to meet their industry needs.

(3) Student readiness for postsecondary education and careers cannot be reduced to a single metric, but must instead be understood as a multi-faceted set of knowledge, skills, and abilities that allow students to successfully meet the challenges of postsecondary education and career and live healthy, productive lives.

(4) Enabling high school students to engage in career and postsecondary education development activities and

incentivizing achievement in career-oriented education, particularly in high-demand industry sectors, promotes postsecondary and career readiness and facilitates better-informed postsecondary education decisions.

(5) In response, Illinois should deploy a number of strategies to prepare more students for meaningful career opportunities by supporting postsecondary and career planning, promoting and incentivizing competency-based learning programs, reducing remedial education rates, increasing alignment between K-12 and postsecondary education systems, and implementing college and career pathway systems.

(6) Aligning supports from State agencies, school districts, postsecondary education providers, employers, and other public and private organizations will lead to the development and implementation of a robust and coordinated postsecondary education and career readiness system in Illinois.

Section 10. Definitions. In this Act:

"Adaptive Competencies" means foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.

"Career Exploration Activity" means an activity such as a job shadow, attendance at a career exposition, or employer site

visit providing a student with the ability to engage directly with employers for the purpose of gaining knowledge of one or more industry sectors or occupations.

"College-level mathematics course" means a mathematics course that bears credit leading to a baccalaureate degree, a certificate, or an associate degree from a postsecondary institution.

"Community college" means a public community college organized under the Public Community College Act.

"DCEO" means the Department of Commerce and Economic Opportunity.

"Early college credit course" means a course through which a high school student can receive postsecondary institution course credit and includes dual credit courses, dual enrollment courses, International Baccalaureate courses, Advanced Placement courses, and courses with articulated credit with a postsecondary institution.

"Eligible School District" means a school district that has satisfied the requirements set forth in Section 80 of this Act and is eligible to award one or more College and Career Pathway Endorsements.

"Endorsement Area" means an industry sector or grouping of sectors as organized and established pursuant to Section 80 of this Act.

"GECC" means the General Education Core Curriculum developed by the IAI and adopted by IBHE and ICCB.

"IAI" means the Illinois Articulation Initiative.

"IBHE" means the Illinois Board of Higher Education.

"ICCB" means the Illinois Community College Board.

"IMACC" means the Illinois Mathematics Association of Community Colleges.

"Integrated courses" means courses that include substantial instruction focused on both academic and career-oriented competencies.

"Intensive Career Exploration Experience" means a structured, multi-day student experience, such as a career exploration camp, that provides students with the opportunity to explore various occupations relating to an Endorsement Area with hands-on training and orientation activities.

"IPIC" means the Illinois Pathways Interagency Committee formed by intergovernmental agreement among at least the following agencies: ISBE, ICCB, IBHE, ISAC, DCEO, and the Department of Employment Security.

"IPIC Agency" means a State agency participating in the IPIC.

"ISAC" means the Illinois Student Assistance Commission.

"ISBE" means the Illinois State Board of Education.

"Local Community College" means, with respect to an Eligible School District, a community college whose district territory includes all or any portion of the district territory of the Eligible School District.

"Local school district" means, with respect to a

partnership agreement with a community college for transitional mathematics instruction, a school district whose district territory includes all or any portion of the district territory of the community college.

"Local Workforce Board" means the governing board of a local workforce development area established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).

"Postsecondary institution" means a community college or public university.

"Professional Skills Assessment" means an observational assessment of a student's performance in a Supervised Career Development Experience given by an adult supervisor that addresses, at minimum, the Adaptive Competencies of work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving. The Professional Skills Assessment is to be used as a feedback tool and student development strategy and not for a grade or credit determination.

"Public university" means a public university listed in the definition of "public institutions of higher education" under the Board of Higher Education Act.

"School district" means a public school district organized and operating pursuant to the provisions of the School Code.

"Statewide portability" means, with respect to transitional mathematics instruction, all community colleges

other than the community college transcripting credit for successful completion of the instruction provide the same completion recognition for college-level mathematics course placement purposes as the transcripting community college provides.

"Supervised Career Development Experience" means an experience in which students obtain authentic and relevant work experience relating to an Endorsement Area, such as an internship, a school-based enterprise, a supervised agricultural experience, cooperative education, or a research apprenticeship, where the student either receives compensation from an employer or credit by the school district and that involves a Professional Skills Assessment.

"Team-based Challenge" means a group problem-based learning project relating to a student's Endorsement Area that involves a problem relevant to employers within that Endorsement Area, including mentoring from adults with expertise in that Endorsement Area, and requires student presentation of the outcomes of the project.

"Transitional mathematics instruction" means instruction delivered to a student during 12th grade for the purpose of enabling the student to attain the transitional mathematics competencies associated with the student's postsecondary institution mathematics pathway and demonstrate readiness for a college-level mathematics course. Transitional mathematics instruction may be delivered through a mathematics course or an

integrated course or through a competency-based learning system that includes a set of transitional mathematics competencies.

Section 15. Postsecondary and career expectations. By no later than July 1, 2017, ISBE, ICCB, IBHE, and 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. The model postsecondary and career expectations shall define activities that school districts, parents, and community-based organizations should support students in completing and related knowledge students should possess by no later than the end of each grade level. The model postsecondary and career expectations must address the following categories:

- (1) career exploration and development;
- (2) postsecondary institution exploration, preparation, and selection; and
- (3) financial aid and financial literacy.

Section 20. Competency-based, high school graduation requirements pilot program. In consultation with ICCB and IBHE, ISBE shall establish and administer a competency-based, high school graduation requirements pilot program with school districts selected pursuant to Section 25 of this Act. A school district participating in the pilot program may select which of

the year and course graduation requirements set forth in Section 27-22 of the School Code the school district wishes to replace with a competency-based learning system. A school district may participate in the pilot program for some or all of its schools serving grades 9 through 12. The pilot program shall include the following components and requirements:

(1) The competency-based learning systems authorized through the pilot program shall include all of the following elements:

(A) Students shall demonstrate mastery of all required competencies to earn credit.

(B) Students must demonstrate mastery of Adaptive Competencies defined by the school district, in addition to academic competencies.

(C) Students shall advance once they have demonstrated mastery, and students shall receive more time and personalized instruction to demonstrate mastery, if needed.

(D) Students shall have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation.

(E) Students must be assessed using multiple measures to determine mastery, usually requiring application of knowledge.

(F) Students must be able to earn credit toward graduation requirements in ways other than traditional



coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.

(2) A school district participating in the pilot program shall demonstrate that the proposed competency-based learning system is a core strategy supporting the community's efforts to better prepare high school students for college, career, and life. The application must identify the community partners that will support the system's implementation.

(3) A school district participating in the pilot program must have a plan for educator administrator and educator professional development on the competency-based learning system and must demonstrate prior successful implementation of professional development systems for major district instructional initiatives.

(4) A school district participating in the pilot program that is replacing graduation requirements in the core academic areas of mathematics, English language arts, and science with a competency-based learning system shall demonstrate how the competencies can be mastered through Integrated Courses or career and technical education courses.

(5) A school district participating in the pilot program shall develop a plan for community engagement and communications.

(6) A school district participating in the pilot program shall develop a plan for assigning course grades based on mastery of competencies within the competency-based learning system.

(7) A school district participating in the pilot program shall establish a plan and system for collecting and assessing student progress on competency completion and attainment, including for learning opportunities outside of the traditional classroom setting.

(8) A school district participating in the pilot program shall establish a system for data collection and reporting and must provide ISBE with such reports and information as may be required for administration and evaluation of the program.

(9) A school district participating in the pilot program shall partner with a community college and a higher education institution other than a community college for consultation on the development and administration of its competency-based learning system. The plan shall address how high school graduates of a competency-based learning system will be able to provide information normally expected of postsecondary institutions for admission and financial aid.

(10) A school district participating in the pilot program shall have a plan for engaging feeder elementary schools with the participating high school or schools on

the establishment and administration of the competency-based learning system.

Section 25. Competency-based, high school graduation requirements pilot program eligibility and application process.

(a) The pilot program established under Section 20 of this Act shall be administered by the State Superintendent of Education in 2 phases: (i) an initial application and selection process phase, and (ii) a subsequent phase for full development and implementation of a detailed plan for a competency-based learning system for high school graduation requirements.

(b) For the initial phase under clause (i) of subsection (a) of this Section, the State Superintendent of Education shall develop and issue a pilot program application that requires:

(1) demonstration of commitment from the school district superintendent; the president of the school board of the district; teachers within the school district who will be involved with the pilot program implementation; a community college partner; and a higher education institution other than a community college;

(2) an indication of which of the year and course graduation requirements set forth in Section 27-22 of the School Code the school district wishes to replace with a competency-based learning system;

(3) a general description of the school district's plan for implementing a competency-based learning system for high school graduation requirements, including how the plan addresses the requirements of Section 20 of this Act and this Section;

(4) the school district's prior professional development and stakeholder engagement efforts that will support its successful development and implementation of a competency-based learning system, including, without limitation, prior implementation of professional development systems for major district instructional initiatives; and

(5) identification of any waivers or modifications of State law or rules for implementation of the proposed plan.

The demonstration of commitment from teachers as required by paragraph (1) of this subsection (b) must include a description of how teachers have been engaged throughout the application development process. If the school district has an exclusive bargaining representative of its teachers and the president of the exclusive bargaining representative does not submit a statement of commitment for the application, the school district must submit either a statement by the president of the position of the exclusive bargaining representative on the application or a description of the school district's good faith efforts to obtain such a statement.

(c) Subject to subsection (g) of this Section, the State

Superintendent of Education shall select school districts meeting the requirements set forth in this Section to participate in the pilot program based on the quality of the proposed plan, the strength of the local commitments, including, without limitation, teachers within the school district who will be involved in the program's implementation and postsecondary institution partnerships, and demonstration of prior professional development and stakeholder engagement efforts that will support the proposed system's successful implementation. The State Superintendent of Education, in selecting the participating school districts, shall also consider the diversity of school district types and sizes, the diversity of geographic representation from across the State, and the diversity of plan approaches (such as approaches that involve one subject only, multiple subjects, and the types of subjects).

(d) School districts selected to participate in the pilot program shall receive technical assistance coordinated by the State Superintendent of Education to develop a full pilot program implementation plan. The State Superintendent of Education shall have discretion to remove a school district from the pilot program during this period if the school district does not submit a full pilot program implementation plan that meets the State Superintendent of Education's specifications.

(e) School districts shall, as part of the development of

their application and participation in the competency-based learning system pilot program, establish and maintain a standing planning and implementation committee that includes representation from administrators and teachers, including teachers who will be involved in the competency-based learning system's implementation. The teacher representatives shall be selected by teachers or, where applicable, the exclusive bargaining representative of its teachers, and the number of teacher representatives shall be at least equal to administrator representatives, unless otherwise agreed to by the teachers or, where applicable, the exclusive bargaining representative of its teachers. The standing planning and implementation committee shall develop reports that shall be included within the initial application, the full pilot program plan, and any subsequent annual submissions to the State Superintendent of Education as part of the assessment and evaluation of the program. The reports shall describe the members' assessment of the school district's plan or implementation, as applicable, of the school district's competency-based learning system and any recommendations for modifications or improvements to the system. If the committee does not reach consensus on the report, the administrator members shall submit the report and the teacher members may provide a position statement that must be included with the report submitted to the State Superintendent of Education.

(f) Notwithstanding any other provisions of the School Code

or any other law of this State to the contrary, school districts participating in the pilot program may petition the State Superintendent of Education for a waiver or modification of the mandates of the School Code or of the administrative rules adopted by ISBE in order to support the implementation of the school district's proposed competency-based learning system. However, no waiver shall be granted under this subsection (f) relating to State assessments, accountability requirements, teacher tenure or seniority, teacher or principal evaluations, or learning standards or that removes legal protections or supports intended for the protection of children or a particular category of students, such as students with disabilities or English learners. Any waiver or modification of teacher educator licensure requirements to permit instruction by non-educators or educators without an appropriate license must ensure that an appropriately licensed teacher and the provider of instruction partner in order to verify the method for assessing competency of mastery and verify whether a student has demonstrated mastery. All requests must be jointly signed by the school district superintendent and the president of the school board and must describe the position of teachers within the school district that will be involved in the competency-based learning system's implementation on the application. If the school district has an exclusive bargaining representative of its teachers and the president of the exclusive bargaining representative does not

submit a statement of support for the application, the school district must submit either a statement by the president that describes the position of the exclusive bargaining representative on the application or a description of the school district's good faith efforts to obtain such a statement. The State Superintendent of Education shall approve a waiver or modification request meeting the requirements of this subsection (f) if the State Superintendent of Education determines the request is reasonably necessary to support the implementation of the school district's proposed competency-based learning system, and the request shall not diminish the overall support of teachers within the school district involved with the system's implementation as demonstrated in the school district's initial application to participate in the pilot program. An approved request shall take effect in accordance with the timeline set forth in the school district's application, and an approved waiver or modification shall remain in effect for so long as the school district participates in the pilot program established by this Act. The State Superintendent of Education's approval of a school district plan for implementation of competency-based, high school graduation requirements shall serve as a waiver or modification of any conflicting requirements of Section 27-22 of the School Code. School districts participating in the pilot program may additionally pursue waivers and modifications pursuant to Section 2-3.25g of the School Code.



(g) For purposes of this subsection (g), "annual cohort" means the group of school districts selected by the State Superintendent of Education to participate in the pilot program during an annual application and selection process. The State Superintendent of Education shall limit each annual cohort of the pilot program as follows: the first 2 annual cohorts shall be limited to no more than 12 school districts, and any subsequent annual cohort shall be limited to no more than 15 school districts. A school district may submit only one application for each annual cohort of the pilot program. The application of a school district having a population exceeding 500,000 inhabitants may not include more than 6 schools. The expansion of a school district's competency-based learning system to a new school or new subject area identified in Section 27-22 of the School Code shall require a new application by the school district.

Section 30. Competency-based, high school graduation requirements pilot program statewide supports. Subject to the availability of public or private resources, to support school district participation in the pilot program established under Section 20 of this Act and development of competency-based graduation requirements, ISBE shall provide or support the provision of:

- (1) grants to school districts participating in the pilot program to offset the costs of educator training and

initial implementation;

(2) technical assistance and professional development for pilot program plan implementation, including, but not limited to, peer-to-peer coaching models;

(3) an evaluation of the pilot program, with a report of successes and challenges, objective outcome measures, qualitative measures of implementation, and recommendations for further program modification and improvement;

(4) networking opportunities for participating school districts, including opportunities for both administrators and teachers;

(5) a web-based library of pilot program implementation plans and models supporting future replication activities; and

(6) communication materials and supports for stakeholder engagement in the development and implementation of competency-based learning systems.

Section 35. Competency-based, high school graduation requirements pilot program implementation. The pilot program established under Section 20 of this Act shall be implemented as follows:

(1) By June 30, 2017, the State Superintendent of Education shall publish the application for school districts to participate in the initial cohort of the pilot

program.

(2) By no later than April 1, 2018, following a review and selection process established by the State Superintendent of Education pursuant to Section 25 of this Act, school districts shall be selected for the initial cohort of the pilot program.

(3) By no later than October 1, 2018, school districts participating in the initial cohort of the pilot program shall develop and submit the full pilot program implementation plans described in Section 25 of this Act.

(4) During the 2018-2019 school year, school districts participating in the initial cohort shall commence initial implementation activities in accordance with their full pilot program implementation plan.

(5) During the 2021-2022 school year, the State Superintendent of Education or his or her designee shall evaluate the school districts participating in the pilot program and make recommendations to ISBE and the General Assembly for elimination, modification, or expansion of the pilot program.

(6) The State Superintendent of Education may establish one or more additional cohorts of the pilot program for implementation commencing in the 2019-2020 and subsequent school years.

Section 40. Guiding principles for and purposes of

transitional mathematics instruction.

(a) ISBE, ICCB, and IBHE shall jointly establish and administer requirements and supports for transitional mathematics instruction pursuant to the requirements of Sections 45 through 65 of this Act. In doing so, these agencies shall be guided by all of the following principles:

(1) Transitional mathematics instruction should be one of multiple strategies to reduce statewide remedial education rates, including better alignment of school district and postsecondary institution systems, targeted mathematics interventions throughout high school, and the use of corequisite remedial education models by postsecondary institutions.

(2) Postsecondary institution placement into college-level mathematics courses should be based on more than a standardized assessment score, and postsecondary institutions should utilize multiple measures for placement in most instances.

(3) All high school students who can demonstrate readiness for college-level mathematics courses should have access to such courses.

(4) Students should be provided mathematics instruction aligned to their individualized postsecondary education and career objectives.

(5) Mathematics instruction should be contextualized and emphasize real-world application whenever possible,

and instructional strategies integrating mathematics competencies with other academic and career competencies are encouraged for all students.

(b) The purposes of transitional mathematics instruction are to:

(1) provide the mathematical foundation for postsecondary education and careers that high school students are lacking from their previous education;

(2) provide high school students with the mathematical knowledge and skills to meet their individualized postsecondary education and career objectives; and

(3) provide high school students with the knowledge and skills to be successful in mathematics college-level courses.

Section 45. Statewide panel to define transitional mathematics instruction recommendations.

(a) Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall jointly establish a statewide panel to recommend competencies and other requirements for transitional mathematics instruction that lead to various postsecondary institution mathematics pathways. ISBE, ICCB, and IBHE shall consult with the IMACC on the establishment and administration of the statewide panel. The statewide panel shall include high school educators and administrators and community college and

university faculty and administrators, including broad representation from general education and career and technical education. The statewide panel shall also consult with representations of private sector employers on the definition of competencies for postsecondary institution mathematics pathways and consider mathematics utilized in pre-employment screenings for entry-level careers. Following the delivery of the statewide panel's recommendations, ISBE, ICCB, and IBHE shall, in consultation with IMACC and the statewide panel, jointly adopt competencies and requirements for transitional mathematics instruction and related postsecondary institution mathematics pathways.

(b) The statewide panel shall define transitional mathematics competencies aligned to ISBE-adopted learning standards and requirements associated with, at minimum, the following postsecondary institution mathematics pathways:

(1) STEM Pathway. The STEM Pathway is for students with career goals involving occupations that require the application of calculus or advanced algebraic skills. In accordance with and subject to this Act, successful attainment of transitional mathematics competencies in the STEM Pathway guarantees student placement into a community college mathematics course in a calculus-based mathematics course sequence.

(2) Technical Pathway. The Technical Pathway is for students with career goals involving occupations in

technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. Mathematics in the Technical Pathway emphasizes the application of mathematics within career settings. In accordance with and subject to this Act, successful attainment of transitional mathematics competencies in the Technical Pathway guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program.

(3) Quantitative Literacy and Statistics Pathway. The Quantitative Literacy and Statistics Pathway is for students focused on attaining competency in general statistics, data analysis, quantitative literacy, and problem solving. The Quantitative Literacy and Statistics Pathway is intended for students whose career goals do not involve occupations relating to either the STEM or Technical Pathway or those who have not yet selected a career goal. In accordance with and subject to this Act, successful attainment of transitional mathematics competencies in the Quantitative Literacy and Statistics Pathway guarantees student placement into a community college GECC mathematics course not in a calculus-based course sequence.

(c) The statewide panel shall make recommendations on whether separate transitional mathematics competencies should

be defined for students with career goals involving occupations that require the application of advanced statistics, such as occupations in certain social science fields. The statewide panel shall also provide recommendations for methods to incorporate transitional mathematics competencies into integrated courses.

(d) The statewide panel shall recommend statewide criteria for determining the projected readiness of 11th grade students for college-level mathematics courses in each of the postsecondary education mathematics pathways for purposes of placement into transitional mathematics instruction in 12th grade. The statewide criteria shall include standardized assessment results, grade point average, and course completions. The statewide criteria shall also define a minimal level of mathematical competency necessary for student placement into transitional mathematics instruction. Following the delivery of such recommendations, ISBE and ICCB shall jointly adopt statewide criteria for determining projected readiness for college-level mathematics courses in each of the postsecondary institution mathematics pathways for purposes of placement into transitional mathematics instruction in 12th grade.

(e) Notwithstanding anything to the contrary contained in this Act, in the event the statewide panel is not established due to the unavailability of public and private resources and ISBE, ICCB, and IBHE are therefore unable to jointly adopt



competencies and requirements for transitional mathematics instruction and related postsecondary institution mathematics pathways, then no transitional mathematics instruction is required to be delivered by school districts or accepted for placement by community colleges in accordance with this Act.

(f) Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall, in consultation with the members of the statewide panel, establish and administer procedures for approving transitional mathematics instruction for statewide portability.

(g) In accordance with timelines and publication requirements established by IBHE, each public university must adopt and publicize transparent criteria adopted by the university for student placement into college-level mathematics courses. IBHE must publicly report on the adoption of such criteria and the extent to which public universities are utilizing strategies to minimize placements into non-credit-bearing remedial mathematics course sequences.

Section 50. Transitional mathematics instruction placement and delivery.

(a) A school district electing or required to deliver transitional mathematics instruction in accordance with Section 65 of this Act shall use the statewide criteria established pursuant to subsection (d) of Section 45 of this Act to determine each student's projected readiness for

college-level mathematics courses upon high school graduation in that student's selected postsecondary institution mathematics pathway. The school district shall make a pre-determination of student readiness at the end of the first semester of 11th grade and may adjust readiness determinations at the end of 11th grade. The readiness of a student who has not selected a postsecondary institution mathematics pathway shall be determined in accordance with the criteria for the Quantitative Literacy and Statistics Pathways. Notwithstanding the readiness determinations, instructional requirements for students with disabilities shall be subject to the individualized goals set forth within the student's individualized education program required by State and federal law.

(b) Public high school graduates of school districts implementing transitional mathematics instruction in accordance with this Act may demonstrate readiness for college-level mathematics courses at applicable postsecondary institutions through any of the following methods:

(1) At the end of 11th grade, the student does not meet the statewide criteria for demonstrating projected readiness for college-level mathematics courses upon high school graduation in the student's postsecondary education mathematics pathway, but the student subsequently achieves successful completion of transitional mathematics instruction for the postsecondary education mathematics

pathway. Students who achieve successful completion shall receive transcribed credit for the transitional mathematics instruction from the community college partner and, subject to subsections (c) and (d) of this Section, shall be placed by applicable postsecondary institutions recognizing the transcribed credit in accordance with this Act into an appropriate college-level mathematics course in the student's postsecondary institution mathematics pathway. Students who do not achieve successful completion shall be subject to generally applicable postsecondary institution mathematics placement processes. For the purposes of this paragraph (1), successful completion means the student successfully demonstrates attainment of transitional mathematics competencies either through an overall grade for the mathematics-related portion of a course or demonstrated mastery of all transitional mathematics competencies delivered through a competency-based learning system.

(2) At the end of 11th grade, the student meets the statewide criteria for demonstrating projected readiness for college-level mathematics courses upon high school graduation in the student's postsecondary education mathematics pathway, and the student subsequently successfully completes rigorous mathematics instruction in accordance with criteria jointly adopted by ISBE and ICCB.

(3) The student meets applicable postsecondary

institution criteria for demonstrating readiness for college-level mathematics courses in the student's postsecondary education mathematics pathway.

(c) All postsecondary institutions that have entered into a partnership agreement pursuant to Section 55 of this Act shall recognize community college transcribed credit from transitional mathematics instruction delivered by school districts participating in the partnership agreement for student placement into appropriate college-level mathematics courses. If statewide portability approval procedures have been established pursuant to subsection (f) of Section 45 of this Act, then all community colleges shall recognize community college transcribed credit from transitional mathematics instruction that has been approved in accordance with the statewide portability procedures. A public university is not required to recognize transcribed credit from transitional mathematics instruction for placement purpose unless the public university voluntarily agrees to do so through entering into a partnership agreement in accordance with Section 55 of this Act. The placement determinations described in this Section are valid for 18 months after high school graduation, provided a postsecondary institution may require a short-term, skill-based review or a corequisite remediation course for a student who does not enroll in a college-level mathematics course in the fall semester after high school graduation.

Section 55. High school and community college partnership agreements for transitional mathematics instruction.

(a) Transitional mathematics instruction shall be delivered by high school faculty with community college collaboration as defined through a partnership agreement meeting the requirements of this Section. While transitional mathematics instruction may be delivered through stand-alone mathematics courses, school districts and community colleges may use integrated courses or competency-based learning systems for the delivery of transitional mathematics instruction.

(b) School districts serving grades 9 through 12 electing or required to deliver transitional mathematics instruction in accordance with Section 65 of this Act shall enter into a partnership agreement for transitional mathematics courses with at least one community college. All partnership agreements shall address the following:

(1) The co-development by the school district and community college of transitional mathematics courses or a defined mathematics competency set or the adaptation of the State model transitional instructional units that align to the statewide competencies for particular postsecondary institution mathematics pathways, which shall also include the design of local performance indicators and evidence associated with those indicators.

(2) The community college courses for which the

successful completion of transitional mathematics instruction will guarantee placement, subject to subsection (b) of Section 50 of this Act.

(3) The availability of dual enrollment and dual credit courses for high school students demonstrating current readiness for college-level mathematics courses.

(4) Training and professional development to be provided to the high school instructors of transitional mathematics instruction.

(5) The utilization of integrated courses or competency-based learning systems for transitional mathematics instruction.

(c) A community college must enter into a partnership agreement when requested to do so by a local school district that has elected or is required to deliver transitional mathematics instruction in accordance with Section 65 of this Act, provided the community college receives an implementation grant in an amount determined by ICCB to compensate for its related instructional development and implementation activities. A community college may require standardized terms for all of its partner school districts. ISBE and ICCB shall jointly resolve any disputes between a school district and community college regarding the proposed terms of a partnership agreement.

(d) When developing partnership agreements, community colleges and school districts shall consult with a public

university that has requested consultation in accordance with requirements established by ICCB and IBHE. A public university may, in its sole discretion, elect to become a party to a partnership agreement.

(e) Regional offices of education may, with the consent of participating school districts, establish multi-district partnership agreements with one or more postsecondary institutions.

Section 60. Transitional mathematics instruction statewide supports.

(a) ICCB shall permit transitional mathematics instruction that has been transcribed by a community college in accordance with the requirements of this Act to be claimed for reimbursement for community college funding purposes.

(b) Subject to the availability of public or private resources, ISBE, ICCB, and IBHE, in collaboration with IMACC, shall support at least 2 collaborative efforts among school districts and postsecondary institutions to develop model transitional mathematics instructional units. All State-supported models shall include real-world application projects that can be delivered to particular students based on career interests. At least one of the State-supported transitional mathematics models must be highly modularized for blended-learning delivery, with:

- (1) a pre-assessment system to ensure that completion

of modules are required only when the competencies have not been sufficiently mastered;

(2) the ability for students to complete coursework in areas of need at their own pace;

(3) the ability for transitional mathematics modules to be included within integrated courses or competency-based learning systems; and

(4) the ability for students to complete dual credit modules upon completion of the transitional mathematics modules.

(c) Provided that statewide portability procedures have been established pursuant to subsection (f) of Section 45 of this Act, ISBE and ICCB shall identify and publicize courses for transitional mathematics instruction that meet the statewide portability requirements and that can be delivered fully online or through blended-learning models without the requirement for in-person mathematics instruction at the high school.

(d) ISBE and ICCB shall jointly develop and provide a model partnership agreement for school districts and community colleges.

(e) ISBE and ICCB shall provide standardized reports to school districts and community colleges, including, but not limited to:

(1) reports that school districts and community colleges can use for determining students 11th grade



projected readiness for college-level mathematics courses upon high school graduation; and

(2) reports that compare participating students' postsecondary outcomes with other students, particularly those in traditional developmental education course sequences.

Section 65. Transitional mathematics instruction implementation.

(a) Subject to the availability of public or private resources, by no later than June 30, 2018, the statewide panel established pursuant to Section 45 of this Act shall define the transitional mathematics competencies and statewide criteria for determining projected readiness for college-level mathematics courses, and the school district and postsecondary institution collaborative efforts established pursuant to Section 60 of this Act shall develop the model transitional mathematics instructional units.

(b) By no later than June 30, 2019, ISBE and ICCB shall jointly establish a phased implementation plan and benchmarks that lead to full statewide implementation of transitional mathematics instruction in all school districts with timeframes that account for State and local resources and capacity. The phased implementation plan shall be contingent upon all of the following:

(1) The availability of public or private resources

necessary for the implementation of the statewide panel and the administration of the statewide portability procedures described in Section 45 of this Act.

(2) The availability of public or private resources for the grants to community colleges described in subsection (c) of Section 55 of this Act.

(3) The availability of at least one fully online or blended-learning course as described in subsection (c) of Section 60 of this Act that has been approved through the statewide portability procedures established pursuant to subsection (f) of Section 45 of this Act.

(4) The right of school boards to opt out of implementation in accordance with subsection (c) of this Section.

(c) Notwithstanding the foregoing implementation requirements, the school board of any school district required to implement transitional mathematics instruction pursuant to the implementation plan adopted by ISBE and ICCB may, by action of its board, opt out of implementation through a finding by its board that the school district's cost of implementation outweighs the potential benefits to students and families through improved postsecondary education mathematics outcomes. The school district must report any decision to opt out of implementation to ISBE.

(d) The implementation plan adopted by ISBE and ICCB pursuant to subsection (b) of this Section shall include an

evaluation and report to be issued by no later than June 30, 2022 that analyzes results, best practices, and challenges of school districts and community colleges that have implemented transitional mathematics instruction.

(e) By June 30, 2018, IBHE shall adopt the requirements for public universities described in subsection (g) of Section 45 of this Act and public universities shall adopt and publicize the criteria described in subsection (g) of Section 45 of this Act. By June 30, 2020, and then at least once every 2 years thereafter, IBHE shall publicly report in accordance with subsection (g) of Section 45 of this Act.

(f) Commencing in the 2019-2020 school year, the school board of any school district serving grades 9 through 12 may elect to implement transitional mathematics instruction preparing students for one or more of the postsecondary institution mathematics pathways. If a school board makes an election and a community college for that local school district receives an implementation grant in accordance with subsection (c) of Section 55 of this Act, the community college must enter into a partnership agreement and provide the necessary support for implementation within timelines established by ICCB.

Section 70. Reading and communication transitional competencies. Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE shall jointly establish a statewide panel to recommend competencies

for reading and communication aligned to applicable learning standards adopted by ISBE that, if attained by a student, lead to student placement into appropriate community college GECC communications courses. The statewide panel shall recommend strategies to embed the reading and communications developmental competencies in appropriate high school coursework.

Section 75. College and Career Pathway Endorsements System.

(a) Public high school graduates may attain College and Career Pathway Endorsements on high school diplomas in accordance with the requirements of Section 80 of this Act. The IPIC Agencies shall establish and administer a system for awarding and supporting College and Career Pathway Endorsements in accordance with the requirements of Sections 80 and 85 of this Act and oversee its implementation in accordance with the timelines set forth in Section 90 of this Act.

(b) The College and Career Pathway Endorsements System is established for the purposes of:

(1) recognizing and incentivizing student attainment of knowledge and demonstration of skills important for success in both postsecondary education and employment;

(2) encouraging career exploration and development to improve students' decision-making for subsequent education and career advancement;

(3) promoting greater consistency of college and career pathway program structures within particular sectors;

(4) aligning supports from the State, employers, and regional intermediary support organizations; and

(5) institutionalizing college and career pathways as a key strategy for preparing more Illinois students for postsecondary education success and rewarding career opportunities.

Section 80. College and Career Pathway Endorsements.

(a) College and Career Pathway Endorsements are established to recognize public high school graduates who complete the requirements set forth in subsection (d) of this Section.

(b) School district participation in this program is voluntary.

(c) As of the 2019-2020 school year, Eligible School Districts may award one or more College and Career Pathway Endorsements on high school diplomas in Endorsement Areas established by ISBE in consultation with the other IPIC Agencies and appropriate stakeholders, including postsecondary institutions and employers. When establishing the Endorsement Areas, the agencies shall consider the Illinois career cluster framework, prevalent models for comprehensive pathway systems in Illinois high schools that articulate to postsecondary

institutions and career training programs, prevalent models for guided pathway systems at postsecondary institutions, and the postsecondary institution mathematics pathways established pursuant to this Act. The Endorsement Areas shall also provide for a multidisciplinary endorsement for students that change career pathways during high school while meeting the individualized plan, professional learning, and academic readiness requirements set forth in subsection (d) of this Section.

(d) To earn a College and Career Pathway Endorsement, a student shall satisfy all of the following requirements:

(1) Develop and periodically update an individualized plan for postsecondary education or training, careers, and financial aid. This individualized plan shall also include student development of a resume and personal statement with student reflection on attainment of Adaptive Competencies. The Eligible School District shall certify to ISBE that its individualized planning process spans grades 9 through 12 and includes an annual process for updating the plan.

(2) Complete a career-focused instructional sequence, including at least 2 years of coursework or equivalent competencies within an Endorsement Area or, for students attaining a multidisciplinary endorsement, multiple Endorsement Areas. An Eligible School District must consult with its regional education for employment director on the establishment of the career-focused

instructional sequence. For all areas other than for multidisciplinary endorsements, the Eligible School District and a Local Community College shall certify to ISBE and ICCB that the career-focused instructional sequence is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement. ISBE and ICCB may adopt requirements for certifying that the instructional sequence meets the requirements of this paragraph (2). This certification must be re-certified at least once every 5 years thereafter. Commencing in the 2022-2023 school year, students must earn at least 6 hours of credit through early college credit courses within the career-focused instructional sequence.

(3) Complete a minimum of 2 Career Exploration Activities or one Intensive Career Exploration Experience, a minimum of 2 Team-based Challenges, and at least 60 cumulative hours of participation in one or more Supervised Career Development Experiences.

(4) Demonstrate readiness for non-remedial coursework in reading and mathematics by high school graduation through criteria certified by the Eligible School District and a Local Community College to ISBE and ICCB. The criteria shall align to any local partnership agreement established pursuant to Section 55 of this Act and may allow the demonstration of readiness through various

methods, including assessment scores, grade point average, course completions, or other locally adopted criteria.

(e) To become an Eligible School District and award College and Careers Pathway Endorsements, a school district shall submit information in a form determined by ISBE and ICCB that indicates the school district's intent to award College and Career Pathway Endorsements in one or more Endorsement Areas and includes the certifications described in subsection (d) of this Section. Either ISBE or ICCB may require supporting evidence for any certification made by the school district in the submission. An Eligible School District must participate in any quality review process adopted by ISBE for College and Career Pathway Endorsement systems, provided that the quality review process is at no cost to the Eligible School District.

Section 85. Statewide planning and supports for College and Career Pathway Endorsement programs.

(a) By no later than June 30, 2017, the IPIC Agencies shall develop and adopt a comprehensive interagency plan for supporting the development of College and Career Pathway Endorsement programs throughout the State. Thereafter, the plan shall be re-assessed and updated at least once every 5 years. The plan shall:

(1) designate priority, State-level industry sectors consistent with those identified through federal and State workforce and economic development planning processes;



(2) articulate a strategy for supporting College and Career Pathway Endorsement programs that includes State and federal funding, business and philanthropic investments, and local investments;

(3) consider the need for school districts and postsecondary institutions to phase in endorsement programs and the elements specified in subsection (d) of Section 80 of this Act over multiple years; and

(4) address how College and Career Pathway Endorsement programs articulate to postsecondary institution degree programs.

(b) In accordance with the interagency plan developed pursuant to subsection (a) of this Section and within the limits of available public and private resources, the IPIC Agencies shall establish a public-private steering committee for each priority State-level industry sector that includes representatives from one or more business-led, sector-based partnerships. By no later than June 30, 2018, each steering committee shall recommend to the IPIC Agencies a sequence of minimum career competencies for particular occupational pathways within that sector that students should attain by high school graduation as part of a College and Career Pathway Endorsement program. The IPIC Agencies shall establish methods to recognize and incentivize College and Career Pathway Endorsement programs that:

(1) address a priority State-level industry sector;

(2) are developed jointly by school districts, community colleges, Local Workforce Development Boards, and employers; and

(3) align to sequences of minimum career competencies defined pursuant to this subsection (b), with any regional modifications appropriate for local economic development objectives.

(c) In accordance with the interagency plan developed pursuant to subsection (a) of this Section and within the limits of available public and private resources, the IPIC Agencies shall provide all of the following supports for College and Career Pathway Endorsement program:

(1) Provide guidance documents for implementation of each of the various elements of College and Career Pathway Endorsement programs.

(2) Provide or designate one or more web-based tools to support College and Career Pathway Endorsement programs, including a professional learning portfolio, Professional Skills Assessment, and mentoring platform.

(3) Make available a statewide insurance policy for appropriate types of Supervised Career Development Experiences.

(4) Provide or designate one or more model instructional units that provide an orientation to all career cluster areas.

(5) Coordinate with business-led, sector-based

partnerships to:

(A) designate available curricular and instructional resources that school districts can voluntarily select to address requirements for College and Career Pathway Endorsement programs;

(B) designate stackable industry-based certifications, the completion of which demonstrates mastery of specific career competencies and that are widely valued by employers within a particular sector;

(C) deliver or support sector-oriented professional development, Career Exploration Activities, Intensive Career Exploration Experiences, Team-based Challenges, and Supervised Career Development Experiences; and

(D) develop recognition and incentives for school districts implementing and students attaining College and Career Pathway Endorsements that align to the sequence of minimum career competencies defined pursuant to subsection (b) of this Section.

(d) To support articulation of College and Career Pathway Endorsement programs into higher education, by no later than June 30, 2018 ICCB and IBHE shall jointly adopt, in consultation with postsecondary institutions, requirements for postsecondary institutions to define first-year course schedules and degree programs with Endorsement areas to support the successful transition of Endorsement recipients into

related degree programs. These requirements shall take effect in the 2020-2021 school year.

Section 90. Implementation of the College and Career Pathway Endorsement programs.

(a) By no later than June 30, 2017:

(1) the IPIC Agencies shall define the framework for Endorsement Areas and ISBE shall define the high school course codes that relate to each area; and

(2) the IPIC Agencies shall adopt the comprehensive plan required by subsection (a) of Section 85 of this Act.

(b) By no later than June 30, 2018:

(1) the public-private steering committees described in subsection (b) of Section 85 of this Act shall recommend to the IPIC Agencies a sequence of minimum career competencies for particular occupational pathways within that sector that students should attain by high school graduation as part of a College and Career Pathway Endorsement program;

(2) ICCB and IBHE shall adopt the requirements for postsecondary institutions described in subsection (d) of Section 85 of this Act; and

(3) the IPIC Agencies shall commence the development of the statewide supports described in Section 85 of this Act.

(c) By no later than June 30, 2019, (i) Eligible School Districts shall submit the information and certifications

required by ISBE and ICCB to offer Career Pathway Endorsement programs for 2020 high school graduates; and (ii) the IPIC Agencies shall initially offer the statewide supports described in Section 85 of this Act.

(d) By no later than the 2020-2021 school year, postsecondary institutions shall implement the requirements adopted by ICCB and IBHE pursuant to subsection (d) of Section 85 of this Act.

Section 900. Administrative rules. ISBE, in consultation with the other State agencies described in this Act, as applicable, may adopt such administrative rules as may be necessary for the implementation of this Act. ICCB and IBHE may adopt such administrative rules as may be necessary to implement Sections 45 through 70 and subsection (d) of Section 85 of this Act.

Section 905. The School Code is amended by changing Section 27-22 as follows:

(105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

(Text of Section before amendment by P.A. 99-434 and 99-485)

Sec. 27-22. Required high school courses.

(a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year

through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:

(1) three years of language arts;

(2) two years of mathematics, one of which may be related to computer technology;

(3) one year of science;

(4) two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and

(5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education.

(b) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2005-2006 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Three years of mathematics.

(3) One year of science.

(4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American

Sign Language, or (D) vocational education.

(c) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2006-2007 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.

(4) One year of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(d) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2007-2008 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Two years of writing intensive courses, one of

which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2008-2009 school year or a subsequent school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Four years of language arts.

(2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I, one of which must include geometry content, and



one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content.

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.

(f-5) If a school district offers an Advanced Placement computer science course to high school students, then the school board must designate that course as equivalent to a high school mathematics course and must denote on the student's transcript that the Advanced Placement computer science course qualifies as a mathematics-based, quantitative course for students in accordance with subdivision (3) of subsection (e) of this Section.

(g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an individualized education program.

This amendatory Act of the 94th General Assembly does not

apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an individualized education program.

(h) The provisions of this Section are subject to the provisions of Section 27-22.05 of this Code and the Postsecondary and Workforce Readiness Act.

(Source: P.A. 98-885, eff. 8-15-14.)

(Text of Section after amendment by P.A. 99-434 and 99-485)  
Sec. 27-22. Required high school courses.

(a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:

- (1) three years of language arts;
- (2) two years of mathematics, one of which may be related to computer technology;
- (3) one year of science;
- (4) two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
- (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American

Sign Language or (D) vocational education.

(b) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2005-2006 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Three years of mathematics.

(3) One year of science.

(4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(c) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2006-2007 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.

(4) One year of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(d) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2007-2008 school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Three years of language arts.

(2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2008-2009 school year or a subsequent school year must, in addition to other course requirements, successfully complete all of the following courses:

(1) Four years of language arts.

(2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.

(3) Three years of mathematics, one of which must be Algebra I, one of which must include geometry content, and one of which may be an Advanced Placement computer science course if the pupil successfully completes Algebra II or an integrated mathematics course with Algebra II content.

(4) Two years of science.

(5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Civics course

content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process. School districts may utilize private funding available for the purposes of offering civics education.

(6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.

(f-5) If a school district offers an Advanced Placement computer science course to high school students, then the school board must designate that course as equivalent to a high school mathematics course and must denote on the student's transcript that the Advanced Placement computer science course qualifies as a mathematics-based, quantitative course for students in accordance with subdivision (3) of subsection (e) of this Section.

(g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an individualized education program.

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities

whose course of study is determined by an individualized education program.

(h) The provisions of this Section are subject to the provisions of Section 27-22.05 of this Code and the Postsecondary and Workforce Readiness Act.

(Source: P.A. 98-885, eff. 8-15-14; 99-434, eff. 7-1-16 (see P.A. 99-485 for the effective date of changes made by P.A. 99-434); 99-485, eff. 11-20-15.)

Section 995. No acceleration or delay. Where this Act makes changes in a statute that is represented in this Act by text that is not yet or no longer in effect (for example, a Section represented by multiple versions), the use of that text does not accelerate or delay the taking effect of (i) the changes made by this Act or (ii) provisions derived from any other Public Act.

Section 999. Effective date. This Act takes effect upon becoming law.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 13-14, 2017**

**TO:** Illinois State Board of Education

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

**Agenda Topic:** Teacher Shortage

**Staff Contact(s):** Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning

Below is a summary of Statute/Rule Changes to Streamline and Remove Barriers to Licensure from 2015 to 2017.

**2015/2016**

**HB 2657**

Issuance and Timeframes for ELS-PEDU: (21B-20) (A) (ii) Changed requirements for earning a provisional license. Previously, a degree, out-of-state license, and tests were needed for a two-year provisional license. Now, a one-year provisional license can be earned with a bachelor's degree and out-of-state license. If a test of basic skills and the content test are passed within this one-year period, the license will be extended automatically for one additional fiscal year, during which time all remaining deficiencies must be met. Additionally, if the individual has not held a position in a public or non-public school recognized by ISBE on his/her ELS-PEDU, he/she can renew the license for an additional two fiscal years (beyond the original two-year period).

Out-of-State Test of Basic Skills: (21B-35)(6) Applicants who have successfully completed a test of basic skills, as defined by rules, at the time of initial licensure in another state or another country shall not be required to complete an Illinois test of basic skills.

Educator Testing: (21B-30) (b) No score on a test required under this Section, other than a test of basic skills, shall be more than 10 years old at the time that an individual makes application for an educator license or endorsement. The test of basic skills is valid indefinitely. (Previously, tests were valid for five years and the test of basic skills was valid for 10 years.)

Out-of-State Principal and Superintendent: Educators who completed an out-of-state principal or superintendent preparation program can now apply for these endorsements through ISBE transcript evaluation. Previously, the endorsements could only be earned through an Illinois preparation program.

Career and Technical Educators: (21B-20) (E) The CTE endorsement on an ELS may be issued when an applicant has 60 hours of coursework and 2,000 hours of work experience outside of education. (Work experience no longer needs to have been completed within 10 years of license being issued).

Chief School Business Officials: (21B-20) (K) Created additional pathways for qualifying for a PEL endorsed for CSBO. Applicants may apply for a PEL endorsed for CSBO or an ELS endorsed for CSBO.



General Administrative: (21B-25) (A) Extended the general administrative endorsement issuance timeframe to allow program completers additional time to obtain the endorsement. The General Administrative endorsement has not been issued since September 1, 2014, EXCEPT to individuals who completed the coursework for issuance of the GA endorsement before September 1, 2014, and who completed all testing requirements by June 30, 2016, and made application for the endorsement by June 30, 2016.

Required Coursework for PEL: (21B-35) (a) (3) (4) (5) Removed the “semester hour” requirements for specific coursework for out-of-state applicants and allowed for the coursework to instead be infused throughout a preparation program (which was already allowable for Illinois program completers).

Paraprofessional Renewal: (21B-45) An Educator License with Stipulations with only the paraprofessional license no longer lapses; therefore, there is no longer a \$150 reinstatement fee. Instead, the license will expire and educators may pay a \$50 registration fee for the license to be valid again.

Professional Development: (21B-45) PD no longer has to be entered within 60 days of completion. It can be entered at any time throughout the licenses cycle.

Additional Professional Development Approved Providers: (21B-45) Expanded opportunities for entities to award professional development. State agencies, state boards, state commissions, and public community colleges subject to the Public Community College Act may now be approved providers.

### **Part 25 Rules**

Short-Term Emergency Approval in Special Education: (Section 25.48) The approval was supposed to no longer be issued after 2015. This rule extended the approval’s issuance through September 1, 2018, as an incentive for individuals who are not yet fully qualified to pursue opportunities as special educators.

Early Childhood Endorsement: (New Section 25.96) This creates new requirements for early childhood education preparation programs, including new grade range (B-2), field experiences within three grade ranges, and science/social science coursework in specific areas.

Nationally Certified School Psychologist (New Section 25.230) PA 98-947, effective August 15, 2014, allows an individual to qualify for a school support personnel endorsement for school psychologist if he or she holds national certification from the National Association of School Psychologists. Evidence of national certification can be used in lieu of completing a school psychologist program approved by the State Board of Education.

Principal Endorsement: (Section 25.337) responds to recent legislation. PA 98-917, effective August 15, 2014, and PA 98-1147, effective December 31, 2014, both amended Section 21B-25(2)(B) of the School Code to expand the type of experience required to receive the principal endorsement. PA 98-917 allows for individuals with a school support personnel endorsement to qualify for the principal endorsement if they apply for the endorsement by June 30, 2019. PA 98-1147 enables applicants with either teaching or, until June 30, 2019, school support personnel experience to qualify for the principal endorsement.

Additionally, new subsection (d) sets forth the conditions under which applicants may qualify for the principal endorsement if they lack four years of teaching experience.

Short-term Authorization (New Section 25.430) the authorization had been repealed in June 2013, but a number of districts continue to struggle with recruiting and employing fully qualified staff, particularly in content areas of math and sciences. New Section 25.430 reinstates approval for school districts to employ teachers who have the appropriate grade level endorsement in shortage areas for three years, during which time the individual is expected to take coursework and meet other requirements in order to qualify for the endorsement of assignment.

Gifted Teacher/Reading Teachers: Allows out-of-state experience and preparation to qualify one for receipt of reading and gifted endorsements, as requested to do so by the field (Section 25.100); previously, individuals could only qualify by completing a program in Illinois.  
Validity Period for Fulfilling Licensure Deficiencies: Applicants now have two years (instead of one year) to fulfill any license deficiencies without submitting a new application and paying an additional fee.

### **Streamlining Renewal**

Allows for the use of an official transcript in place of a standard form to present evidence, for renewal purposes, of having completed coursework at a regionally accredited institution of higher education that does not offer approved educator preparation programs.

Provisional CTEs who received their license prior to January 1, 2015, are exempt from having to pass a test of basic skills for renewal

Clarification that retirees who hold a PEL and work as a sub for less than 50 percent of the year does not need to pay registration fees to keep their license valid.

Preparation Highlights: Alternative programs no longer need to state a “need” for individuals holding a specific endorsement or evidence of a shortage of these type of educators. Allows more options for educators who are seeking teaching licensure.

Preparation programs may report through the Council for the Accreditation of Educator Preparation (CAEP) or through the state reporting process. (Removes duplicative reporting.)

## **2017**

### **Senate Bill 2912 (January 2017)**

Test scores: Removes the 10-year expiration date for content tests/edTPA/APT. All tests are valid indefinitely. Educators who have valid deficiency letters on file may request an update to their evaluation by emailing [licensure@isbe.net](mailto:licensure@isbe.net).

Educator License with Stipulations (ELS-PEDU): Fifteen semester hours or major coursework is no longer required to be issued the ELS-PEDU. Educators must hold a valid, comparable out-of-state license and at least a bachelor’s degree. Educators who have valid deficiency letters on file may request an update to their evaluation by emailing [licensure@isbe.net](mailto:licensure@isbe.net).

Chief School Business Official: Provides that applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education applying for a Professional Educator License endorsed for chief school business official and who have successfully completed a test of content, as identified by rules, at the time of initial

licensure in another state or country shall not be required to complete a test of content. Adds an immediate effective date.

Career and Tech Ed: (CTE and CTEP Renewal): A test of work proficiency (the ACT WorkKeys®) may be completed in place of the basic skills for renewal if the CTE or CTEP was originally issued January 1, 2015, or after.

(\*\*New) Provisional In-State Educator: An ELS-PEDU may be awarded to an individual who has completed an Illinois-approved teacher education program, but has not yet passed the edTPA. The educator must hold a bachelor's degree and have passed the test of basic skills and the appropriate content test. Educators must receive a minimum edTPA score that has been approved by the Board to be eligible for this license. It is valid for one full fiscal year and cannot be renewed. Institutions of higher education will be able to entitle for this license. Substitute Teaching License -- The new fee for substitute teaching licenses is \$50. Substitute teaching license may be renewed after five years without evidence of passing a test of basic skills.

Teacher Leader Endorsement: In lieu of required coursework, educators are eligible to demonstrate competencies. (Specific competencies will be outlined in rule.).

#### Professional Educator License Requirements

- a. Licensure requirements for teachers/school support personnel trained out of state are:
  - A valid, comparable out-of-state license;
  - Required degree and a major directly related to the licensure area sought;
  - Student teaching/internship;
  - Required tests (Content tests taken in another state or country will be honored if they were required for licensure in the other state.); and
  - Coursework in methods of teaching reading, reading in the content area, methods of teaching cross-categorical special education, methods of teaching ESL/bilingual students.
- b. Principals/superintendents trained out of state or out of country must complete a state-approved program and pass required tests. Content tests taken in another state or country will be honored if required for licensure. Educators no longer have to have been issued a license endorsed in a teaching field.
- c. Chief school business officials trained out of state or country must complete master's degree in specific area, internship or two years of experience, tests, and modules in reading methods, special education, and English Learners. Out-of-state content tests used for licensure in another state can be honored. Out-of-state content tests will be honored for all routes that can be taken to earn the CSBO endorsement.

Renewal for Retired Educators: Educator must complete professional development on a prorated basis depending on the number of years the educator held an active license. When educators retire, they change their status to "retired" in ELIS. *Through December 31, 2017:* If an educator failed to change his/her status to "retired" in ELIS and lapsed due to failure to renew, the educator may reinstate the license and maintain it in retired status upon providing proof to ISBE using ELIS that the licensee is retired and not working in a position that requires a PEL.

#### **Part 1, Part 20, Part 25, Part 26 Rule Changes**

Career/Technical PEL Endorsement Grade Ranges: 1.720(c) -- The following areas on the PEL will be valid for grades 6-12 (rather than 5-8 and 9-12) beginning February 1, 2018: agricultural

education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications; computer science; family and consumer sciences; health science technology; and technology education. This change seeks to combat potential shortages in these areas in the middle grades.

Extension of K-9 Elementary Grade Range: 20.10 (c) -- Extends K-9 elementary education endorsement issuance through September 1, 2019. Educators must be entitled by this date. Elementary education endorsements will be issued for grades 1-6 beginning with applications submitted September 2, 2019.

Extension of B-3 Early Childhood Grade Range: 26.100(c) -- Extends Birth-Grade 3 early childhood education endorsement issuance through September 1, 2020. Educators must be entitled by this date. Early childhood education endorsements will be issued for Birth-Grade 2 beginning with applications submitted September 2, 2020.

Short-Term Emergency Approval Expansion: Allows individuals who already hold an LBSI endorsement to apply for the STE approval if they are needed to teach in a different grade range than their current LBSI credential.

Reading Specialist for out-of-state Applicants: Reading Specialist can now be added on a provisional license (ELS-PEDU.) Previously, it could only be issued if the educator already held an Illinois PEL.

Preparation Program Reporting: Changes annual program reporting timelines to align with Title II reporting timelines. The timeline will now be in spring (open in February and close in April) instead of fall (open in October and close in November).

Changes to Current Preparation Programs: Cleans up language. SEPLB does not submit recommendations for approval or modification to the State Board; it makes the final decision. ISBE preparation staff will recommend an action of accept, modify, or reject to the SEPLB.

Allows for out-of-state or international student teaching in Illinois programs.

School Support Personnel Experience for Principal Endorsement: Extends the option of using school support personnel experience in place of teaching experience for another two years (from 2019 to 2021) per statute

Super Scoring for ACT/SAT: A minimum composite score for either the ACT® or SAT® may be achieved by combining multiple sub-scores from one or multiple test administrations.

PD Rollover: If a licensee earns more than the required number of professional development hours during a renewal cycle, the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.

## **Emergency Rules- Effective June 28, 2017**

### **Parts 1, 25, and 30: Principal Endorsement**

The four years of experience required for the principal endorsement does not have to be earned on a valid license. Allows for experience earned in settings such as private schools (where licensure is not required).

Section 25.430: Short-Term Approvals:

Requirements: Approvals can be issued if the applicant:

1. Has passed the applicable content test. OR
2. Has completed nine semester hours of coursework

Validity: Approvals are valid for three full fiscal years.

Exceptions: The approval cannot be issued for any special education area or safety and driver's education. The approval can be issued for all other teaching endorsement areas and for any grade range (even grade ranges outside the educator's current grade range).

District Verification (Required for Employment Only): Districts employing an educator on a short-term approval must complete a form and file it with their Regional Office of Education, which will upload the form into the educator's ELIS account within 10 business days. This form is not required for issuance of the approval.

**HB 3820 (July 2017)**

Educators must be at least 19 years old (no longer 20 years old) to obtain licensure.

Educators who hold any CTE license (CTE, CTEP, PCTE) can sub in a CTE classroom on that license. A license with a bachelor's degree is not needed.

Provisional Career and Technical Educator license can be renewed without completing 20 semester hours of coursework.

Director of Special Education was added. (It previously had never been mentioned in statute!)

Reduces barriers for alternative licensure applicants: Applicants will need to have a bachelor's degree in any area from a regionally accredited IHE. Removes the provision that they must also have a major or 32 hours from a regionally accredited IHE. We will look at their license to determine the equivalent.

Clarifies requirements for out-of-country applicants. They need to do PEL coursework for licensure like any other applicant. (The wording to this effect was never explicit.)

States that if a newly issued license is not registered by January 1 of the fiscal year following its date of issuance, it will lapse. For example, if an educator is issued a license today, which is in fiscal year 2018, that license will lapse January 1, 2019 (FY 2019) if it is not registered in that time period. This provision replaces the "six months" timeline because ELIS is not able to automatically lapse a license six months after its issue date.

Removes requirement that educators holding an administrative endorsement and not working on it have to do one Administrator Academy per cycle.

Allows SSP educators to use national licenses to fulfill professional development.



# TEACHER SHORTAGE: Issues and Actions

School Board Retreat

September 14, 2017

Springfield, Illinois



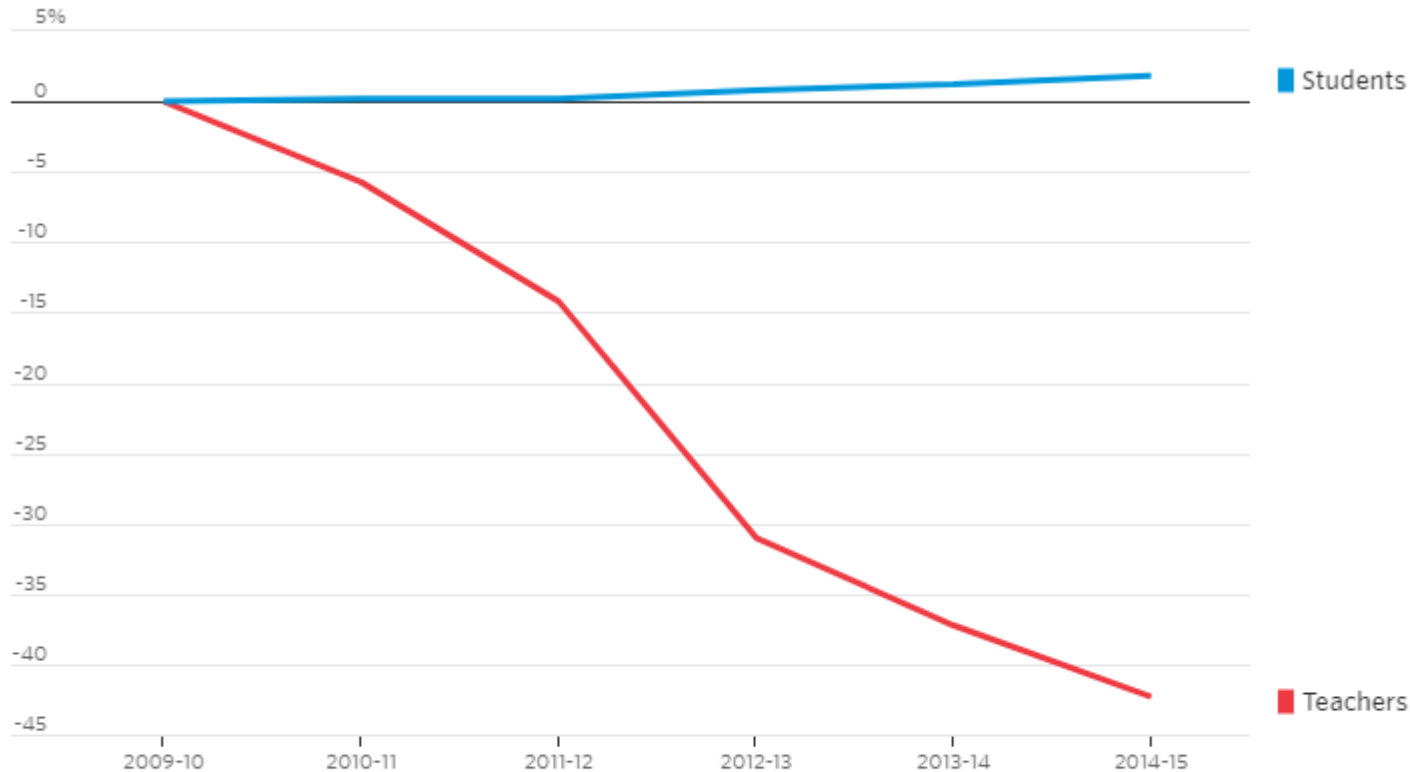
## Topics

- Context
- Pipeline
- Teacher Preparation
- Licensure
- Recruitment, Hiring and Retention



## Thinning Ranks

Change in number of K-12 students enrolled in public schools and number of teachers enrolled in preparation programs since the 2009-10 academic year (in the U.S.)



Sources: National Center for Education Statistics (students), Department of Education (teachers)

THE WALL STREET JOURNAL

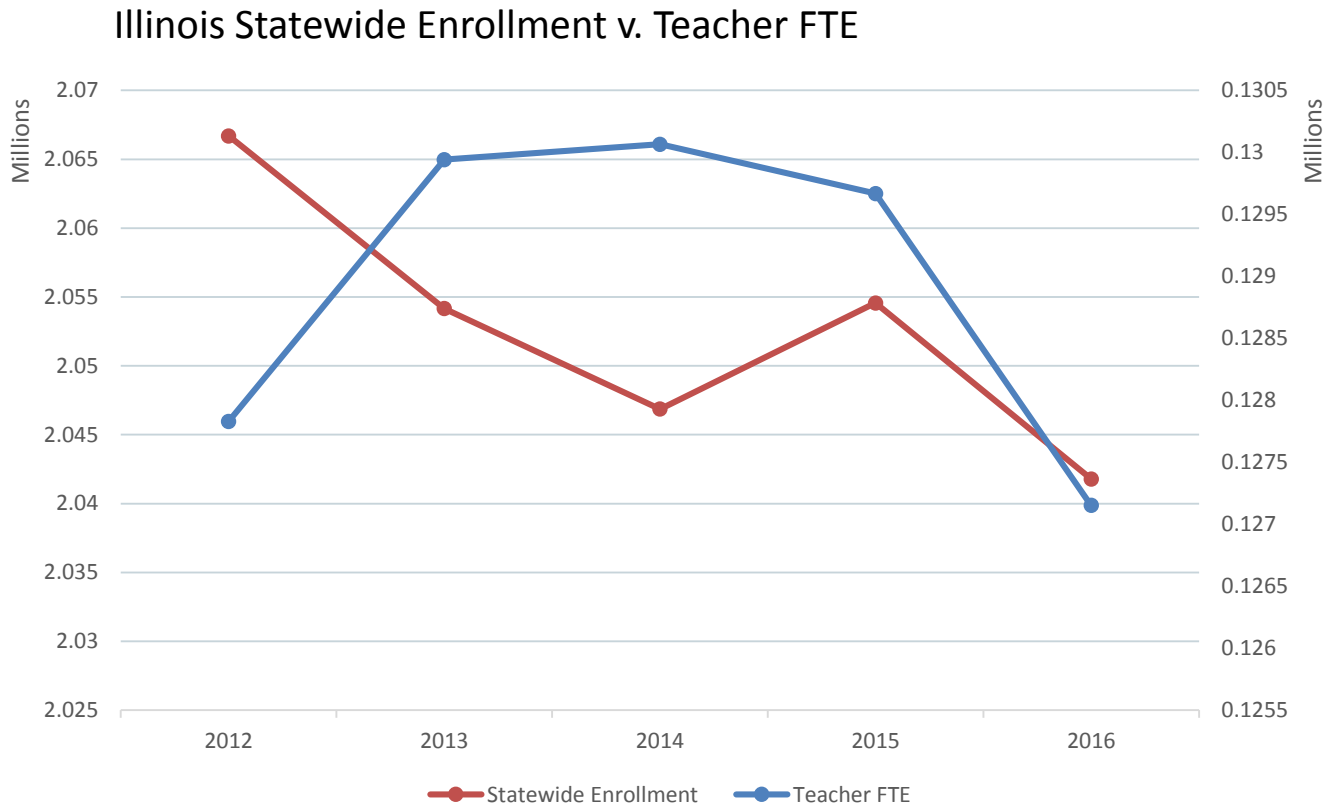
Source: De Avila, Joseph and Tawnell D. Hobbs. "Teacher Shortage Prompts Some States to Lower the Bar." *The Wall Street Journal*, September 6, 2017. [www.wsj.com](http://www.wsj.com). Accessed September 11, 2017.





## Thinning Ranks? - Illinois

Comparison of Illinois teachers (FTE) vs Illinois enrollment K-12 from AY 2012-2016





## Illinois Context

- Board goal and commitment to ensure that all students have equal access to highly prepared and effective teachers
- 1986 position teaching positions (including paraprofessionals) unfilled statewide Sept. 2017
- Approximately 67% districts with 100 or less faculty members
- Shortage most pronounced in special education and bilingual education
- Particular impact in rural, low-income and small districts



## Pipeline

- What are strategies to encourage young people and others?
- How to elevate student centered mission and promote the value and respect for profession?
- What are approaches to increase diversity?
- **Promising activities:**
  - Grow-your-own
  - Mentoring credit (e.g., Teacher Cadet and other programs in school districts)
  - College and Career pathway endorsement



## Teacher Preparation

- What are strategies to increase focus on hard-to-fill content areas?
- What are alternative avenues of entry into the teaching profession?
- What are quality indicators and relevancy to classroom effectiveness?
- How and data is collected and analyzed to inform preparation programs?
- **Promising Activity:**
  - ISBE and Partnership for Educator Preparation (PEP) to implement a two year pilot to strengthen data collection process to determine effective preparation



## Licensure

- How to eliminate barriers while maintaining rigor and high standards?
- How to reduce financial barriers; eliminate unnecessary paperwork and accelerate processing time?
- **Promising Activities:**
  - SB 2912 signed January 2017
  - Public Act 100-0013 effective July 2017 – streamlines process for license, reduce financial burden to substitute teachers and creates alternative routes for teacher leader license endorsement and other changes



## WHAT THE NUMBERS TELL US ABOUT U.S. TEACHERS

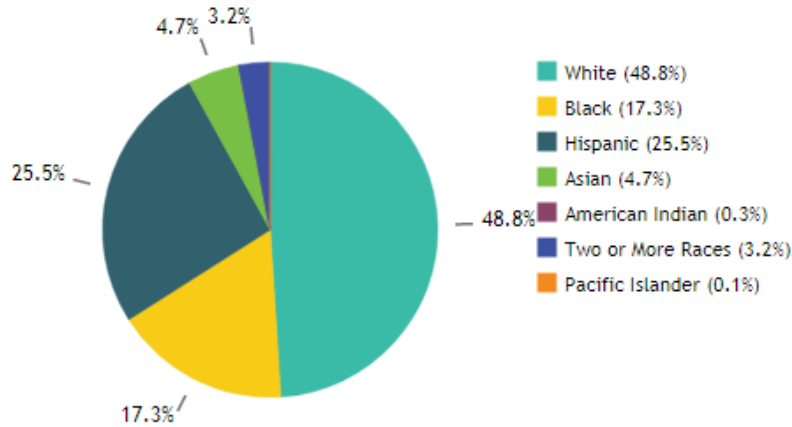
2015-16 DATA FROM THE EDUCATION DEPARTMENT



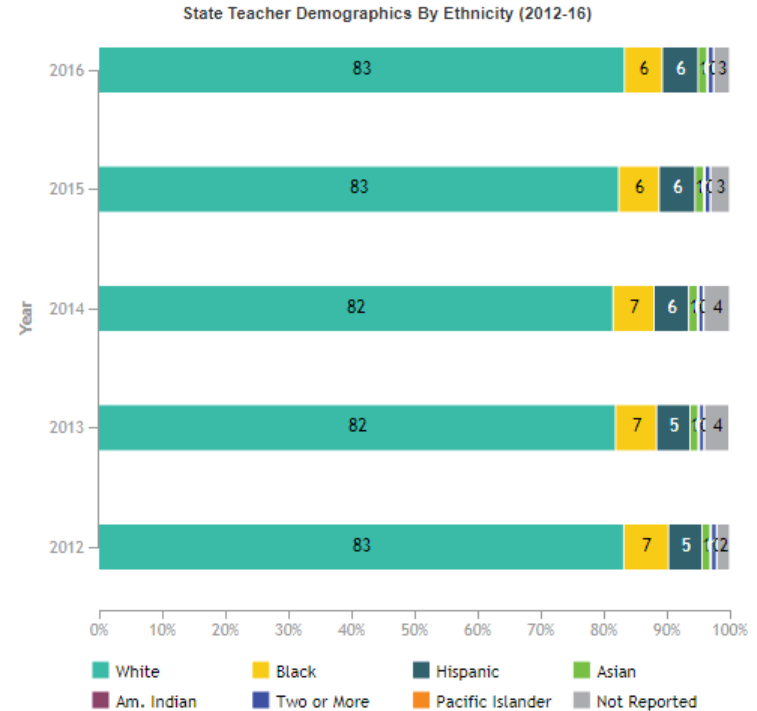
<https://youtu.be/k7WytT5Clcs>



## IL Teacher Demographics



Student Diversity (2016)



Teacher Diversity (2012 – 2016)

Source: Illinois Report Card



## Recruitment, Hiring, and Retention

- How to address the reasons teachers prepared in Illinois leave for other states?
- What is the teacher turn-over rate and why?
- Are there gaps between numbers of qualified teachers of color and numbers hired?
- What supports are provided to teachers, particularly new teachers to ensure success?
- What are the opportunities for professional learning, mentoring, leadership, autonomy and other activities?





## A Year of Study

- Engage interested district leaders representing diverse districts and regions to focus and collect practices
- Create narratives and capture statewide strategies for dissemination
- Actively collaborate with multiple partners to address issues
- Establish unified data collection system to address questions and track trends
- Coordinate media campaign with key stakeholders to promote the value of teaching