

ILLINOIS STATE BOARD OF EDUCATION



Via Video Conference

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

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

June 13, 2018
9:00 a.m.

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- I. Roll Call/Pledge of Allegiance**
- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means
- II. Public Participation**
- III. Update on Postsecondary and Workforce Readiness Act pp. 3-62**
- IV. Superintendent's Report – Consent Agenda**
- A. *Approval of Minutes
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- VII. Technical Advisory Committee Recommendations pp. 155-168**
- VIII. Discussion Items**
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- C. Budget Update *pp. 181-190*
- D. ESSA Update
- E. Other Items for Discussion
- IX. Announcements and Reports**
- A. Superintendents/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

X. Closed Session (as needed)

XI. Information Items

- A. ISBE Financial and Administrative Monthly Reports available online at <https://www.isbe.net>
- B. Status of Agency Rulemaking: FY 2018 *pp. 191-200*
- C. Rulemakings Anticipated for FY 2019 *pp. 201-208*

XII. 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 MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *GL*

Agenda Topic: Update on Postsecondary and Workforce Readiness Act

Materials: Attachment A – Statewide Panel for Transitional Math Recommended Competencies and Policies
Attachment B – College and Career Pathway Endorsement Programs
Attachment C – Draft Dictionary

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Mary Reynolds, Executive Director, Innovation and Secondary Transformation

Purpose of Agenda Item

The attached materials provide an update on the developments and activities underway to implement the Postsecondary and Workforce Readiness (PWR) Act.

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

The developments to implement the PWR Act support the following Board goals:

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

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

Background Information

The PWR Act (Public Act 99-0674) passed the General Assembly unanimously and was signed by Governor Rauner in July 2016. The PWR Act includes four major components:

1. Develop a competency-based high school graduation requirements pilot program.
2. Establish a Postsecondary and Career Expectations (PaCE) framework
3. Create college and career pathway endorsements on high school diplomas.
4. Define high school coursework and criteria that will place students into college credit-bearing work – transitional mathematics instruction.

The competency pilot is underway with 15 districts participating to date. Another Request for Applications is currently available and due August 1, 2018. The PaCE framework was adopted in 2017 by ISBE, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Student Assistance Commission (ISAC) and is available on the [ISBE College and Career website](#). ISAC is actively working with districts through the ISACorps to share career information with students.

Since the passage of the PWR Act, a representative statewide panel has been meeting to develop transitional math competencies and policies as required in the Act. The attached recommendations provide an update on the work to date and the development as it evolves. Staff are in the process of gathering information from select high school districts that have been offering a fourth-year transitional math course to help guide planning for full deployment in the 2019-20 school year.

ISBE adopted the interagency framework for the college and career pathway endorsements in June 2017. This is a voluntary program for school districts wherein the achievement of public high school graduates who receive one or more college and career pathway endorsements is noted on their high school diploma. The attached report from the Statewide Public-Private Steering Committees for College and Career Pathways Endorsements offers recommended technical and essential employability competencies. The recommendations include a sequence of minimum career competencies for four industry clusters, and work continues on further development.

The attached working draft of the Illinois State Definitional Framework for Career Pathways is a collaborative effort of ISBE, IBHE, ICCB, ISAC, the Department of Commerce and Economic Opportunity (DCEO), and the Illinois Department of Employment Security (IDES). This draft is shared as an informational item in order to gather additional feedback from stakeholders. This dictionary has been adopted by the Workforce Readiness through Apprenticeships and Pathways Committee of the Governor's Cabinet on Children and Youth. It includes the "career pathways" definition that has been formally adopted by all relevant state boards. Collaborative efforts across the agencies continue to identify key strategies needed to implement these definitions.

Financial Background

No specific state appropriations have been made to support the implementation of the PWR Act.

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

Policy Implications: Further development of the PWR initiatives will offer guidance and opportunities to students, families, educators, administrators, businesses, and community-based organizations.

Budget Implications: Districts are encouraged to incorporate transitional math and pathway endorsements into existing college and career ready efforts.

Legislative Action: Senate Bill 2941, which makes technical changes to the PWR Act, has passed the General Assembly. No further legislative action is requested at this time.

Communication: ISBE will continue to disseminate information about transitional math and pathway endorsements via existing mechanisms.

Pros and Cons of Various Actions

Pros: Informational updates regarding the implementation of the PWR Act will enable districts to plan for transitional math and pathway endorsements in the 2019-20 school year.

Cons: Failing to provide advance planning opportunities will not allow districts enough time to participate in PWR Act initiatives.

Next Steps

Staff will continue to share information regarding the PaCE framework, competency pilot, College and Career Pathway Endorsement Programs, and transitional math opportunities with stakeholders. Staff will continue to collaborate with IBHE, ISAC, ICCB, DCEO, and IDES to implement the provisions of the PWR Act.

Postsecondary and Workforce Readiness Act

Statewide Panel for Transitional Math

Recommended Competencies and Policies

Draft for State Agency Action

May 2018



The competencies and policies set forth in this document were approved on February 8, 2018 by the Statewide Panel for Transitional Math established pursuant to the Postsecondary and Workforce Readiness Act. The competencies and policies are under consideration for adoption by the Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education, and remain subject to change.

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I. Transitional Math Overview

The Postsecondary and Workforce Readiness (PWR) Act establishes a new statewide system for transitional math instruction* that provides a mathematical foundation for college and careers that high school seniors are lacking from their previous education. Transitional math instruction provides students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses, while aligning with the Illinois Learning Standards.

The use of transitional math courses will reduce remediation rates and bridge the gap of the fourth year of math for students who often opt out of math in their senior year, increasing their chances of needing remedial coursework. Students receive guaranteed placement at any Illinois community college upon successful completion of a transitional math course that has been approved for statewide portability. The procedures for statewide portability require demonstration that the relevant competencies are addressed, and the required policies are met. Success is based on the demonstration of the process and content competencies, which demonstrates readiness for college courses, instead of a single test score.

Although some content in the courses will not be new, the experience should be. Students should work on complex problems, not just complex procedures. The problems should be relevant to a senior in high school who will soon be an adult in society and as such will be a community member, an employee, and a college student. While the students have had some of the content before, they do not understand it well enough to show college readiness as measured by multiple means including standardized tests and course grades. Transitional math courses work to address the gaps in understanding by working on bigger problems, emphasizing problem-based learning and projects, communication, and integration of concepts, not just skill acquisition. Contexts used should be authentic whenever possible and apply to the student's college or career path. This approach is motivating and engaging but also sets the stage for the types of problems a student will be exposed to when they reach college. Additionally, transitional courses will focus on a growth mindset, resilience, and perseverance as well as college knowledge and 21st century skills. These traits are essential to success in college for any student but particularly first generation college students.

This document includes an overview of the three transitional math pathways established by the PWR Act. It then includes the competencies recommended for adoption by the committees of the Statewide Panel for Transitional Math, including process competencies for all three pathways related to mathematical and student success, and content competencies for each of the three pathways. (See Appendix A for membership of the Statewide Panel, and Appendix B for membership of each of the Pathway Committees.) Next, the document includes a set of policies recommended by the Statewide Panel for transitional math, including:

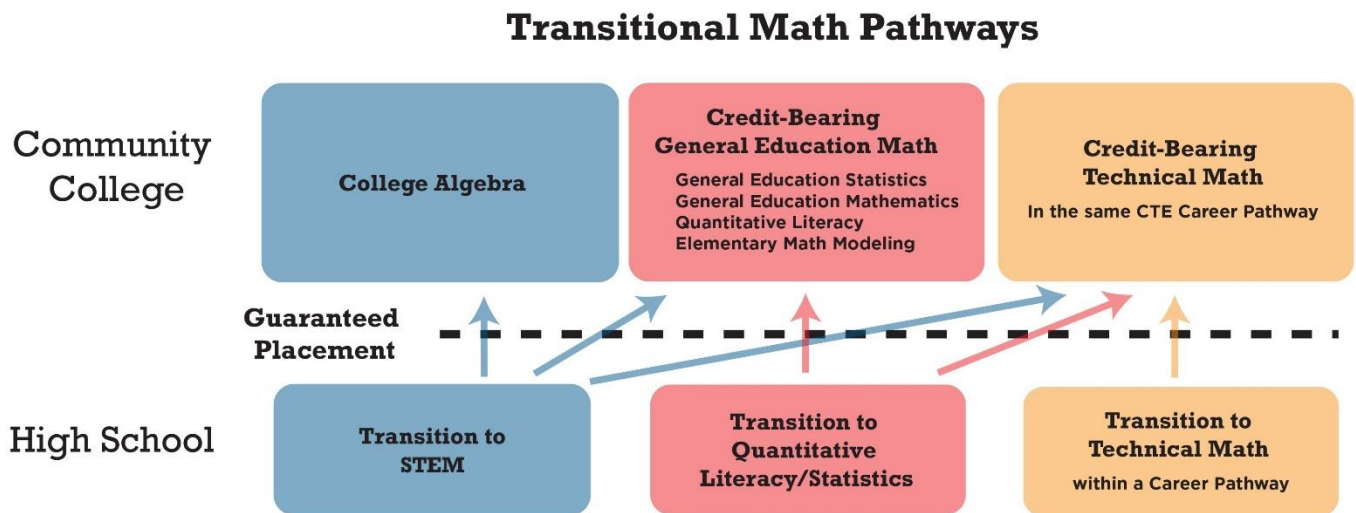
- General policies addressing issues such as teacher qualifications, student qualifications, grading standards, curriculum documentation, and teacher support and mentoring;
- Policies for determining the projected readiness of high school students for college-level math, so that students not projected ready are placed into transitional math instruction; and
- The policy for approving transitional math instruction for statewide portability throughout the Illinois community college system.

Under the PWR Act, ISBE, ICCB, and IBHE must approve the competencies, general policies, and portability policies. ISBE and ICCB must approve the projected readiness policies.

*While this document will often refer to a transitional math *course*, the competencies can be used within a standalone fourth-year course for high school seniors or integrated within another course or within a competency-based learning system.

II. Transitional Math Pathways and Instructional Approach

The PWR Act organizes the State’s approach to transitional math into three overarching math pathways, as depicted below:



The emphasis on algebra increases from the technical math pathway to the STEM pathway. Conversely, the amount of contextualization will increase from the STEM pathway to the technical math pathway.

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 the PWR 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. Specifically, this will mean placement into College Algebra.

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. This pathway is intended for students whose career goals do not involve occupations relating to either the STEM or Technical Math Pathway or those who have not yet selected a career goal. In accordance with and subject to the PWR 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 which includes general education statistics, general education mathematics, quantitative literacy, or elementary math modeling.

Technical Math Pathway

The Technical Math 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. The mathematics in this pathway emphasizes the application of mathematics within career settings. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the Technical Math Pathway guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program.

Instructional Approach

Transitional math courses should enable students to develop conceptual understanding and problem solving competence while increasing college readiness in the path of their choice. The courses emphasize conceptual understanding and modeling rather than procedures and symbolic manipulation. The study of algebra is included in all three pathways; however, its emphasis varies depending on the outcome pathway. Instruction should be contextualized and emphasize authentic applications whenever possible, and instructional strategies integrating mathematics competencies with other academic and career competencies are encouraged for all students. Relevant contexts that apply to the student's life, job, and future college classes should be used, particularly contexts from local business and industry. Depth, not breadth, is essential when addressing the course competencies. However, exposure to a variety of situations, contexts, and concepts is also expected.

The courses focus on developing mathematical maturity and college readiness through problem solving, problem and project-based learning, critical thinking, data analysis, and the writing and communication of mathematics. Students will develop conceptual and procedural tools that support the use of mathematical concepts essential for their pathway in a variety of contexts. The instruction should emphasize the connections between concepts being taught whenever possible. Emphasis should be placed on extended modeling and problem solving with techniques and manipulations covered in context. The appropriate use of technology is strongly encouraged. Some examples include scientific calculators, graphing calculators, spreadsheets, and/or online programs like Desmos.

DRAFT

Differences in pathways

While the philosophy and approach to each of the three pathways is the same, there are differences specific to each outcome course. The following table summarizes some main differences. Consult a pathway's content competencies for more information.

Transitional Math Pathway → Trait ↓	STEM	Quantitative Literacy and Statistics	Technical Math
Mathematical goal	Use Algebra 2 skills and concepts successfully in College Algebra	Use numeracy and basic algebra skills in general education math courses	Use numeracy in a technical math course
Mathematical outcome in college course requiring extra attention in the transitional course	Transition from procedural algebra to graphical representations	Reading word-based problems and determining the needed algebraic and numeric concepts	Using numeric skills easily in a variety of applied situations
Outcome college math courses	College Algebra General Education Statistics (M1902) General Education Mathematics (M1904) Quantitative Literacy (M1901) Elementary Math Modeling (M1907) Technical math*	General Education Statistics (M1902) General Education Mathematics (M1904) Quantitative Literacy (M1901) Elementary Math Modeling (M1907) Technical math*	Technical math*
Consequence for students changing transitional paths	None	Subject to college placement policies	Subject to college placement policies

* The Transition to Technical Math course provides preparedness for most technical math courses that satisfy the math requirements for an AAS degree. Consult local technical math course requirements.

Note on competencies

The competencies stated in this document comprise the minimum standards for a transitional math course. High schools and colleges may add to the minimum content as needed to support existing courses and address local employer needs provided there is sufficient time to address the required and additional content in the manner described here.

III. Transitional Math Competencies

A. Process Competencies for All Pathways

Transitional courses are intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the courses include process competencies related to mathematical and student success. While these competencies are not assessed directly, they should be a part of instruction and assessed indirectly.

For mathematical success, transitional courses satisfy the **Common Core Standards for Mathematical Practice**:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Additionally, these courses help students do the following:

1. Develop the ability to use mathematical skills in diverse scenarios and contexts.
2. Use technology appropriately including calculators and computers.
3. Demonstrate critical thinking by analyzing ideas, patterns, and principles.
4. Demonstrate flexibility with mathematics through various contexts, modes of technology, and presentations of information (tables, graphs, words, equations).
5. Demonstrate and explain skills needed in studying for and taking tests.

For student success, transitional courses include an emphasis on the non-cognitive skills outlined in the **Illinois Essential Employability Skills Framework**.

Personal Ethic	Work Ethic
Integrity Respect Perseverance Positive attitude	Dependability Professionalism
Teamwork	Communication
Critical thinking Effective and cooperative work	Active listening Clear communication

Additionally, these courses help students accomplish the following components of college readiness:

1. Develop written and verbal skills in relation to course content.
2. Evaluate personal learning style, strengths, weaknesses, and success strategies that address each.
3. Research using print and online resources.
4. Apply time management and goal setting techniques.
5. Work collaboratively with others throughout the course.

B. Transition to STEM Content Competencies

Purpose

These competencies are designed to frame the outcomes of a transitional course for high school seniors to prepare them for a career requiring calculus or advanced algebraic skills. This course can serve as a prerequisite for a first college-level mathematics course such as College Algebra. The course emphasizes the mathematical practices necessary for success in a college course, particularly modeling. Mathematical understanding, communication, collaboration, authentic applications, and connections between concepts will be emphasized with procedural ability.

The main emphasis of this course is the understanding of functions and how functions naturally arise through authentic modeling situations. In creating and testing these mathematical models, it can be important to incorporate the necessary algebraic skills in these contexts. While this course will use functions and modeling, the course is not intended to replace College Algebra.

Upon successfully completing the course, students should be able to use their understanding of the concept of functions combined with their ability to select and execute appropriate algebraic procedures and processes. While a successful student can demonstrate the ability to solve complex, multi-step mathematical and contextualized problems, the content of the course is not always applicable to authentic contexts. In those cases, rich mathematical problems should be used so that students make deeper connections between numeric, algebraic, and/or graphic skills.

Domains

Due to the nature of the content in this course, the domains and competencies are organized differently than the other two transitional math pathways.

While the domains of numeracy and functions and modeling are incorporated into a Transition to STEM course, the essential domain of the course is algebra. Only essential algebraic topics are included here so that they can be worked on deeply, allowing students to address any deficits. More time should be spent making sense of the operations and procedures of expressions and equations within the function families as opposed to exposing students to additional topics. Depth of understanding and the ability to integrate and apply algebraic procedures is the goal.

Required Content

In addition to basic function concepts and solving 2×2 systems of equations without matrix methods, students should be able to simplify expressions, solve equations, and graph functions* in the following required function families:

- Linear
- Polynomial
- Rational
- Radical
- Exponential

*Linear and quadratic function graphing should be covered in detail while the graphing with the remaining function families should be at the exposure level. Significant time will be spent on graphing those function families in a College Algebra course.

Prerequisite Skills and Concepts

Students should enter this course with the following abilities that may have been gained from a previous Algebra 1 or 2 course:

1. Perform basic arithmetic operations (addition, subtraction, multiplication, and division) with real numbers and polynomials.
2. Solve linear equations.
3. Apply exponent rules for integer exponents. In particular, they should be able to
 - a. Simplify expressions involving integer exponents using the laws of exponents.
 - b. Understand negative exponents as reciprocals
 - c. Understand scientific notation
4. Understand a graph as the solution set of an equation relating two variables. In particular, they should be able to
 - a. Determine if a point in the plane is on a graph.
 - b. Interpret a given point on a graph as a solution to the equation of the graph.
5. Apply the geometric formulas for area, perimeter, and volume for standard shapes and figures.
6. Use the Pythagorean Theorem to solve problems.

Course Competencies

Algebra

A successful Transition to STEM student will demonstrate the ability to solve complex, multi-step algebraic problems in the context of authentic situations. Students should be able to communicate their processes and justify their mathematical thinking both orally and in writing. They will persevere in investigating algebraic problems, reasoning both independently and collaboratively. Students will generate and test models of quantitative relationships by exploring pattern and structure. Students will understand that algebra is a way of describing mathematical relationships between quantities. Appropriate technology will be used throughout with an emphasis on recognition of the level of precision required in different contexts.

To address the necessary algebra skills and to help students transition to the outcome course, a lens of functions and graphs will be used in this course. Algebraic procedures are motivated with functions and modeling in rich, contextual problems or in the service of understanding functions and graphs of a particular function family. For example, a student should work with an authentic situation involving a rational function model prior to working with algebraic procedures with rational expressions and equations. This approach will help students make the necessary conceptual shift from procedural algebra to graphic representations, a hallmark of College Algebra.

NOTE: The approach described here should be adjusted with the high school and college as needed to ensure that the transitional course does not duplicate a previous Algebra 2 course or the outcome College Algebra course.

Algebra Competencies

CA-A1. Students can apply, analyze, and evaluate the characteristics of functions in mathematical and authentic problem solving situations.

Key performance indicators

- a. Understand the concept of a function and use function notation.
- b. Interpret the dependent and independent variables in the context of functions.
- c. Create and interpret expressions for functions in terms of the situations they model including selecting appropriate domains for these functions.
- d. Understand the relationship between a function and its graph.
- e. Find the domain, including implied domains, and the range of a function.
- f. Analyze functions using different representations (verbal, graphic, numeric, algebraic).

CA-A2. Students can simplify expressions, solve equations, and graph functions from the linear, polynomial, rational, and radical function families in mathematical and authentic problem solving situations.

Key performance indicators for linear functions

- a. Identify dependent and independent variables in linear relationships and use this knowledge to model authentic situations.
- b. Understand the relationship between lines and their equations including slope.
- c. Graph a line using slope-intercept form of the linear equation.
- d. Determine the equation of a line from its graph and from the point-slope formula.
- e. Use graphs of lines to identify solutions to linear equations.
- f. Solve linear inequalities, expressing the solutions sets using interval notation and graphing solution sets on number lines, and interpret their solutions in context.
- g. Use and understand the slope criteria for parallel and perpendicular lines.

Key performance indicators for polynomial functions of degree 2 and higher

- h. Solve application problems and create models involving polynomial equations.
- i. Factor quadratic polynomials over the rational numbers and identify prime/irreducible polynomials over the rational numbers.
- j. Apply standard factoring techniques to polynomials.
- k. Solve quadratic equations by factoring, completing the square, and the Quadratic Formula.
- l. Graph quadratic functions and be able to determine the quadratic function from the graph.
- m. Understand the relationship between zeros and factors of a polynomial of degree 2 and higher.
- n. Solve polynomial equations and inequalities of degree 2 and higher.

Key performance indicators for rational functions

- o. Solve applications and create models involving rational equations.
- p. Simplify rational expressions.
- q. Solve rational equations.
- r. Solve rational inequalities algebraically.

Key performance indicators for radical functions

- s. Solve applications and create models involving radical equations.
- t. Convert between radical and rational exponent notation.
- u. Simplify expressions involving radicals and rational exponents using appropriate exponent rules.
- v. Solve equations involving radical expressions.

CA-A3. Students can use their understanding of exponential functions of the form $f(x) = C b^x$, for some constants $b > 0$ and C , in mathematical and authentic problem solving situations.

Key performance indicators

- a. Solve simple applications and create simple models involving exponential equations.
- b. Distinguish exponential growth from linear and polynomial growth.
- c. Graph and recognize the graph of exponential functions of the form $f(x) = C b^x$.
- d. Solve simple exponential equations numerically.

Optional key performance indicator

- e. Solve simple exponential equations algebraically.

CA-A4. Students can create, solve, and reason with systems of equations and inequalities in mathematical and authentic problem solving situations.

Key performance indicators

- a. Solve applications and create models involving 2 x 2 systems of linear equations using both graphical and algebraic methods.
- b. Use linear inequalities and systems of linear inequalities in two unknowns to create models.
- c. Graphically identify solutions sets to linear inequalities or systems of inequalities.

C. Transition to Quantitative Literacy and Statistics Content Competencies

Purpose

These competencies are designed to frame the outcomes of a transitional course for high school seniors to prepare them for a general education college-level math course. The course will serve as a prerequisite for General Education Statistics, General Education Mathematics, Quantitative Literacy, Elementary Mathematical Modeling, or a technical/occupational mathematics pathway. To that end, the ultimate goal of this course is mathematical maturity. There are many ways to reach that goal while meeting the required competencies, allowing schools flexibility when designing their course to meet the unique needs of the high school and the college they feed into. Together, high schools and colleges must determine how to best prepare their students for future study.

Students wishing to pursue postsecondary education in a field that requires College Algebra should take a Transition to STEM course. The Transition to Quantitative Literacy and Statistics course does not meet the prerequisite for College Algebra. Students who change to the STEM Pathway are subject to local college placement requirements.

Domains

The required domains are numeracy, algebra, and functions and modeling. Each domain must be covered but schools are free to determine the amount of time spent on each domain. The competencies stated as follows are required to build the foundational skills necessary to be successful in the outcome courses. Flexibility exists with coverage of the additional topics.

Topics to be included in each domain, but are not limited to, are as follows:

- Numeracy—Operation sense, estimation, measurement, quantitative reasoning
- Algebra—Operations on expressions and functions (must include at least one factoring technique in context), construction and solving of equations
- Functions and Modeling—Characteristics of functions including graphical analysis, modeling with geometry, modeling with linear and nonlinear functions (must include at least three types of nonlinear functions from the following list: polynomial, rational, radical, exponential, logarithmic)

Additionally, the course must also expose students to *at least one* of the following topics:

1. Applications of systems of equations and/or inequalities
2. Applications of probability and statistics
3. Applications of proportional reasoning

Course Competencies

Numeracy

Numeracy denotes the understanding and use of numbers in operation sense, estimation, measurement, and quantitative reasoning in authentic contexts. Students should regularly make sense of their results and judge them for reasonableness. Basic statistical measures and their uses are also included. While technology is encouraged in the course, students should also work on fraction and integer operations without calculators to improve their understanding of and comfort with them. After students have demonstrated adequate proficiency with basic operations without a calculator, use of a calculator is merited as determined by the instructor.

Numeracy Competencies

QL-N1. Students can apply, analyze, and evaluate the characteristics of numbers in authentic modeling and problem solving situations.

Key performance indicators

- a. Demonstrate operation sense and the effects of common operations on numbers in words and symbols.
- b. Apply mathematical properties in numeric and algebraic contexts.
- c. Use different types of mathematical summaries of data, such as mean, median, and mode.
- d. Read, interpret, and make decisions based upon information from various data displays.
- e. Demonstrate competency in the use of magnitude in the contexts of place values, fractions, and numbers written in scientific notation.
- f. Demonstrate measurement sense that includes predicting, estimating, and then solving problems using appropriate units.

QL-N2. Students can perform operations on numbers and make use of those operations in authentic modeling and problem solving situations.

Key performance indicators

- a. Perform arithmetic operations on whole numbers, integers, fractions, and decimals including basic operations without a calculator.
- b. Apply quantitative reasoning to solve problems involving quantities or rates.

QL-N3. Students can propose various alternatives, determine reasonableness, and then select optimal estimates to justify solutions.

Key performance indicators

- a. Use estimation skills.
- b. State convincing evidence to justify estimates.

Algebra

Students will experience an application-based approach to algebraic topics. The goal is not algebraic manipulation. Instead, students should use algebraic reasoning as one of multiple problem-solving tools in the course when it makes a task easier. This includes creating expressions, equations, and functions to solve problems that are more career focused and personal to a student's life. Choosing an appropriate method to solve a problem is an important part of developing the mathematical maturity students need for success in general education college math courses. Depth of understanding is more important than covering many topics.

Algebra Competencies

QL-A1. Students can demonstrate understanding of the characteristics of variables and expressions and apply this knowledge in authentic modeling and problem solving situations.

Key performance indicators

- a. Use variables to accurately represent quantities or attributes in a variety of authentic tasks.
- b. Predict and then confirm the effect that changes in variable values have in an algebraic relationship.
- c. Interpret parts of expressions such as terms, factors, and coefficients.
- d. Write expressions and/or rewrite expressions in equivalent forms to solve problems.

QL-A2. Students can perform operations on expressions in authentic modeling and problem solving situations.

Key performance indicators

- a. Perform arithmetic operations (addition, subtraction, multiplication) on polynomials in authentic tasks.
- b. Demonstrate the relationship between zeros and factors of polynomials.

QL-A3. Students can create, solve, and reason with equations and inequalities in the context of authentic modeling and problem solving situations.

Key performance indicators

- a. Create equations and inequalities that describe numbers or relationships.
- b. Compare and contrast expressions and equations.
- c. Use and justify reasoning while solving equations.
- d. Develop and solve equations and inequalities in one variable.

Functions and Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decision making. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical, statistical, and geometric methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

The use of functions is one way situations can be modeled. Constructing, evaluating, and using models, especially functions, are essential to this component of the course. While function notation may be included, it is not a requirement of the course. Emphasis should be placed on how functions work and how they can be used to model a given situation.

Functions and Modeling Competencies

QL-FM1. Students can apply, analyze and evaluate the characteristics of functions in authentic modeling and problem solving situations.

Key performance indicators

- a. Use variables in a variety of mathematical contexts to represent quantities or attributes.
- b. Predict and then confirm the effect that changes in variable values have in an algebraic relationship.
- c. Understand the concept of a function.
- d. Interpret functions.
- e. Analyze functions using different representations (descriptions, tables, graphs, and equations).
- f. Represent common types of functions using words, algebraic symbols, graphs, and tables.
- g. Identify important characteristics of functions in various representations.

QL-FM2. Students can build and use functions including linear, nonlinear, and geometric models in authentic modeling and problem solving situations.

Key performance indicators

- a. Translate problems from a variety of contexts into mathematical representations and vice versa.
- b. Build a function that models a relationship between two quantities.
- c. Build new functions from existing functions.
- d. Construct and compare models such as linear and nonlinear models and use them to solve problems.
- e. Interpret expressions for functions in terms of the situation they model.
- f. Apply geometric concepts in modeling situations.

QL-FM3. Students can evaluate mathematical models and explain the limitations of those models.

Key performance indicators

- a. Identify the reasonableness of a linear model for given data and consider alternative models.
- b. Use reasoning that supports that abstract mathematical models used to characterize real-world scenarios or physical relationships are not always exact and may be subject to error from many sources.

D. Transition to Technical Math Content Competencies

Purpose

These competencies are designed to frame the outcomes of a transitional course for high school seniors to prepare them for a career or technical path. The Transition to Technical Math course is intended *only* for students progressing through a career pathway, meaning that they are taking career-oriented coursework while in high school and intend to enroll in a career and technical education program at the community college level that includes a technical math college course. The technical math pathway cannot serve as a default math pathway and students cannot be advised into a Transition to Technical Math course if they are not taking related career pathway coursework while in high school.

The course emphasizes the mathematical knowledge needed to be successful in the workplace, namely number systems, geometry, and basic algebra. More importantly, the course should feature a problem-solving learning environment, one that helps enrich the student in not only the needed mathematical skills, but also how they are used in that particular student's field of interest. High schools and colleges should partner with local employers in the technical paths of use to incorporate authentic problems from the workplace.

While technology and specifically calculators may be used in this course, there may also be times where it is appropriate to encourage mental math or hand techniques. The teacher's judgement along with the use of technology in the outcome career will weigh into the decision about the use of technology.

Note

These competencies provide preparation for many college technical math courses that satisfy AAS degree requirements. Because local uses of technical math courses vary, high schools should work with their partner community college to clarify to students the outcome technical math course this transitional math course feeds into if multiple technical math options exist at the college.

Domains

The required domains are number systems, geometry, and basic algebra. Each domain must be covered but schools are free to determine the amount of time spent on each domain based on the needs of the outcome technical math course.

The technical math competencies that follow are what would be considered the core skills and contexts for this transitional course. However, due to the highly varied career paths that exist in this pathway, these competencies may be incomplete. It is recommended, and actually encouraged, to include additional topics that the instructor sees fit to expose the student to, namely topics and contexts authentic to their career path.

Topics to be included in each domain, but are not limited to, are as follows:

- Number Systems—Operation sense, unit conversions, exponents and radicals
- Geometry— Area, perimeter, and volume; angle properties and applications; scale figures; Pythagorean theorem
- Basic Algebra—Constructions and solving of linear equations and inequalities, use of formulas

Course Competencies

Number Systems

Probably more than any other skill for the career/technical-minded student, being able to work with numbers is the most important. Through problem solving, the student needs to be able to work with measurement, using both rational and irrational numbers. The student also needs to be able to use rounding, estimation skills (both mentally and with technology), and formulas used to help solve authentic applications in their field of study.

Number System Competencies

TM-NS1. Students can use their understanding of operations with real numbers in authentic contexts.

Key performance indicators

- Analyze proportional relationships and use them to solve contextualized and mathematical problems.
- Compute unit rates associated with ratios of fractions, decimals, and percents and including ratios of lengths, areas and other quantities measured in like or different units.
- Apply properties of operations to calculate with numbers in any form including signed numbers.
- Convert between forms as appropriate.
- Assess the reasonableness of answers using mental computation and estimation and rounding strategies.
- Use rational approximations of irrational numbers to compare the size of irrational numbers and estimate the value of expressions (e.g., $\pi/2$).

TM-NS2. Students can perform unit conversions using dimensional analysis and proportions in both the standard and metric systems and between both systems in authentic contexts.

Key performance indicators

- Convert like measurement units within a given measurement system and between systems.
- Convert among different sized standard and/or metric measurement units and use these conversions in solving authentic multistep problems.
- Use ratio reasoning (dimensional analysis) to convert measurement units including, but not limited to, distances and rates.
- Manipulate and transform units appropriately when multiplying or dividing quantities.

TM-NS3. Students can use their understanding of exponents and radicals of real numbers in order to calculate quantities in formulas and be able to explain the results.

Key performance indicators

- Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in authentic problems.
- Perform arithmetic operations, including those involving whole-number exponents, using order of operations.
- Work with radicals and integer exponents.
- Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.
- Evaluate square roots of small perfect squares and cube roots of small perfect cubes.
- Know that square roots and cubed roots of non-perfect squares and cubes are irrational and understand what irrational numbers are.

TM-NS4. Students can use their understanding of graphs and charts in order to interpret them in contextualized workplace scenarios.

Key performance indicators

- Draw conclusions and justify those conclusions from graphics such as order forms, bar charts, pie charts, diagrams, flow charts, maps, and dashboards.
- Identify and interpret trends, patterns, and relationships from graphs and charts.
- Identify types of graphs that best represent a given set of data.
- Make and justify decisions based on data.

Geometry

In almost all technical fields, being able to use geometry concepts is vital. Whether it is more basic skills like finding certain parameters of figures to more complicated applications like working with angles and right triangles, geometry skills are needed. This course reinforces these skills not with rudimentary exercises, but through the application and analysis of applications directly from the outcome career and technical fields.

Geometry Competencies

TM-G1. Students can use their understanding of geometry to find and analyze parameters of geometric figures in authentic contexts.

Key performance indicators

- a. Use perimeter, area, and volume formulas to calculate measurements of geometric figures.

TM-G2. Students can use their understanding of geometry to correctly measure and apply the parts of geometric figures in authentic contexts.

Key performance indicators

- a. Use facts about supplementary, complementary, vertical, adjacent, corresponding, alternate interior, and alternate exterior angles to solve for an unknown angle.
- b. Accurately measure parts of geometric figures such as sides, perimeter, circumference, diagonals, diameter, and angles using the correct measurement tool.
- c. Solve problems involving scale drawings of geometric figures including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- d. Represent applied problems by graphing points in the coordinate plane and interpret coordinate values of points in the context of the situation.

TM-G3. Students can use their understanding of geometry to analyze authentic applications involving right triangles.

Key performance indicators

- a. Use the Pythagorean Theorem to solve for the length of a leg or the hypotenuse of right triangles.
- b. Use right triangle ratios (sine, cosine, tangent, and their inverses) to solve for unknown sides and angles in right triangles.

Basic Algebra

Everyone does algebra, but not necessarily in the formal way taught in school. This course takes advantage of the “mental algebra” people do and brings it to the classroom formally through the use of applications in the outcome career and technical area. Algebra techniques such as solving linear equations, modeling, and rearranging equations and formulas for the unknown will be investigated.

Basic Algebra Competencies

TM-BA1. Students can use algebra to analyze authentic contexts that involve linear equations and inequalities.

Key performance indicators

- a. Use properties of operations to generate equivalent expressions.
- b. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- c. Solve linear equations and inequalities in one variable.
- d. Use linear equations to model authentic contexts.

TM-BA2. Represent perimeter, volume, and area as a function of a single variable in authentic contexts.

Key performance indicators

- a. Use variables to represent two quantities involving geometric figures that change in relationship to one another.
- b. Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.
- c. Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.

TM-BA3. Students can apply formulas to solve problems in authentic contexts.

Key performance indicators

- a. Evaluate expressions, including those that arise from formulas in authentic problems, at specific values for their variables.
- b. Reason quantitatively and use units to solve problems as a way to understand problems and to guide the solution of multistep problems.
- c. Choose and interpret units consistently in formulas.
- d. Apply appropriate formulas to solve applications.

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IV. Transitional Math Policies

A. General Policies

The following general policies have been adopted by the Statewide Panel and are intended to guide community colleges and high schools as they jointly create transitional math courses and instructional approaches.

1. Teacher qualifications

A teacher must be certified to teach high school math to teach a standalone transitional math course. If transitional math instruction is integrated with other academic or career-focused content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community college math instructor must be addressed in the Memo of Understanding, and can range from co-teaching to serving in a resource role when needed.

As transitional math courses are not for college credit, a teacher need not meet postsecondary accreditation requirements applicable to community college faculty.

2. Student qualifications

To take a transitional math course, a student must be a senior who has met the high school math graduation requirement. Transitional math courses are intended for students who are not projected ready for college-level math as of the end of their senior year. The state agencies and statewide panel have defined multiple measures criteria for determining projected readiness, which must be utilized for placement into transitional math courses. While a student projected ready for college-math should take an early college credit math course (e.g., Advanced Placement or dual credit) during his or her senior year, the student may enroll in a transitional math course if such enrollment is determined in consultation with a counselor to be in the student's best interest. Each transitional math pathway can be offered in a one-semester or two-semester format.

3. Advising

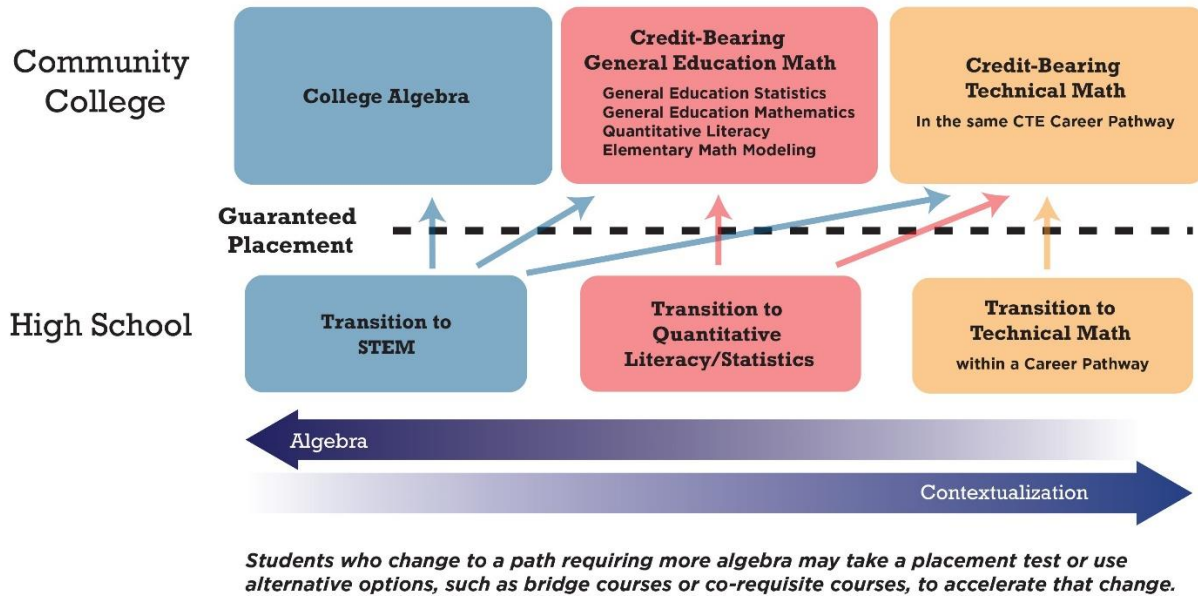
School districts implementing transitional math should include supports in their advising systems to help students choose one of the three math pathways aligned to students' college major or career objectives.

4. Transitional math pathways outcome courses

There are three transitional math pathways for which transitional math courses can be created: STEM, quantitative literacy/statistics, and technical math.

- The Transition to STEM course is intended for students progressing into a field that requires College Algebra. Students successfully completing this course may take College Algebra or any other course in the quantitative literacy/statistics or technical math pathways.
- The Transition to Quantitative Literacy and Statistics course is intended for students progressing into a general education math course. Students successfully completing this course may take a general education math course or a technical math course. *This pathway is the default pathway for students who are undecided in their major or career.*
- The Transition to Technical Math course is intended *only* for students progressing through a career pathway, meaning that they are taking career-oriented coursework while in high school and intend to enroll in a career and technical education program at the community college level that includes a technical math college course. It cannot serve as a default math pathway and students cannot be advised into a technical math transitional course if they are not taking related career pathway coursework while in high school.

Transitional Math Pathways



5. Rigor and standards

The high school and college must agree to a grading structure that will include formative and summative assessments such that receiving a C or better indicates the competencies for the course were met and the student is considered ready for college-level math coursework in the appropriate pathway. Grading standards that support college readiness should be mutually established between the high school and college. Specifically, agreed upon grading standards must meet the following guidelines:

- At least 25% of the overall grade must come from problem or project-based learning tasks.
- A single assessment may not be more than 50% of the final grade in the course.
- No more than 25% of the course grade can come from formative assignments such as homework.

Data must be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent college-level math courses will inform ongoing adjustments to the transitional math courses. Grading policies stated in the Memo of Understanding take precedence over any conflicting local grading requirements due to the placement and portability agreements.

6. Course curriculum documentation and materials

A course's content, pace, and assessments must be documented according to the documentation requirements established by the transitional math portability panels and the Memo of Understanding. Curriculum documents that are created to prove the criteria for portability has been met must be constructed in partnership between a high school and college.

Course materials must support the competencies of the course. The use of a college text is not required.

7. Training and mentoring

High school teachers must receive relevant and applicable professional development prior to teaching a transitional math course. Training should address content and pedagogical issues including active teaching strategies. A process should be established whereby high school teachers can receive ongoing support from college math faculty. Mentoring and liaison models are encouraged to provide support. However, mentors and liaisons do not evaluate high school teachers.

8. Transcribed placement

The high school will transcript the appropriate transitional math course code upon successful completion of the transitional course. Colleges will use high school transcripts and the transitional math codes provided therein to place the student into the appropriate college-level math outcome course associated with the course code.

9. Memo of understanding

The State approved memo of understanding template must be used and agreed to by both the high school and college. It should establish expectations for all involved. All memos of understanding will be publicly posted in a manner determined by ISBE and ICCB.

10. Portability

ISBE, ICCB, and IBHE, in consultation with the statewide panel, have established criteria and procedures for approving transitional math courses for statewide portability. If a transitional math course meets the statewide portability criteria and adheres to these stated policies, a student will receive guaranteed placement at any Illinois community college into the appropriate outcome math course(s) of the transitional pathway as defined in the portability designation policies document upon successful completion of the course. Public and private universities may voluntarily agree to provide guaranteed placement into the outcome math course(s) of the transitional pathway.

B. Projected Readiness and Placement Policies

College-Level Math Projected Readiness Criteria

The following recommendations define benchmarks for projected readiness in college-level math as required by the PWR Act.

Eleventh Grade Students *Projected Ready* for College-Level Math

All Illinois high school juniors should be assessed on their college readiness regarding mathematics after the first semester of the junior year.

A high school junior who has successfully completed state math graduation requirements and meets *at least two of the following criteria* is projected to be ready for college level coursework in mathematics when arriving at a postsecondary institution in Illinois. This determination is conditional based on enrollment in a senior year of math.

- B or better in Algebra 2
- C or better in a course higher than Algebra 2
- GPA \geq 3.0
- Standardized Assessment: Math SAT or PSAT \geq 530 or Math ACT \geq 22
- Placement test score (such as ALEKS, Accuplacer, Compass, local placement instrument, etc.) into college-level math at the partner community college after taking their placement exam
- PARCC math score of 4 or 5
- Teacher and/or advisor recommendation of college-level math in the senior year

Students who are projected ready should be advised to enroll in the next course of their chosen pathway, preferably an Advanced Placement or dual credit math course, during the senior year.

Notes

1. GPA references cumulative, unweighted GPA on a 4.0 scale.
2. A partner community college refers to the community college district for which the high school has a partnership Memo of Understanding for transitional math.
3. School districts may adjust senior math placements based on end-of-junior year GPA, course grades, and/or other assessments as available.
4. Students who are projected ready may take transitional math courses based on teacher and/or advisor recommendations.
5. Students who do not enroll in subsequent math courses their senior year are in jeopardy of not maintaining their “ready” designation.
6. A determination of readiness does not guarantee placement into dual credit courses in the senior year or college-level math courses at a college. Additional placement criteria may apply.
7. PSAT scores are predictive of SAT scores and measured on the same scale.

Transitional Math Placement Criteria

The following recommendations define placement criteria for transitional math courses as required by the PWR Act.

Eleventh Grade Students *Projected NOT Ready for College-Level Math*

A high school junior who has successfully completed state math graduation requirements but has not met at least two of the college-level math projected readiness criteria will be projected as NOT ready for college-level math and will be given transitional math opportunities in relation to their current math achievement and career interests. *A student should consult with a teacher and/or advisor to determine the appropriate transitional math pathway.*

Transitional Math Pathway	Minimum Criteria for Enrollment
<p>STEM</p> <p>Results in guaranteed placement into College Algebra or any of the outcome courses associated with the transitional Quantitative Literacy and Statistics or Technical Math pathways. See note.</p>	<p>Successfully completed state high school graduation requirement in math and <i>at least one</i> of the following criteria:</p> <ul style="list-style-type: none"> • B or better in Algebra 1 or a higher math course • Math GPA of 2.5 or higher • Teacher verification of transitional college algebra prerequisite competencies
<p>Quantitative Literacy and Statistics</p> <p>Results in guaranteed placement into IAI courses M1901 Quantitative Literacy, M1902 General Education Statistics, M1904 General Education Mathematics, M1907 Elementary Math Modeling or Technical Math. See note.</p>	<p>Successfully completed state high school graduation requirement in math</p>
<p>Technical Math</p> <p>Results in guaranteed placement into a technical math course within the career pathway. See note.</p>	<p>Successfully completed state high school graduation requirement in math</p>

Notes:

1. Students who have not selected a math pathway are placed by default into the QL/Statistics pathway.
2. GPA references cumulative, unweighted GPA on a 4.0 scale.
3. Students who have not completed state high school graduation requirements in math must be concurrently enrolled in a course to meet those requirements with a transitional math course.
4. A transitional math course cannot be used by a high school senior who has not successfully completed three years of math that fulfill the State’s graduation requirements (see 105 ILCS 5/27-22, and ISBE’s guidance: https://www.isbe.net/Documents/grad_require.pdf).
5. Local policies may require students with an SAT math score of 300 or below to enroll in foundational math instruction and supports either in lieu of, or concurrently with, a transitional math course.
6. The Transition to Technical Math course provides preparedness for most technical math courses that satisfy the math requirements for an AAS degree. Consult local technical math course requirements.

C. Portability Designation Policies

A transitional math course that meets the statewide portability criteria according to the appropriate transitional math panel shall receive a portability designation from the State. This designation guarantees that students who achieve successful completion shall receive placement into an appropriate mathematics course at any Illinois community college as indicated in the table below. 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.

Outcome courses by transitional math pathway after successful completion

STEM	Quantitative Literacy and Statistics	Technical Math ¹
College Algebra M1902 General Education Statistics M1904 General Education Mathematics M1901 Quantitative Literacy M1907 Elementary Math Modeling Technical Math ¹	M1902 General Education Statistics M1904 General Education Mathematics M1901 Quantitative Literacy M1907 Elementary Math Modeling Technical Math ¹	Technical Math ¹

Public and private universities may voluntarily agree to provide guaranteed placement into the outcome math course(s) of the transitional pathway.

Portability panel(s)

Panel(s) comprised of secondary and postsecondary faculty will be formed to recognize the statewide portability of transitional math courses. Math faculty from high schools and colleges will comprise the voting membership, in a manner consistent with current Illinois Articulation Initiative processes, modified to fit this panel. Personnel from ISBE, ICCB, and IBHE [(or their designee(s))] may participate as warranted, particularly as the panels are initially formed and the work gets underway. Long-term staffing will be provided by the ICCB.

In addition to determining portability of courses, panels will regularly review the transitional math competencies and recommend adjustments to state agencies for approval, as needed.

¹ The Transition to Technical Math course provides preparedness for a credit-bearing technical math course in the same career pathway.

Portability Criteria

For a transitional math course to be designated as portable, it must meet the following criteria.

- The course meets all the required process and content competencies
- The course adheres to the statewide policies.

Portability Designation Process

1. A community college shall submit the required documentation for a transitional math course created in partnership with one or more school districts serving grades 9 through 12. A community college may require standardized terms for all of its partner school districts (pursuant to 110 ILCS 148/55(c)) to create and offer a standardized course from each pathway.
2. A community college may, with notification to the portability panel through a procedure yet to be established, add additional school districts or high schools to a previously approved pathway without a full application to the statewide panel. The updated documentation need not receive panel review if it does not modify the terms of a Memo of Understanding (other than the participating districts or schools) and course documentation that has been previously approved.
3. The appropriate transitional math panel will review the documentation and grant or deny the portability designation in accordance with the statewide portability criteria.
4. Designation of a course for statewide portability is valid unless, through the ongoing portability review process, the panel determines that a course no longer meets the portability standards.
5. All courses are subject to ongoing Portability Designation Review from the panel.
 - a. One third of courses will be called annually, beginning after year three of implementation, for review and re-designation. The percentage of courses called per year is subject to adjustment based on factors such as volume of courses, staffing, and funding.
 - b. A procedure will be established that considers the success of currently enrolled students for removal of a designation in the event that a partnership fails to respond to required modifications based upon the Portability Designation Review.
6. All work related to the transitional math panels is contingent on continued funding for the convening of the panels. Absent funding, courses will maintain their codes for a period of five years, but no new courses will be reviewed.
7. The work of the transitional math panels will be conducted a minimum of twice per year, once in the fall semester and once in the spring semester. Meetings may be conducted in person or electronically, with an expectation that at least one meeting per year will be held in person.

Documentation Requirements

The documentation necessary to prove that a transitional math course meets the portability criteria includes, but is not limited to, the following.

- Competency and curricular documentation that includes information on the pedagogical approach, content, materials, and methods of assessment
- A copy of the partnership's Memo of Understanding (MOU) signed by the college and high school parties

Panels may require additional documentation as the review process matures. Additionally, panels may modify processes to include specific forms and documents, as the work develops, that eases the burden of submission on both the local colleges and local high schools as well as on the panel.

Travel Reimbursement for Panel Participants

1. Participating high school teachers and community college faculty will be reimbursed for travel expenses, including mileage at rates currently acceptable by state travel regulations.
2. Institutions allowing their high school teachers to participate will be reimbursed for substitutes, if funding allows, but this is not guaranteed and is contingent on a funding source. College faculty will not be reimbursed for substitutes.
3. No administrators, state agency personnel, project managers or other non-teacher / faculty will be reimbursed from funds specifically earmarked for the transitional math panels. These personnel will need to pursue travel reimbursement from their respective institutions as a part of their normal duties.
4. All meetings will be scheduled to minimize any overnight requirements for participating teachers and faculty.
5. These guidelines in no way supersede local policies related to travel restrictions.
6. Reimbursement rates and travel policies will conform to ICCB and state of Illinois standards as appropriate. Nothing written here supersedes these policies.

DRAFT

Appendix A: Membership of Statewide Panel

Name	Institution
Malinda Aiello	Illinois Board of Higher Education
Kathleen Almy	Northern Illinois University
Jo Anderson, Jr.	Consortium for Educational Change (CEC)
Ashley Becker	Illinois Community College Board
Marilyn Bellert	Northern Illinois University
Ben Boer	Advance Illinois
Emily Buhnerkempe	Illinois Community College Board
John Burkey	Large Unit District Association (LUDA)
Michael Caparula	Kankakee Community College
Amy Jo Clemens	Northern Illinois University
Brian Durham	Illinois Community College Board
Jon Furr	Northern Illinois University
Jeff Griffin	Peoria Area Chamber of Commerce
Angelique Hamilton	Illinois State Board of Education
Kevin Harrison	State of Illinois
Jason Helfer	Illinois State Board of Education
Kevin Li	Triton College
Lazaro Lopez	District 214
Larry Lovel	Trico District 176
Sherri McLaughlin	Illinois School Counselors Association
Anita Reid	Lewistown High School
George Seelinger	Illinois State University
Whitney Thompson	Illinois Community College Board

Appendix B: Membership of Pathway Subcommittees

STEM

Name	Institution
Ashley Becker	Illinois Community College Board
Joe Bergman	Illinois Central College
Dominica Blalock	Kishwaukee College
Danielle Boggs	Champaign School District 4
Kamra Brandi	New Athens High School
Emily Buhnerkempe	Illinois Community College Board
Brian Dalpiaz	Spoon River College
Keven Hansen	Southwestern Illinois College
Joanne Kantner	Kishwaukee College
Kevin Kennedy	Urbana School District 116
Jean Korder	Urbana School District 116
Kevin Li	Triton College
Kameron Matthis	Elgin Area School District U46
Amy Maxeiner	Black Hawk College
Jeremy McClure	Heartland College
Sherry McLaughlin	Illinois School Counselors Association
Alison Reddy	University of Illinois - Urbana Champaign
Kris Schwarz	Carlyle CUSD 1
George Seelinger	Illinois State University
Dan Weidner	District 214

Quantitative Literacy and Statistics

Malinda Aiello	Illinois Board of Higher Education
Kathleen Almy	Northern Illinois University
Greg Bdzuban	Southern Illinois University - Edwardsville
Emily Buhnerkempe	Illinois Community College Board
Linda Chapman	Lewis and Clark Community College
Heather Cowell	Waverly High School
Vicky Dunphy	Rock Falls High School
Roseanne Feltman	Triton College
Margaret Gawrych	Lake Park High School
Mary Hill	College of DuPage
Lori Hoffman	Heartland College
Steven Holman	Southwestern Illinois College
Robert Mann	Western Illinois University
Connie McLean	Black Hawk College
Brian Mercer	Parkland College
Briana Mills	Black Hawk College
Ben Mueller	Hinckley Big-Rock High School
Ike Nwosu	Lake Land College

Mike Purcell	District 204
Rick Segovia	Triton College
Chad Shepherd	Pontiac High School
Scott Wetendorf	Bartlett High School

Technical Math

Name	Institution
Travis Berth	Kaneland High School
Emily Buhnerkempe	Illinois Community College Board
Michael Caparula	Kankakee Community College
Vina Castelli	Southern Illinois University - Carbondale
Ruth Fabbro	Kankakee Community College
Mike Geist	Wheeling High School/Harper
Michael Grady	Dixon High School
Neal Kauffman	Three Rivers Education for Employment System
Michael McCabe	Northern Illinois University
Tara McCasland	Kankakee School District
David Miller	Black Hawk College
Kris Sherrick	Urbana High School
Bob Sompolski	Oakton Community College
Thomas Steinbach	Wheeling High School/Harper
William Stuflick	John Wood Community College
Whitney Thompson	Illinois Community College Board
Karen Weiss	Southeastern Illinois College
Amanda Winters	Illinois Board of Higher Education
Patty Zuccarello	Joliet Junior College

Committee chair's names are bolded.

Postsecondary and Workforce Readiness Act

Statewide Public-Private Steering Committees for College and Career Pathways Endorsements Recommended Technical and Essential Employability Competencies *Draft for State Agency Action*

March 2018



The competencies set forth in this document were developed through an iterative process involving public-private steering committees established pursuant to the Postsecondary and Workforce Readiness Act in order to implement College and Career Pathways Endorsements. The competencies are under consideration for adoption by state agencies under the Act, and remain subject to change.

Postsecondary and Workforce Readiness Act

Statewide Public-Private Steering Committees for College and Career Pathways Endorsements

DRAFT Recommended Essential Employability and Technical Competencies

March 2018

Introduction and Background:

Enacted in 2016, the [Postsecondary & Workforce Readiness \(PWR\) Act](#) established a voluntary system for school districts to award College and Career Pathways Endorsements (CCPEs) to high school graduates. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the CCPE industry area. Endorsements incentivize career exploration and development, and are available in eight sector areas, including a multidisciplinary option.

Students earn CCPEs by completing an individualized learning plan, a career-focused instructional sequence, and professional learning (which includes career exploration activities, 60 hours of career development experiences, and two team-based challenges). Technical and professional competencies connected to CCPEs indicate that a student is equipped with the knowledge, skills, and abilities to advance to entry-level employment, college-level coursework, or advanced sector-based training in the endorsement sector area.

In consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations, industry-based steering committees were formed to identify and propose technical and professional competencies in four initial sectors, selected due to their alignment with state economic development priorities:

- Health Sciences and Technology (HST)
- Information Technology (IT)
- Manufacturing, Engineering, Technology, and Trades (METT)
- Finance and Business Services (FBS)

The draft competencies for these four industry clusters are included in this brief report. Similar competency mapping is planned for the following additional sectors (to commence in June 2018):

- Agriculture, Food, and Natural Resources (AFNR)
- Arts and Communication (A&C)
- Human and Public Services (HPS) (Specifically, the Education Pathway within HPS)

The College and Career Pathways Endorsement Technical and Employability Competencies serve as quality indicators of an individual's readiness to enter an industry and further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement.

While competencies are defined differently depending on the desired outcome and setting, the U.S. Department of Labor (U.S. DOL) defines a competency as "a cluster of related knowledge, skills, and abilities that affects a major part of one's job that correlates with performance on the job, that can be measured against well-accepted standards and can be improved through training development and experience."¹ This description ensures that competency statements are defined as the application of skills and abilities that can be demonstrated and evaluated. It also provides the opportunity for an individual to increase and specialize skills through career advancement and includes a combination of learned content and application of abilities developed.

¹ <https://www.careeronestop.org/competencymodel/home.aspx>

Postsecondary and Workforce Readiness Act

Statewide Public-Private Steering Committees for College and Career Pathways Endorsements

DRAFT Recommended Essential Employability and Technical Competencies

For the PWR Act's CCPEs and industry-aligned competencies, competencies are organized into two broad categories: essential employability and technical competencies. Essential employability competencies, often connected to employability skills or "soft" skills, are workplace dispositions and attitudes connected to often-performed work tasks and behaviors. Often applicable across many industries, professional competencies include the ability to connect industry knowledge to one's personal efficacy in the workplace. Technical competencies relate to specific industry knowledge, tasks, skills and the ability to apply these skills in a workplace environment.²

Competency Research Approach and Development Process

Through June 2017 through March 2018, public-private steering committees consisting of industry experts across Health Science, Advanced Manufacturing/Engineering, Finance and Business Services, and IT have reviewed national research and data from Illinois Human Resources professionals to draft core technical and essential employability competencies through the following phased process:

Phase 1: Analysis of Historical and Real-Time Labor Market Information

Phase 1 provided an analysis of historical and real-time labor-market information to identify or verify high-growth, high-demand, high-wage industries in the region. Based on this analysis, JFF Pathways to Prosperity Network conducted and synthesized research, including:

- Review and analysis of existing national resources (e.g., Department of Labor, O*Net, and national credentialing agencies)
- Industry-specific implications regarding the future of work

Phase 2: Analysis of National Resources and Local Talent Pipeline Demands

To ensure competencies are aligned with the demand of the local labor market, Phase Two of the competency mapping process involved:

- Interviews with local Human Resources and Talent Acquisition professionals in the industry
- Review and analysis of state and/or regional entry level job descriptions along with trends and implications

Phase 3: Establish Industry-Specific Steering Committee for Iterative Review

Phase 3 established industry-specific steering committees to review the national and local research and coalesce on a list of top 10 essential employability and industry-wide technical competencies. These committees convene and iterate on competency statement development in a series of in-person and virtual meetings.

Committees include local industry experts with the following perspectives: Human Resources and Talent Acquisitions; Workforce Development and Training; Higher Education; Secondary Education and Career and Technical Education.

Phase 4: Public Comment Period

Prior to finalization and dissemination, broad-based industry feedback is collected and incorporated to encourage wider adoption for use in educational and industry-based settings. Public comment occurs through digital survey. Survey results are collected, analyzed and incorporated where necessary.

² <https://www.careeronestop.org/CompetencyModel/competency-models/pyramid-download.aspx?industry=building-blocks>

Postsecondary and Workforce Readiness Act

Statewide Public-Private Steering Committees for College and Career Pathways Endorsements

DRAFT Recommended Essential Employability and Technical Competencies

Cross Industry Essential Employability Competencies:

Essential employability competencies are defined as **workplace dispositions and attitudes connected to often-performed work tasks and behaviors**. Often applicable across many industries, essential employability competencies include the ability to connect industry knowledge to one’s personal efficacy in the workplace. Essential employability competencies are commonly referred to workplace readiness skills or soft skills. During the initial research and competency mapping Phases, PWR Act committees coalesced upon ten essential employability competencies applicable across all four industries reviewed. The essential employability competencies listed below emerged first by individual industry specific committees who met together across industries to agree upon the universal importance of the following ten essential employability competencies across industries.

10 CROSS-INDUSTRY ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS COLLEGE AND CAREER PATHWAYS ENDORSEMENTS	
Teamwork and Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	Verbal: Students can use their understanding of English grammar and public speaking skills to convey an idea, express information and be understood by others. Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct. Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability and Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
Initiative and Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
Reliability and Accountability	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
Cultural Competence	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of cultures.
Planning and Organizing	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

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DRAFT Recommended Essential Employability and Technical Competencies

College and Career Pathway Endorsements Technical Competencies

The competency identification process outlined in Section II of this report was utilized in 2017-2018 to develop, edit, and finalize the following competency statements to align with the Postsecondary and Workforce Readiness Act College and Career Pathways Endorsements.

Below are the ten proposed technical competencies in Advanced Manufacturing and Engineering, Finance and Business Services, Health Sciences, and Information Technology. These competency statements will inform the choices that schools make in designing pathways course sequencing and professional learning experiences.

TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR ADVANCED MANUFACTURING AND ENGINEERING COLLEGE AND CAREER PATHWAYS ENDORSEMENTS	
Equipment Safety	Students can use their understanding of equipment usage, practices, and procedures to maintain a healthy, safe, and secure work environment.
Manufacturing Environment	Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.
Personal Health and Safety	Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.
Spatial Reasoning	Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.
Process, Design, and Development	Students can use their understanding of technical drawings and schematics to complete the design and development process.
Installation	Students can use their understanding of tools to assemble and disassemble simple tools.
Customer Focus	Students can use their understanding of communication and project management to understand client needs and complete project accordingly.
Quality Assurance and Continuous Improvement	Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.
Digital Manufacturing	Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process.
Supply Chain Logistics	Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.

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TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR FINANCE AND BUSINESS SERVICES COLLEGE AND CAREER PATHWAYS ENDORSEMENTS	
Cash and Capital Principles	Students can use their understanding of the nature of cash, monetary systems, and the value of money to recognize the risk, return, and opportunity cost associated with capital.
Technical Applications	Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.
Project Management	Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.
Principles of Economics and Business	Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.
Financial Reporting	Students can use their understanding of financial statements to assess a business's financial information.
Financial Statements	Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.
Customer Care and Marketing	Students can use their understanding of market demands to meet the needs of a client.
Business Operations	Students can use their understanding of transaction management to perform business operations.
Principals of Customer Relationship Management	Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.
Fundamentals of Sales	Students can use their understanding of personalized service and market demands to secure successful sales interactions.

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TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR HEALTH SCIENCES AND TECHNOLOGY COLLEGE AND CAREER PATHWAYS ENDORSEMENTS	
Medical Terminology	Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
Healthcare Industry and Culture	Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.
Healthcare Delivery Practices	Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.
Healthcare Industry Ethics	Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
Health Professions Licensure	Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.
Emergency Response	Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.
Healthcare Confidentiality	Students can use their understanding of HIPPA to adhere to legal requirements and maintain confidentiality.
Healthcare Personnel and Roles	Students can use their understanding of the practices, procedures, and personnel used to deliver quality patient care to identify one's role on a team and within the overall health environment.
Healthcare Sanitation	Students can use their understanding of sanitation and health regulations to ensure that healthcare facilities and tools meet standards for cleanliness.
Healthcare Rules and Regulation	Students can use their understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMTALA, OSHA, etc.) to meet accreditation standards and obey the law.

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TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR INFORMATION TECHNOLOGY COLLEGE AND CAREER PATHWAYS ENDORSEMENTS	
Basic Principles of Information Technology Concepts, Systems, Platforms and Tools	Students can use their understanding of fundamental IT concepts, systems, platforms, tools, and technology to understand the common roles of IT professionals.
Security	Students can use their understanding of malware, firewall, IDS, and IPS to recognize and describe basic threats to networked computers.
Logic and Fundamentals of Computer Languages	Students can use their understanding of how computer languages communicate to build basic mobile and web applications.
Routing and Network Configuration	Students can use their understanding of common networking protocols to explain the purpose of routing, network configuration, and monitoring.
User and Customer Support	Students can use their understanding of the range of services used to provide assistance and technical support to help users implement and solve problems related to information technology.
Basic Principles of Hardware	Students can use their understanding of communication systems hardware to describe the purpose and function of fundamental end user devices, switches, routers, wireless access points, etc.
Risk Management and Information Assurance	Students can use their understanding of the standards and applications needed to protect the confidentiality, integrity, and availability of information and information systems.
Basic Principles of Software Development	Students can use their understanding of designing, writing, testing and maintaining source code of computer programs to manage and maintain software.
Networks	Students can use their understanding of hardware and software to facilitate communication between people and computer systems.
Basics of Virtualization and Cloud Computing	Students can use their understanding of the features, benefits, and concepts of virtualization and cloud computing to differentiate among types of cloud services.

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DRAFT Recommended Essential Employability and Technical Competencies

Appendix I: Illinois Essential Employability Skills Framework Cross Analysis

In order to ensure cross-systems alignment, committees reviewed the Illinois Essential Employability Skills Framework, a resource designed to define and clarify essential employability skills and provide a standard for the state. This framework was developed through a collaboration of the Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses, local chambers of commerce; educators, and other stakeholders.¹

The chart below illustrates the ten PWR Act CCPE Essential Employability Competencies' alignment with the Illinois Essential Employability Skills Framework. A full review of the Illinois Essential Employability Skills Framework can be found by accessing the link: <http://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Employability-Skills-Framework-Final-Printed-Version.pdf>.

Illinois Essential Employability Skills Framework	PWR Act CCPE Essential Employability Competency
Personal Ethic: Integrity, Respect, Perseverance, Positive Attitude	<i>Decision Making, Critical Thinking, Adaptability and Flexibility, Reliability and Accountability</i>
Work Ethic: Dependability, Professionalism	<i>Initiative and Self-Drive, Planning and Organizing</i>
Teamwork: Critical Thinking, Effective and Cooperative Work	<i>Teamwork and Conflict Resolution Problem Solving, Cultural Competence</i>
Communication: Active Listening, Clear Communication	<i>Communication: Written, Verbal, and Digital</i>

*Illinois State Definitional Framework
for Career Pathways*

Last Revised: May 2018

DRAFT

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Executive Summary

Intent & Structure

In the State of Illinois, the public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development through a lens of career pathways. This College and career pathways approach envisions that Illinois residents will be enabled to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. Career pathways in Illinois are administered by a variety of private, state, and local entities, and thus several state education and workforce committees, including an extensive base of stakeholders, conducted definitional work to ensure alignment across agencies, legal frameworks, and initiatives.

This document is comprised of four main components:

- (1) An introduction which provides a detailed background of the intent behind this work as well as the research and refinement processes involved in the development of the definitions included
- (2) The adopted Illinois State definition for Career Pathways
- (3) The adopted Illinois State definitions for elements within a career pathway program or system
- (4) Appendices containing related policy frameworks and definitions

Current Status

As of this writing, this dictionary has been adopted by the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth, and the Career Pathways definition has been formally adopted by all relevant State boards. This broad-based agreement reflects a major accomplishment through which Illinois is pioneering a new approach to collaboration across education, training, and workforce.

While agreement on these definitions is an accomplishment in and of itself, the current efforts related to these definitions centers on their operationalization. Both the WRAP Steering Committee and its member agencies have begun the process to identify key strategies needed to implement these definitions across their efforts. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the way of working on career pathways within Illinois.

Introduction

Background

In the State of Illinois, the public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development. At the intersection of these efforts is a broad philosophy around college and career pathways that enable Illinois residents to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. A broad range of education and training programs and initiatives administered by a variety of private, state, and local entities fall within this system of college and career pathways. As such, several state education and workforce committees, including an extensive base of stakeholders, have embarked on definitional work to ensure alignment across agencies, legal frameworks, and initiatives.

This document includes the overarching Illinois State definition for Career Pathways, as well as definitions for career pathway program and system elements. These definitions have been developed and refined through research, stakeholder engagement, and thoughtful alignment to a variety of efforts, especially the Workforce Innovation and Opportunity Act (WIOA), the Illinois Every Student Succeeds Act (ESSA) State Plan, and the Illinois Postsecondary and Workforce Readiness (PWR) Act. These definitions have been thoroughly reviewed by representatives of key State entities and committees pertaining to the broader education and workforce systems in Illinois, including:

State Agencies	State Committees & Entities
Illinois State Board of Education (ISBE)	Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor’s Cabinet on Children and Youth
Illinois Community College Board (ICCB)	Illinois P-20 Council College & Career Readiness (CCR) Committee
Illinois Board of Higher Education (IBHE)	Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee
Illinois Department of Employment Security (IDES)	Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
Illinois Department of Commerce & Economic Opportunity (DCEO)	Governor’s Office Education Team
Illinois Student Assistance Commission (ISAC)	

The ultimate goal of this document is to share the definitions that have been mutually agreed upon by relevant state agencies and committees in order to provide clarity to the broader fields of education and workforce development as programming and partnerships continue to develop and be implemented. In this unified presentation, the State hopes to convey that no single approach to education or workforce development stands alone; apprenticeships and other work-based learning, as well as other more education-specific efforts are all part of a broader system that supports Illinois residents in their pursuit of college and career success. These efforts are all in service of a broader State goal: the adequate preparation and connectivity of opportunities for individuals in Illinois to be successful in college, career, and beyond.

Criteria for Inclusion

While many terms and definitions pertain to education and workforce training, in order to be included in this document, terms must meet certain criteria:

- (1) The term pertains to or deeply impacts multiple programs across State agencies; and/or,
- (2) The term applies to programming with funding from multiple federal agencies (e.g., WIOA-funded programming).

Process for Updating this Document

If an agency undertakes a process by which they are developing a definition for a term related to career pathways and which meets the criteria above, that agency should proceed with the following steps:

- (1) Agency brings the definition under development to the WRAP Steering Committee for feedback and final approval; and
- (2) On a case-by-case basis, the WRAP Steering Committee will evaluate whether a particular definition should be elevated to the level of formal board or agency approval.

Illinois Career Pathways Definition Background

In 2014, President Obama signed the Workforce Innovation and Opportunity Act, or WIOA, into law. It is the primary federal legislation governing workforce development, the strategy to enhance a region's economic stability and prosperity by improving the skills of the people in that community. The law took effect on July 1, 2015; it supersedes the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

WIOA requires coordination among four core partners who are responsible for the four titles of WIOA. The titles are:

1. Workforce development: Department of Commerce and Economic Opportunity (DCEO),
2. Adult education and literacy: Illinois Community College Board (ICCB),
3. Unemployment and labor services through the Wagner-Peyser Act¹: Illinois Department of Employment Security (IDES), and
4. Vocational rehabilitation to individuals with disabilities: Illinois Department of Human Services (IDHS).

As WIOA implementation began in earnest, it became evident that the state of Illinois needed a statewide career pathways definition to guide its implementation of WIOA and other programs. At WIOA regional planning meetings, representatives from the Illinois Community College Board, Department of Commerce and Economic Opportunity, Women Employed, and the Chicago Jobs Council sought to address confusion about the different roles programs play in the overall career pathways system in Illinois by developing and adopting a unified state definition.

Definition Development, Stakeholder Engagement, & Process for Adoption

WIOA legislation includes a career pathways definition, but that legislation does not govern the entirety of the state and systems that may engage in career pathway development in some way. Furthermore, it does not provide detail and clarity around its components, which created confusion among practitioners and providers of career pathways programs. Therefore, the initial group determined it was necessary to

¹ https://www.nationalskillscoalition.org/resources/publications/file/NSC_TPIB_Wagner.pdf

pull in a wider group of stakeholders. In addition to Women Employed, the Chicago Jobs Council, the Illinois Community College Board, and the Department of Commerce and Economic Opportunity, we invited representatives from the Illinois Department of Employment Security, the Illinois Department of Human Services, the Illinois Board of Higher Education, the Illinois State Board of Education, the Illinois Workforce Investment Board, the Chicago-Cook Workforce Partnership, the Governor’s office, and employers.

We convened a series of meetings with the broad group of stakeholders and settled on the career pathways definition set forth in WIOA as our foundation, as it is already the required definition for workforce and adult education programs and likely to be the definition included in subsequent federal legislation for career and technical education in the future. However, the definition alone provided little by way of explanation for each of its eight components. The stakeholder group identified a series of best practices for career pathways for each of the components, as seen below, to provide guidance to policymakers, practitioners, and providers statewide.

After the group of stakeholders—which included a number of agency staff members—settled on a final definition, they included the definition on the agendas of their governing boards for approval. The approval process is as follows:

State Board or Committee	Meeting Date	Approval Granted
ICCB	December 1, 2017	Yes
ISBE	December 13, 2017	Yes
IWIB	December 14, 2017	Yes
IL P-20 Council CCR Committee	December 18, 2017	Yes
IL P-20 Council	March 12, 2018	Yes
IBHE	March 13, 2018	Yes
ISAC	June 2018 (tentative)	

Illinois Policy Context for Career Pathways Systems

The definitional agreement on career pathways is situated within the context of several other State priorities and initiatives that contribute to the broader system of career pathways in Illinois. Governor Bruce Rauner established the Apprenticeship Plus initiative as part of the Governor’s Cabinet on Children and Youth in 2016 as an effort to promote the use of apprenticeships and related models to connect Illinois residents to gainful employment through learn and earn programs. As State work developed around a broader approach of college and career pathways, the Apprenticeship Plus committee was reshaped into the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee, which includes members from across state education and workforce agencies. As part of their efforts, the WRAP Committee sought to develop clear and unified definitions for apprenticeship and apprenticeship-related activities. The WRAP Committee has also embedded Illinois’ participation in a Work-Based Learning Policy Academy through the National Governors Association (NGA) in as a core goal area of the project, and drawn connections to relevant definitions in that scope.

Further, WRAP identified connections to the Postsecondary and Workforce Readiness ([PWR](#)) Act’s components around College and Career Pathway Endorsements ([CCPE](#)) on high school diplomas. After several years of broad-based stakeholder engagement and policy development, the PWR Act passed the Illinois House and Senate unanimously in May 2016, and was signed by the Governor in July 2016. The

PWR Act takes a student-centered and competency-based approach to assist Illinois students to prepare for and select the right postsecondary option, and ultimately obtain meaningful employment. The four aligned strategies in the Act require coordinated community systems involving school districts, postsecondary education institutions, employers, and other public and private organizations. The [CCPE Framework](#) establishes a system for school districts to award Endorsements on high school diplomas, which provide a mechanism for high schools, postsecondary education institutions, and employers to validate the work of students in preparing for a particular industry sector and include work-based learning, planning, and coursework components. These Endorsements are also related to the Postsecondary and Career Expectations ([PaCE](#)) Framework of the PWR Act, which provides a way for communities to organize career exploration and development, college exploration, preparation, and selection, & financial literacy requirements into an understandable format that can be shared with parents, teachers, and employers.

Related to both of these efforts around postsecondary and workforce readiness is the College and Career Readiness Indicator ([CCRI](#)) included in the school accountability framework of the State's ESSA plan. The CCRI represents a multiple-measures approach to college and career readiness, and is aligned to the spirit of WIOA legislation and directly to the PWR CCPE framework. This indicator, based on the [Redefining Ready framework](#) developed by the American Association of School Administrators, combines academic components with career readiness components that span a variety of career exploration and preparation activities.

Additionally, the State of Illinois has agreed-upon structures for integrating core academic coursework with real-world learning beyond the secondary space. As such, definitions for [Bridge](#) and [Integrated Career and Academic Preparedness System](#) are included. Both types of programming serve adults re-entering the broader career pathways system, and are integral to ensuring the system provides adequate opportunity for a variety of populations.

Collectively, these definitions establish a continuum of employer engagement and work-based learning experiences within a career pathway system. As shown in the following diagram, experiences delivered across the continuum require varying levels of intensity of employer engagement. Employers can choose to provide opportunities anywhere along the continuum, and may begin with a lighter-touch opportunity (such as [career exploration](#)) and eventually build to a higher-level of engagement (such as an [apprenticeship model](#)). Other employers may be prepared to dive in and provide experiences further along the continuum.

Continuum of Employer Engagement & Work-Based Learning Experiences



System Elements Definition Development, Stakeholder Engagement, & Process for Adoption

The definitions [below](#) are based on a combination of established statute and regulations, as well as research into national, state, and local best practices. PWR Act definitions are grounded in that statute, but have been further refined through interagency and stakeholder engagement. The definition for Registered Apprenticeship is directly tied to US Department of Labor regulations. Definitions pertaining to the CCRI are strategically aligned to PWR Act statute where possible, and are conceived as experiences predominantly at the secondary school level but which fit into a broader career pathways system in the same way that apprenticeships do. For some activities, these definitions were based on national research and collaboration with state and local partners. In some cases, implementation guidance supplements the base definition to provide greater clarity for agencies and providers.

These definitions have been vetted with stakeholders through a variety of engagement platforms: the WRAP Committee of the Children’s Cabinet, the Apprenticeship Committee of the IWIB, the CCR Committee of the P-20 Council, and the DAA Committee of the P-20 Council, and the Illinois team for the NGA Work-Based Learning Policy Academy, among others.

In April of 2018, the WRAP Committee of the Children’s Cabinet moved to adopt these definitions and establish a plan for updating this document. Both the WRAP Steering Committee and its member agencies have begun the process to identify key strategies needed to implement these definitions across their efforts and in their engagement with their constituents. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the way of working on career pathways within Illinois.

Definitions

Career Pathways

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. A-G represents elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship² and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.³

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials⁴ in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.

² “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

³ The Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).

⁴ A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.⁵

(C) Includes counseling to support an individual in achieving the individual’s education and career goals;

Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities⁶ and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills⁷, which are skills needed for success in education, and training, career, and life.
- Offer opportunities for [work-based learning](#)⁸ experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments⁹ to accelerate progress, maximize credit and credential attainment, and increase student success.

⁵ Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

⁶ “Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

⁷ “[Foundational professional skills](#)” (often also called “soft skills” or “essential skills”) are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

⁸ [Work-based learning](#) provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

⁹ Non-duplicative (across education and training partners) assessments of participants’ education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

- Encourage concurrent enrollment and [early college credit](#) opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum¹⁰, contextualized curriculum and instruction¹¹, and virtual learning.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential¹², as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable [industry-recognized credentials](#).
- Facilitate co-enrollment in programs administered by the core¹³ and required¹⁴ partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training¹⁵, and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

¹⁰ “Modularized curriculum” is curriculum that is divided into shorter, ‘self-contained’ segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

¹¹ “Contextualized curriculum and instruction” is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

¹² “Recognized post-secondary credential”, as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf> WIOA sec. 3(52)

¹³ Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

¹⁴ Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

¹⁵ “Incumbent worker training” is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Work-Based Learning [Continuum](#) Elements

Apprenticeship Models

An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.

Registered Apprenticeship

An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL.

Non-Registered Apprenticeship

An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration.

Pre-Apprenticeship

A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a [Registered Apprenticeship](#) or [Non-Registered Apprenticeship](#) which includes all of the following:

- a. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship
- b. Access to educational and career counseling, and other supportive services as needed by participants
- c. Hands-on meaningful learning activities that are connected to education and training activities, such as [Career Exploration](#) and [Career Development Experiences](#), and that reinforce foundational professional skills including, at a minimum, those outlined in the [Essential Employability Skills](#) framework
- d. Upon successful completion of the program, participants are supported to apply for a [Registered Apprenticeship](#) or [Non-Registered Apprenticeship](#) program, and may receive preference for enrollment.

Youth Apprenticeship

A program for youth (ages 16 to 24) currently enrolled in secondary or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an [Industry Credential](#);
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field; and
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a [Registered Apprenticeship](#) or [Non-Registered Apprenticeship](#) program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Implementation Guidance:

- Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range.
- Programs must include a documented partnership with an employer.

For any industry area where an [Industry Credential](#) does not yet exist, a group of employers that are representative of the industry (including small, medium, and large firms) in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies.

Career Development Experience

A supervised work experience relating to an individual's career area of interest that:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the [Essential Employability Skills](#) framework; and
5. Includes a [Professional Skills Assessment](#) that assesses skill development and is utilized as a participant feedback tool.
6. Takes place for a minimum of 60 total hours.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or [youth apprenticeship](#). However, a Career Development Experience may not consist solely of technical training by an education provider.

Career Exploration Activity¹⁶

An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers for the purpose of gaining knowledge of one or more industry sectors or occupations.

Team-based Challenges

A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

Work-Based Learning

Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and [apprenticeships](#).

Additional Career Pathway System Elements

Bridge Program¹⁷

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. The following definition outlines the key components of bridge programs in Illinois. This definition provides a foundation for bridge program design in Illinois.

Bridge Program Core Elements

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components — contextualized instruction, career development, and support services. Required elements include:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and childcare.

¹⁶ While related, a Career Exploration Activity in and of itself does not constitute a [Career Development Experience](#).

¹⁷ https://www.iccb.org/iccb/wp-content/pdfs/shiftinggears/ICCB_2012BridgeGuide_web_REV_FEB13.pdf

Note: Career development and transition services should take into account the needs of those low-income adults who will need to find related work as they progress in their education and career paths.

Dual Credit

Dual Credit Career Pathway Course [ISBE]

A college course taken by a high school student for credit at both the college and high school level, which is either a Career and Technical Education course or included within a career-focused instructional sequence for a [College and Career Pathway Endorsement](#) program in accordance with the Postsecondary and Workforce Readiness Act.

Dual Credit [ICCB]

An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.

Dual Credit [IBHE]

"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level

Essential Employability Skills

Foundational skills needed for success in college, careers, and life including, but not limited to, the following:

- a. Personal Ethic: integrity, respect, perseverance, positive attitude
- b. Work Ethic: dependability, professionalism
- c. Teamwork: critical thinking, effective and cooperative work
- d. Communication: active listening, clear communication

Optional Resources: [Illinois Essential Employability Skills Framework and Self-Assessment](#); Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

Industry Credential

A work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: While a credential issued by a postsecondary education provider is not an "Industry Credential," the coursework for the credential may qualify as a [Dual Credit Career Pathway](#)

[Course](#) and will often prepare students for an Industry Credential examination. A student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

Integrated Career and Academic Preparedness System (ICAPS)

An Accelerating Opportunities Initiative, seeks to address the needs of the adults in our community who are in need of a high school diploma. Recognizing that by 2018, two-thirds of the job opportunities will require some level of postsecondary education, it seeks to provide an opportunity for skill attainment. The ICAPS program includes dual enrollment in Adult Education and Career and Technical Education courses, leading to completion of the high school equivalency (GED), an institutional certificate, and at least one industry certification. Each program includes a pathway for students to continue their education, leading to a degree.

In addition to the unique programming offerings, intense support services are offered to ensure students have the tools needed to complete their studies and be successful in the workforce. A career navigator works with each student, assisting the student with any obstacles that arise.

Professional Skills Assessment

A tool-based observational assessment of a participant's performance in a [Career Development Experience](#) given by an adult supervisor and shared with the participant that addresses foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. The Professional Skills Assessment tool is to be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

Optional Resource: Illinois workNet's [Observational Assessment and Worksite Evaluation tools](#) may be used as a Professional Skills Assessment.

Young People

Youth who are either in or out of school, aged 16-24 (inclusive of age 24).

Appendix 1: College & Career Pathway Endorsement Example (PWR Act)



Appendix 2: ESSA College & Career Readiness Indicator (CCRI)¹⁸

Distinguished Scholar

- GPA: 3.75/4.0
- ACT: 30 or SAT: 1400
- At least one academic indicator in each ELA and Math during junior/senior year (Algebra II at any time)
- Three career ready indicators during junior/senior year
- 95% attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year

AND

3. Either:

(A) [College and Career Pathway Endorsement](#) under Postsecondary Workforce Readiness Act; OR

(B) All of the following:

- One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
- Identify a career area of interest by the end of the sophomore year
- Three career ready indicators during junior/senior year

Academic Indicators

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)
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+
Transitional English (A, B, or C)	Transitional 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: 540	Minimum SAT Subject Score of Math: 540, + Math in Senior Year

Career Ready Indicators [Minimum of 3]

- [Career development experience](#)
- [Industry Credential](#)
- [Military Service or an ASVAB score of 31 or higher](#)
- [Dual Credit Career Pathway Course \(college credit earned\)](#)
- [Completion of a Program of Study](#)
- Attaining and maintaining [consistent employment](#) for a minimum of 12 months
- [Consecutive summer employment](#)
- 25 hours of [community service](#)
- Two or more organized [co-curricular activities](#)

¹⁸ Approved at April 2018 State Board meeting

Appendix 3: Additional College & Career Readiness Indicator Definitions

While these career ready terms originate in the CCRI of the State's ESSA plan and thus are particularly relevant to high school students, they may also address career readiness activities for postsecondary students and out-of-school youth. Given that these were developed to reflect a high school context, some terms may need to be interpreted differently to reflect different population contexts such as older or out-of-school youth.

*Military Service or an ASVAB Score of 31 or Higher*¹⁹

Either (1) split training enlistment, which entails enlistment at age 17 as a Junior with permission of a parent or guardian, attendance at Basic Combat Training before Senior year, training one weekend per month through Senior year with a local unit, and attendance at Advanced Individual Training after Senior year); (2) Junior Reserve Officer Training Corps (JROTC) participation; or (3) an Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher.

Duration: Junior and Senior year.

Completion of a Program of Study

Completion of coursework necessary to qualify a student as a CTE Concentrator²⁰ over the course of Junior and Senior years of high school.

Consistent Employment for 12 Months

Verified employment for a total of 480 hours²¹ beginning with summer prior to Junior year and continuing through summer after Senior year, including summer employment.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. This excludes [Career Development Experiences](#) and any hours being counted toward Consecutive Summer Employment.

Consecutive Summer Employment

Verified employment for two consecutive summers (120 cumulative hours per summer) beginning with summer prior to Junior year and continuing through summer after Senior year. Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. This excludes [Career Development Experiences](#).

Community Service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance:

¹⁹ Equates to "Military Service (including ROTC)" (proposed change to reflect accuracy in high school context).

²⁰ CTE Concentrator is a secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients. This definition for CTE Concentrator differs from the postsecondary definition as utilized by ICCB.

²¹ This entails an average of 10 hours per week for 12 of 24 months

- The student must receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served.

Co-Curricular Activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,
2. Take place outside of school or after regular school hours, and may be operated by outside organizations.

Implementation Guidance: Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, and mathematics, robotics, and engineering teams and contests. Students may count one extracurricular activity (e.g., sports team, general interest club, etc.) toward the two required co-curricular activities.

Illinois State Board of Education Meeting

May 16, 2018

ISBE Springfield
100 N. First Street, Springfield, IL

ROLL CALL

Vice Chairman Eligio Pimentel called the meeting to order at 10:40 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present

James T. Meeks, Chairman (arrived at 10:44 am.)
Eligio Pimentel, Vice Chairman
Ruth Cross
Lula Ford
Mitchell Holzrichter
Kevin Settle

**PUBLIC
PARTICIPATION**

Eligio Pimentel recognized Jane Quinlan, regional superintendent of Champaign-Ford counties.

Aimee Poskin, a representative of the Illinois Committee for Agriculture Education and Farm Credit Illinois; Rob Janssen, vice president of the Illinois Future Farmers of America program; and Dalton Painter, secretary of the Illinois Future Farmers of America program, spoke about agricultural education in Illinois. Ms. Poskin provided an overview of the components of the agricultural education line item and described the growth of agricultural education in Illinois. She thanked ISBE for its support of agricultural education. Mr. Janssen and Mr. Painter expressed appreciation for their agricultural education, described their experiences in the program, and thanked the Board for its support.

Linda Seth, principal of Preschool Family Education Center in Pekin Public Schools District 108; Emily Warnecke, director of student services at East Alton School District 13; and Shaura Ejeh, executive director at BabyTALK, spoke about the value of the Early Childhood Block Grants and programs funded by Preschool for All in their communities. They expressed concern about a delay in notification for recipients of the Early Childhood Block Grants and the Preschool for All-funded programs. They requested guidance and more information from ISBE, especially regarding children with Individual Education Programs (IEPs) who are educated in blended environments. Additionally, they requested that ISBE alter a rule regarding notification of funding.

There was a discussion among the Board and staff about releasing information about funding to Early Childhood Block Grant applicants prior to a final budget from the General Assembly. Mitch Holzrichter posed a series of questions regarding the Early Childhood Block Grant and the rule referenced by the public participants. Dr. Libi Gil, chief education officer at ISBE, highlighted ISBE's commitment to expanding early childhood education to all. She added that ISBE is focusing on identifying regions where there haven't been services provided in the past, which may affect the final award. Some Board members expressed concern that ISBE would mislead early childhood providers if it provided information about their grant allotment before the funds were finalized. Mr. Holzrichter urged the agency to send out letters if the Governor signs the budget. He asked that this be placed on the agenda for the June Board meeting if no budget is passed by then.

Elizabeth Keenan, chief of diverse learner supports and services at Chicago Public Schools (CPS), thanked Superintendent Smith, ISBE General Counsel Stephanie Jones, the Public Inquiry team, and special education advocates for their efforts regarding the Public Inquiry into the special education services provided by CPS. She stated that CPS is committed to the recommendations made by ISBE.

Stephanie Christensen, a parent of a student enrolled in Dixon Public School District 170, spoke on the importance of increasing access to accelerated and gifted programs, especially for students from low-income households. She expressed concern about the lack of state funding for gifted programs and support for accountability indicators that include access to gifted programs.

Chris Yun, a special education advocate at Access Living, expressed concern about CPS's denial of special education services. She said she was appreciative of the Public Inquiry, but stated her belief that one monitor would be insufficient. She recommended three staff for monitoring and three staff for technical assistance. Yun stated her concern that delay and denial of services for children with IEPs is still ongoing. She also expressed caution about the compensatory process in the recommendations, specifically the requirement that the IEP team implement the compensatory process.

Mary Hughes, director of the advocacy group 19th Ward Parents for Special Education and a board member for Raise Your Hand, thanked ISBE for conducting the Public Inquiry. She expressed her belief that there will continue to be problems in CPS special education despite the Public Inquiry. She also voiced concern that the burden to compensate for denied services is being placed on parents.

Barbara Cohen, a legal advocate and parent of a CPS student who is autistic and has an IEP, thanked ISBE for the Public Inquiry. She expressed concern about limiting oversight of CPS to a single monitor.

Terri Smith-Roebach, special education advocate, responded to Dr. Keenan's statements. She expressed concern that the recommendations are not adequate.

Cynthia Riseman-Lund, legislative director at the Illinois Federation of Teachers, voiced concern that the Technical Advisory Committee (TAC) proceeded too quickly and provided comments on specific aspects of the accountability system. She requested that the Board slow down the implementation of the Every Student Succeeds Act (ESSA) accountability system.

Amy Galvin, government affairs and policy manager at Stand for Children; Ben Boer, deputy director at Advance Illinois; and Ralph Grimm, retired public school district superintendent, testified in support of the ESSA State Plan but encouraged the Board to select more realistic goals.

PRESENTATIONS AND UPDATES

Technical Advisory Committee Presentation

Chris Domaleski, associate director for the Center of Assessment, presented the Technical Advisory Committee recommendations to the Board. He reviewed the purpose and process of the committee. He presented on recommendations for accountability for academic achievement, academic progress, English Learner proficiency, graduation rate, chronic absenteeism, ninth grade on track, climate survey, and other indicators. Dr. Domaleski informed the Board of the process to transform indicators into summative designations for schools.

Mr. Holzrichter asked whether the indicator for academic progress would reflect a change in demographics in a school. Dr. Domaleski responded that the TAC accounted for that by looking at data that showed that the distribution of outcomes was fairly consistent by subgroups. He stated that he believed the model was stable and relatively robust when demographics shift.

Dr. Jason Helfer, deputy superintendent of Teaching and Learning, said that information will be placed on isbe.net for public comment. He said that a memo will be presented at the June Board meeting.

Government Accountability and Transparency Act (GATA) Overview

Mary Reynolds, executive director of Innovation and Secondary Transformation at ISBE, and Marc Gibbs, executive director of GATA at ISBE, updated the Board on ISBE's implementation of GATA. Mr. Gibbs provided an overview of GATA and challenges the agency faces regarding implementation.

CLOSED SESSION

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

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

He further moved that Board members may invite anyone they wish to be included in this closed session. Mr. Holzrichter seconded the motion and it passed unanimously with a roll call vote.

The Board entered closed session at 12:58 p.m. and returned at 1:05 p.m.

CONSENT AGENDA

Lula Ford moved that the State Board of Education approve the consent agenda. Chairman Meeks seconded the motion and all were in favor except for Ruth Cross, who was not present in the room.

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

Approval of Minutes

The State Board of Education approves the minutes for the April 18 Board meeting.

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition and Supervision)

ISBE adopted foreign language standards in 1997, but did not codify them in administrative rule. The standards are considered "advisory" and do not provide the framework necessary to support agency goals.

This rulemaking will replace current standards and formally adopt the national World-Readiness Standards for Learning Languages (World-Readiness Standards) created by the American Council on the Teaching of Foreign Languages in full without modifications. The World-Readiness Standards focus on competencies in world languages and provide instructors with a broad framework in which to teach students at all levels. The World-Readiness Standards were revised in 2015 and focus on communication, culture, connections, comparisons, and communities.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1), including publication of the proposed amendments in the *Illinois Register*.

Contracts and Grants Over \$1 Million

Renewal of the Intergovernmental Agreement for the Illinois Interactive Report Card

NIU and the Illinois State Board of Education collaborated in 2004 to design and implement an innovative website that provides the public with an array of informational tools to support district and school improvement in Illinois. The Education Commission of the States recognized the Illinois Report Card in 2014 as the top school/district report card in the nation. The Illinois Report Card and My IIRC are located at www.illinoisreportcard.com.

ISBE entered into an intergovernmental agreement with Northern Illinois University on June 29, 2012, to provide interactive school and district report cards, individual student data reports, and school and district ePlans.

The contract was amended on February 4, 2013, to add the refinement and maintenance of the My IIRC and to include the support of the benchmarking tool used by 21st CCLC grantees.

NIU was awarded a Request for Sealed Proposals in June 2014 to administer the Illinois Report Card.

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with Northern Illinois University for the continued hosting, development, enhancement, maintenance, and support of the Illinois Report Card and the My Illinois Interactive Report Card for fiscal year 2018 in an amount not to exceed \$1.75 million.

Statewide Single Audit for Fiscal Year 2017

The Auditor General annually conducts a Statewide Single Audit of all major programs (FY 2017 threshold for Type A major programs was \$41,258,459 in expenditures), as required by the Federal Single Audit Act. The primary focus of this audit is to determine compliance with federal program and administrative requirements and the adequacy of internal controls to ensure such compliance and accuracy of reporting.

The State Board of Education hereby accepts the Office of the Auditor General's State of Illinois Single Audit Report for the Year Ended June 30, 2017, as it relates to ISBE.

END OF THE CONSENT AGENDA

PUBLIC INQUIRY

Corrective Actions and Recommendations for the Board Stemming from the Public Inquiry

Superintendent Smith expressed appreciation for community members. He thanked Ms. Jones for structuring the Public Inquiry.

Ms. Jones and Heather Calomese, executive director of Special Education, described the process of determining the recommendations. They stated that they met with representatives from Chicago Public Schools, advocates, Chicago Teachers Union, the Service Employees International Union, the Office of Special Education and Rehabilitative Services, and the Office of Special Education Programs. They reached out to special education experts and spoke with representatives from different states that had monitoring systems. They said that they will continue to research, especially with regard to compensatory education.

Ms. Jones explained the two parts to the recommendations: legal findings and corrective action. The legal findings were based on specific regulations, drawing from the findings of fact from the Public Inquiry. Ms. Jones requested that the Board adopt the legal findings.

Ms. Jones also walked through the recommendations for corrective action. She explained the duties, obligations, and responsibilities of the monitor. She emphasized that the monitor would not be working in isolation and would be supported by a team. However, she stated that it does not preclude ISBE from acquiring additional staff.

Ms. Jones also outlined additional recommendations, including the expectations that members of the IEP team must be empowered to make decisions about the IEP during the IEP meeting. She also described the recommendation that CPS

make technical changes in its Student Services Management system, implement regular training for staff that use existing ISBE resources, utilize the IEP notes page, and work with ISBE to implement a data-driven process. Ms. Jones highlighted the responsibilities of the monitor over CPS's budgeting process and expectations for CPS's stakeholder engagement.

Ms. Jones described additional conversations regarding student-specific corrective action.

Ms. Ford moved that State Board of Education hereby accept the legal finding of fact of the CPS Inquiry into Special Education Issues. Ms. Cross seconded the motion and it passed unanimously with a voice vote.

Ms. Ford moved that State Board of Education hereby approve the corrective action and recommendations as a result of the public inquiry into special education policies at Chicago Public Schools. Mr. Holzrichter seconded the motion and it passed unanimously with a voice vote.

Mr. Holzrichter asked how the agency will ensure that these recommendations are implemented at CPS. Ms. Jones responded that CPS is obligated to respond to corrective action. She outlined the authority of ISBE to implement corrective actions.

Superintendent Smith clarified and expanded upon ISBE's responsibility to CPS as its designated Regional Office of Education.

Susie Morrison urged the agency to ensure that whoever is brought on as monitor has support throughout the three-year initial implementation.

Superintendent Smith explained that this issue connected with another conversation about health, life, and safety in CPS, following a request from the Chairman. He stated that ISBE is intending to more comprehensively fulfill the role of Regional Office of Education for CPS.

DISCUSSION ITEMS

Legislative Update

Sarah Hartwick, co-director of Legislative Affairs, presented on current legislation at the General Assembly. She informed the Board that there is a hearing on Monday about the implementation of Evidence-Based Funding (EBF). Additionally, she provided updates about bills concerning the obsolete/duplicative cleanup, Postsecondary and Workforce Readiness Act, licensure, and ESSA.

Ms. Cross asked Ms. Hartwick about House Bills 4658 and 5770, which indicate that all staff need to be educated in mental health. She cautioned that any bill passed would need to be clear about the definitions regarding mental health and the qualifications of the staff and trainers. Ms. Hartwick responded that the intent and the language of the bills are being clarified.

Ms. Ford asked about House Bill 3514, which was submitted at the request of Chicago Public Schools and paralleled the Public Inquiry into Special Education in Chicago Public Schools.

Ms. Hartwick responded that the bill is separate from ISBE's actions, but Legislative Affairs will be in communication with the sponsors.

Budget Update

Robert Wolfe, chief financial officer at ISBE, gave a brief budget update. He reiterated that he and Ms. Hartwick will be speaking on Monday at the hearing regarding the implementation of EBF. He informed the Board that staff are working on the attribution of tier money to notify entities around the state for allocations specifically for English Learners, low income and special education

in EBF. He also provided other updates on work related to the implementation of Evidence-Based Funding.

Superintendent Smith added that the members of the Professional Review Panel, which was mandated by PA 100-0465, will be meeting at the end of June.

Every Student Succeeds Act Update

Dr. Jason Helfer informed the Board that initial identification of tier designations for schools will be shared at the end of June, after the Board approves recommendations. He stated that for the first year, there will be a final designation shared in October in order to accommodate data timelines. In subsequent years, schools will be identified in October.

Dr. Helfer also updated the Board on the Illinois Balanced Accountability Measure Committee, including that pilot school district superintendents have provided feedback on the rubric. He also informed the Board that Midwest REL is assisting with research on the IL-EMPOWER pilot and will be reporting to the Board in August.

Lastly, Dr. Helfer provided the Board an update of the latest round of provider applications.

ANNOUNCEMENTS AND REPORTS

Superintendent's Reports

Jeff Aranowski, executive director of Safe and Healthy Climate, gave an update on the conversations that are occurring about cleanliness and health, life, and safety issues in Chicago Public Schools.

Superintendent Smith recognized Patrick Twomey, superintendent of Macomb Community Unit School District 185, for his work in project-based learning and competency-based learning in rural schools. Mr. Wolfe added that Dr. Twomey also participated on the Site-Based Expenditure Reporting Advisory Committee.

Member's Reports

Mr. Holzrichter reported that several Board members were able to attend a luncheon with Ounce of Prevention and expressed appreciation for the organization's work to identify kids at risk because of trauma.

INFORMATION ITEMS

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

Other Items for Discussion

CLOSED SESSION

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

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

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

Mr. Holzrichter seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 2:05 p.m. and returned to open session at 2:42 p.m.

**MOTION FOR
ADJOURNMENT**

Kevin Settle moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:44 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *GL*

Agenda Topic: Part 227 (Gifted Education)

Materials: Recommended Rules

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Marc Johnson, Director, Curriculum and Instruction
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay M. Bentivegna, Agency Rules and Waiver 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

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.
- 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.

Background Information

Public Act 99-0706 updated the Section of the School Code pertaining to funding gifted education programs. The PA updated the assessment methods used to identify students who are eligible for gifted education. This rulemaking will update the current references in the administrative rules to be consistent with statute.

Public Act 100-0421 specified guidelines for school districts to develop accelerated placement policies. These policies will allow students early entrance to kindergarten or first grade, acceleration in a single subject, or grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement. ISBE must also identify a method of making that information available to the public.

This rulemaking clarifies that the written policies shall indicate approaches for early entrance to both kindergarten and first grade. Data that ISBE will collect shall include demographic information (gender, ethnicity, English Learner status, special education status, free and reduced lunch/low income), and the type of placement of students who are accelerated. School

districts will be required to report data on students upon identification but not later than July 31 of each year beginning with the 2018-19 School Year. The data will be posted annually on the ISBE website.

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

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

Superintendent's Recommendation

I recommend that the following motion be adopted

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

Gifted Education (23 Ill. Adm. Code 227),

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

Next Steps

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 227
GIFTED EDUCATION

Section

227.5	Definitions
227.10	Purpose and Applicability
227.20	Submission of Proposal; Plan
227.25	Required Qualifications
227.30	Criteria for the Review of Initial Applications
227.40	Allocation of Funds
227.50	Statewide Activities
227.60	Accelerated Placement

AUTHORITY: Implementing Article 14A of the School Code [105 ILCS 5/Art. 14A] and authorized by Section 14A-55 of the School Code [105 ILCS 5/14A-55].

SOURCE: Adopted at 31 Ill. Reg. 2449, effective January 16, 2007; amended at 38 Ill. Reg. 8335, effective April 1, 2014; amended at 42 Ill. Reg. _____, effective _____.

Section 227.5 Definitions

"Accelerated placement" means the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the child. (See Section 14A-17 of the School Code.) Accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement. (See Section 14A-32 of the School Code.)

"Early entrance to kindergarten" means the admission of a student to kindergarten who will not yet be 5 years old by September 1 of that school year.

"Early entrance to first grade" is the admission of a student to first grade who will not yet be 6 years old by September 1 of that school year and who has not completed kindergarten. Students who are younger than 6 upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

"Individual subject acceleration" means the practice of assigning a student to a specific content area at a higher instructional level than is typical given the

student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

"School Code" means 105 ILCS 5.

"Whole grade acceleration" means the practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

(Source: Added at 42 Ill. Reg. _____, effective _____)

Section 227.10 Purpose and Applicability

This Part establishes the procedure and criteria for approval by the State Board of Education of programs of gifted education under Article 14A of the School Code [~~105 ILCS 5/Art. 14A~~] and implements other provisions of that Article, including accelerated placement. The requirements of this Part apply only to locally developed programs for which State funding is sought. Eligible applicants shall be those entities identified in Section 14A-45 of the School Code [~~105 ILCS 5/14A-45~~] as well as public university laboratory schools (see 105 ILCS 5/2-3.109a) approved by the State Board of Education pursuant to Section 18-8.05(K) of the School Code [~~105 ILCS 5/18-8.05(K)~~], charter schools (see 105 ILCS 5/27A-11.5), and area vocational centers (see 105 ILCS 5/2-3.109b).

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 227.20 Submission of Proposal; Plan

As used in this Part, a "proposal" means the plan for gifted education that is required under Section 14A-30 of the School Code [~~105 ILCS 5/14A-30~~], accompanied by the additional materials applicants will be required to submit in response to a Request for Proposals (RFP) as described in Section 14A-45 of the School Code [~~105 ILCS 5/14A-45~~] and this Section.

- a) When sufficient State funding is expected to be available to support local programs of gifted education, the State Superintendent of Education shall issue ana Request for Proposals (~~RFP~~). To be considered for funding, an eligible entity shall submit for approval by the State Superintendent a plan for its program that incorporates all the elements required by Section 14A-30 of the School Code and meets the specific requirements of this subsection (a).
 - 1) In order to demonstrate compliance with Section 14A-30(2) of the School Code [~~105 ILCS 5/14A-30(2)~~], each plan shall include programs of instruction in English language arts and mathematics and may include programs of instruction in additional subjects. Each plan shall indicate whether the program will be unified across the subjects offered or students will be identified gifted on a subject-by-subject basis and shall provide a description of the curriculum and instructional materials to be used, the

grades to be served in the various subjects to be offered, and the program's approach to the development of higher-level skills, as required by Section 14A-30(11) and (12) of the School Code ~~[105 ILCS 5/14A-30(11) and (12)]~~.

- 2) In order to demonstrate compliance with the requirements of Section 14A-30 of the School Code related to identification of the students to be served, each plan shall:
 - A) demonstrate that:
 - i) ~~active consideration is given to the potential eligibility of students who are identified as having disabilities~~ three or more assessment measures will be used for each student;
 - ii) ~~multiple assessment instruments will be used for the purposes of identifying a student for accelerated placement of each eligible student~~ these will include instruments designed to help identify gifted and talented students who are members of underrepresented groups; and
 - iii) ~~a selection process designed to help identify gifted and talented students in an inclusive and equitable manner who are members of underrepresented groups, including low-income students, minority students, students with disabilities, twice-exceptional students, and English Learners~~ active consideration is given to the potential eligibility of students who are identified as having disabilities;
 - B) provide evidence that the measures to be used in each curricular area, when taken together, provide equivalent rigor in the identification of students as gifted and talented; and
 - C) discuss how the measures to be used in each subject area correspond to the level of attainment prerequisite to students' participation in the program.
- ~~3) In order to demonstrate compliance with Section 14A-20 of the School Code [105 ILCS 5/14A-20], each plan shall describe the method by which students' scores on the assessment measures used in each subject area, or across subject areas, as applicable, will be treated to arrive at a composite ranking that identifies the students who have scored in the top 5 percent locally.~~
- 34) In order to demonstrate compliance with Sections 14A-25 and 14A-30(7) of the School Code [105 ILCS 5/14A-25 and 14A-30(7)], each plan shall include evidence that:

- A) the ranking process for each subject area, or across subject areas, as applicable, is applied in the same manner to the scores achieved by all students;
- B) if any program's capacity is inadequate to serve the entire number of students identified as eligible, the method of selecting those who will participate considers only the composite scores and their ranking;
- C) the applicant has a procedure for accommodating students who were not available when the relevant assessment measures were administered but who may be eligible to participate in the program; ~~and~~
- D) in identifying the locations where the program will be offered, consideration has been given to the needs of students who are members of underrepresented groups; ~~and-~~
- E) local norms of score ranges on assessments are taken into consideration when identifying students for accelerated placement.

45) In order to demonstrate compliance with the requirement of Section 14A-30(8) of the School Code ~~[105 ILCS 5/14A-30(8)]~~, each plan shall describe the appeals process that will be available when students are not identified as gifted and talented or are not selected to be served by a program, including evidence that each appeal will be considered:

- A) by an individual not involved in the original decision and at an equal or higher level of authority within the applicant organization;
- B) using information in accordance with the requirements of subsection (a)(3)subsections (a)(3) and (4) of this Section; and
- C) in time for the student to be placed into the program at the beginning of the next semester, if the appeal results in the student's identification and selection.

56) In order to demonstrate compliance with the requirement of Section 14A-30(16) of the School Code ~~[105 ILCS 5/14A-30(16)]~~, each plan shall identify the qualifications held by the teachers who will be assigned to the program, provided that:

- A) each teacher employed shall be qualified under Section 227.25 ~~of this Part~~ after no more than three years of teaching in any program funded pursuant to this Part; and

B) each teacher not qualified under Section 227.25 ~~of this Part~~ shall complete some portion of the requirements chosen during each year of the grace period permitted under subsection (a)(6)(A) ~~of this Section~~.

67) In order to demonstrate compliance with Section 14A-30(9) of the School Code ~~[105 ILCS 5/14A-30(9)]~~, each plan shall:

A) describe the steps the applicant will take to inform parents and other members of the public of:

i) the existence and scope of the program;

ii) the methods used for identifying students who are gifted and talented and in selecting participants for the program; and

iii) the availability of the appeals process established pursuant to subsection (a) ~~(45) of this Section~~; and

B) provide a rationale for the applicant's outreach plans, with specific reference to the linguistic or cultural needs of any segments of the population that may not be readily informed of the program.

b) Each RFP shall describe the format that applicants will be required to follow and any additional information they may be required to submit.

c) Each RFP shall include a budget summary and payment schedule, as well as requiring a narrative budget breakdown, i.e., a detailed explanation of each line item of expenditure that discusses the need for State funds in the context of the applicant's other available resources.

d) Each RFP shall identify the data recipients will be required to collect and report regarding the achievement of students participating in the program, as well as any other information to be reported and the associated timelines.

e) Each RFP shall include such certification and assurance forms as the State Superintendent may, by law, require.

f) Each RFP shall specify the date by which applications shall be submitted. The deadline established shall provide at least 45 days in which to submit plans that conform to the requirements of Article 14A of the School Code and this Part as applications for funding.

g) Separate proposals for renewal of funding as discussed in Section 227.40(b) ~~of this Part~~ shall be invited and shall contain at least:

- 1) evidence that the program has complied with all aspects of Article 14A of the School Code and the approved plan;
 - 2) the required data relative to students' achievement and growth;
 - 3) information on the qualifications and professional development of the teachers employed that will permit verification of compliance with the requirements of subsection (a)(5)Section 227.20(a)(6) of this Part;
 - 4) an updated narrative that discusses the services and materials for which funding is requested and presents evidence of continued need for State support; and
 - 5) an updated budget summary and payment schedule for the renewal year, including a narrative budget breakdown.
- h) Incomplete applications shall not be considered.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 227.25 Required Qualifications

As a means of demonstrating that he or she *understands the characteristics and educational needs of children and is able to differentiate the curriculum and apply instructional methods to meet the needs of the children* as required by Section 14A-30(16) of the School Code ~~105 ILCS 14A-30(16)~~, and subject to the provisions of Section 227.20(a)(6) of this Part, each teacher who is assigned to provide instruction in a program funded pursuant to this Part shall have completed, or shall be required to complete at least one of the following:

- a) Nine semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students; ~~or~~
- b) Both the State and national assessment instruments, namely:
 - 1) the self-assessment developed by the Illinois Association for Gifted Children (IAGC) (which shall be based on the "Professional Teaching Standards for Educators Working with Gifted/Talented Learners" (2012), published by IAGC, 800 E. Northwest Highway, Suite 610, Palatine ~~IL, Illinois~~ 60074 and posted at www.iagcgifted.org; no later editions or revisions to these standards are incorporated) with a rating of "experienced" or "expert"; and
 - 2) the National Evaluation Series (NES) Gifted Education examination (Test Code 312; Pearson Education, Inc., P.O. Box 226, Amherst MA 01004 (2104))~~the PRAXIS examination for gifted education (Test Code 0357,~~

~~Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541 (2006); or~~

- c) Six semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any one of the following additional choices:
- 1) the self-assessment referred to in subsection (b)(1); or
 - 2) the Gifted Education PRAXIS examination referred to in subsection (b)(2); or
 - 3) the applicable gifted education course of instruction offered by the State Board of Education in cooperation with IAGC:
 - A) for those successfully completing the course before October 1, 2009, the Gifted Education Institute; or
 - B) for those successfully completing the course on or after October 1, 2009, the Gifted Education Seminar; or
 - 4) two years of experience teaching in, coordinating, or directing a program for gifted students; or
 - 5) participation in no fewer than two Statestate or national conferences on gifted education, such as those offered by IAGC or the National Association for Gifted Children (~~NAGC~~); or
 - 6) professional development activities demonstrably related to the education of gifted and talented students that are sufficient to generate 30 continuing professional development units (CPDUs) or 30 clock hours of professional development, as defined and quantified in the rules for educator licensure renewal (see 23 Ill. Adm. Code 25, Subpart J); ~~or~~
- d) Three semester hours of college credit from a regionally accredited institution of higher education and demonstrably related to the education of gifted and talented students and any two of the additional choices listed in subsections (c)(1) through (6) ~~of this Section; or~~
- e) The gifted education training referred to in subsection (c)(3) and any two of the additional choices listed in subsection (c);
- f) Coursework that leads to obtaining a gifted teacher endorsement; or
- g) Coursework that leads to obtaining a gifted specialist endorsement.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 227.50 Statewide Activities

- a) Funding made available pursuant to Article 14A of the School Code may be used by the State Board of Education for purposes including, but not limited to:
- 1) upgrading professional development materials and events for personnel statewide who serve gifted students, including the Gifted Education ~~Seminar~~~~Institute~~ referenced in Section 227.25 ~~of this Part~~, or making professional development materials and opportunities more widely available;
 - 2) reaching underserved demographic groups or geographic areas of the State;
 - 3) developing and disseminating new knowledge in this field;
 - 4) developing and disseminating materials for use by parents of gifted students;
 - 5) building awareness of and support for gifted education;
 - 6) providing financial resources to support the review of portfolios developed by teachers to demonstrate required qualifications;
 - 7) supporting the administrative functions of ~~the State Board~~~~ISBE~~ required or authorized pursuant to Section 14A-35 of the School Code ~~[105 ILCS 14A-35]~~; and
 - 8) other experimental projects and initiatives as outlined in Section 14A-50 of the School Code ~~[105 ILCS 5/14A-50]~~.
- b) When the funds appropriated under Article 14A of the School Code are sufficient to provide effective support for local programs of gifted education, the State Superintendent ~~of Education~~ may reserve no more than 5 percent of the amount appropriated for the purposes discussed in subsection (a) of this Section. When the State Superintendent ~~of Education~~ determines that the level of service to gifted and talented students statewide can more effectively be increased through statewide activities rather than through support for a small number of local programs, the State Superintendent may devote the entire amount available to these purposes.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 227.60 Accelerated Placement

Pursuant to Section 14A-32 of the School Code [105 ILCS 5], school districts shall have a policy that allows for accelerated placement. (See Section 14A-32 of the School Code.) In writing its policy, each school district shall indicate approaches used to identify students for accelerated placement in both kindergarten and first grade.

- a) A school district shall not be required to submit its acceleration plan to the State Board of Education for review, comment or approval, unless specifically requested by the State Board. A school district shall post its acceleration plan on its website, if available.

- b) School districts must report the following information on accelerated placement to the State Board in the Student Information System:
 - 1) Demographic Information for each student participating in an accelerated placement program
 - A) Gender;
 - B) Ethnicity;
 - C) English language status;
 - D) Special education status; and
 - F) Low-income status

 - 2) Student Participation in Accelerated Programming
 - A) Gender;
 - B) Ethnicity;
 - C) English language status;
 - D) Special education status; and
 - F) Low-income status

 - 3) Type of Placement
 - A) Early entrance to kindergarten;
 - B) Early entrance to first grade;
 - C) Individual subject acceleration; and

D) Whole grade acceleration.

- c) All of the information required to be reported in subsection (b) shall be entered upon identifying the student as participating in accelerated placement but not later than July 31 of each year beginning with the 2018-2019 school year.
- d) The State Board will make the information reported in subsection (b) available annually on its website.

(Source: Added at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION
June 13, 2018

TO: Illinois State Board of Education

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

Agenda Topic: 2019 Board Meeting Dates

Materials: Proposed 2019 Board of Education Meetings

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item

The purpose of this agenda item is for the Board to review proposed dates for 2019. Other boards and advisory groups are beginning to schedule their 2019 meeting dates and wish to work around meetings of the State Board of Education.

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

Action at meetings of the State Board of Education allows for the implementation of all aspects of the Board's Strategic Plan.

Background Information

We are proposing that meetings be held via video conference in Springfield and Chicago during the months of February, April, June, August, and October. A two-day meeting is recommended for the Board retreat and meeting in September.

There will be opportunities scheduled throughout the year for the Board to interact with the Student Advisory Council at Board meetings.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Staff will make logistical arrangements and be in communication with the Board.

Pros and Cons of Various Actions

The approval of the proposed calendar will allow staff to plan for the 2019 Board dates and make plans accordingly.

Superintendent's Recommendation

The Superintendent leaves this to Board discussion. Sample motion follows:

The State Board of Education hereby approves the 2019 meeting dates for the State Board of Education.

Next Steps

Staff will make logistical arrangements for 2019 meetings of the Illinois State Board of Education.

PROPOSED 2019 STATE BOARD OF EDUCATION MEETINGS

- State Board of Education meetings in Springfield are held in the 4th Floor Board Room at 100 North First Street, Springfield, Illinois.
- Video Conference Meetings are held in Springfield and Chicago.

Springfield:
 Illinois State Board of Education
 100 N. First St.
 3rd Floor
 Springfield, IL

Chicago:
 Illinois State Board of Education
 100 W. Randolph
 Suite 14-300
 Chicago, IL

NOTE: Please watch for the meeting posting for a possible change in the start time of these regular meetings.

PROPOSED 2019 Board of Education Meeting Schedule

Please check back to the ISBE website (www.isbe.net/calendar) for final meeting postings.

Date	Description
January 16	Springfield
February 20	Video Conference (Springfield, Chicago)
March 20	Springfield
April 17	Video Conference (Springfield, Chicago)
May 15	Springfield
June 19	Video Conference (Springfield, Chicago)
July	No Board Meeting
August 14	Video Conference (Springfield, Chicago)
September 17-18	Board Retreat and Meeting (2 day meeting, Springfield)
October 16	Video Conference (Springfield, Chicago)
November 22 (Fri)	Chicago (as needed)
December 18	Springfield

STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

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

Agenda Topic: National Association of State Boards of Education (NASBE) Dues – Membership Renewal 2019

Materials: None

Staff Contact: Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item

Board Services requests the Board to authorize the State Superintendent to pay the membership dues for the National Association of State Boards of Education (NASBE) for 2019.

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

NASBE membership allows members of the Board access to professional training and support to uphold 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

Each year NASBE invites all 50 states to renew their membership in the association for the coming year.

The Board Services Office has received the NASBE invoice for the 2019 association dues. NASBE is offering the option of contributing to a professional development account for the explicit purpose of State Board professional development provided by NASBE. This professional development account is a way of helping members access the professional development critical to success.

In the past, the Board has opted to include funds for board member professional development. As of May 16, 2018, the balance of the professional development account was \$175.36, which will roll over for future use. Illinois members used approximately \$1,041.70 during 2018 for travel and participation in NASBE study groups and conferences. It is recommended that the Board contribute \$5,000 to the professional development account. Other options are to

contribute nothing and simply have the current funds roll over or to contribute \$7,500 to the professional development account.

Financial Background

NASBE membership is renewed on a yearly basis, with Board approval required for each renewal. The cost of NASBE dues for 2019 is \$42,519 without any contribution to the Illinois professional development account; an additional contribution of \$5,000 to the professional development fund would make the NASBE dues for 2019 \$47,519.

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

Policy Implications: None

Budget Implications: NASBE dues are paid from General Revenue Fund contractual funds.

Legislative Action: None

Communication: None

Pros and Cons of Various Actions

Pros: NASBE membership gives Board members access to professional development and support.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for 2019 for the amount of \$42,519 and contribute \$5,000 to the professional development account for a total amount of \$47,519.

Next Steps

Upon Board authorization, agency staff will submit payment for NASBE 2019 membership dues.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

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

Agenda Topic: Strategic Plan Progress Report

Materials: DRAFT Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report to Governor Rauner and General Assembly

Staff Contact(s): Jackie Matthews, Director, External Communications

Purpose of Agenda Item

The ISBE Office of Communications requests the Board to review and approve a report on the progress of ISBE's Comprehensive Strategic Plan for Elementary and Secondary Education for submission to Governor Rauner and the General Assembly, as required by Public Act 93-1036 or the Education Reform and Accountability Act of 2004.

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

The "Strategic Plan Progress Report" describes how the agency concentrates its efforts and resources to fulfill our Board's mission, vision, and goals. The report includes examples of how Illinois schools and districts are utilizing the funds appropriated and programs enacted by Illinois lawmakers to make progress toward each of the State 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-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

The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing five-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Financial Background

N/A

Business Enterprise Program (BEP)

N/A

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

Policy Implications: The Strategic Plan Progress Report helps to inform lawmakers of how individual programs, policy, and funding streams fit into the bigger picture of ISBE's strategic plan to accomplish our Board's goals.

Budget Implications: None

Legislative Action: None

Communication: In addition to submitting the report to Governor Rauner and the General Assembly, Agency staff will post the report on the ISBE website.

Pros and Cons of Various Actions

Pros: Approving the Strategic Plan Progress Report will allow ISBE to meet its statutory obligation under PA 93-1036 and will help inform lawmakers and the public of the progress and accomplishments of Illinois' state education agency, school districts, and schools over the past year.

Cons: None

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the 2018 Comprehensive Strategic Plan for Elementary and Secondary Education Progress Report as presented and authorizes the State Superintendent to submit the report to Governor Rauner and the General Assembly.

Next Steps

Upon Board authorization, Agency staff will submit the approved Strategic Plan Progress Report to Governor Rauner and the General Assembly and post the report to the ISBE website at <https://www.isbe.net/Pages/Legislative-Affairs-Reports.aspx>.

June
2018

PROGRESS REPORT

Comprehensive Strategic Plan for
Elementary and Secondary Education

DRAFT

REVISED

3:14 pm, May 24, 2018

NOT FOR PUBLIC RELEASE



**Illinois
State Board of
Education**

James T. Meeks, *Chairman*
Tony Smith, Ph.D., *State Superintendent*

STATE BOARD OF EDUCATION



Tony Smith, Ph.D.
State
Superintendent of
Education

The State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate.

Board members serve four-year terms, with membership limited to two consecutive terms.

The Board appoints the State Superintendent of Education, who may be recommended by the Governor.



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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, 2018

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 2018 Progress Report

Dear Governor Rauner and Members of the General Assembly:

The Illinois State Board of Education (ISBE) each year updates its continuing Comprehensive Strategic Plan for Elementary and Secondary Education, per the Education Reform and Accountability Act of 2004. This annual "Progress Report" describes how the agency concentrates its efforts to fulfill our Board's mission, vision, and goals.

ISBE works to bring our five key areas of focus (money, quality, autonomy, competency, and community) from ideas to policy to practice.

Competency-based education started as an idea. A handful of states and districts around the country pioneered systems of instruction and credits based on what students knew and could do, rather than how much time they spent in their seats. Illinois joined those pioneering states in 2016 with the Postsecondary and Workforce Readiness Act, which authorized ISBE to launch the Competency-Based High School Graduation Requirements Pilot Program.

The Illinois Learning Standards initiated the shift in 2014 to student-driven and inquiry-led learning in which teachers coach and facilitate while students seek and do. Why not break down other artificial walls around learning – "seat time" and the school building? Competency-based education recognizes that students learn and demonstrate knowledge differently and that learning happens everywhere.

Fifteen districts – large and small, urban and rural – have joined the pilot so far. They are improving literacy outside of English class and building formative assessments that include the diverse strengths of all students. They are engaging students, educators, employers, institutions of higher learning, and families in what they want to see in their 21st-century schools.

Already, students who otherwise may not have finished high school at all have graduated meaningfully prepared for college and career. Our accountability system's college and career readiness indicator also now recognizes that students need multiple pathways as they prepare to thrive after high school.

Illinois turned an idea into a policy, and then into an integrated practice that is transforming students' lives.

We have explicit opportunities in the coming year to continue this progression in each of our key areas of focus. Progress begins with a common commitment to creating schools in every community where each child is included, feels a deep sense of belonging, and experiences the unanxious expectation that they will succeed.

The enactment of the Evidence-Based Funding for Student Success Act on August 31, 2017, demonstrated our shared understanding that schools are situated in communities where resources are more or less present. Creating fair access to quality requires different types of supports in different contexts to get to the same high outcomes.

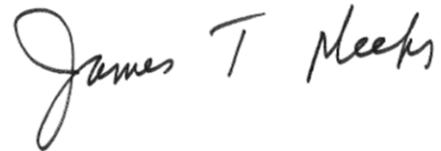
This work of equity is the cornerstone of our future civic and economic health.

ISBE believes we exist to help districts solve problems so they can better serve children and families. We are working to become the very best agency we can be to provide the level of service children and families deserve. ISBE deeply values your efforts over the past year to support the agency's mission. We look forward to continuing our collaboration with you to create the conditions in which all of Illinois' communities can thrive.

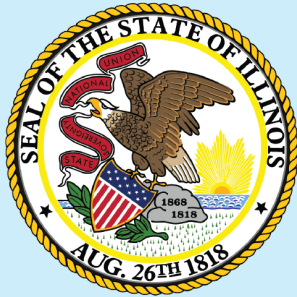
Sincerely,



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 2018

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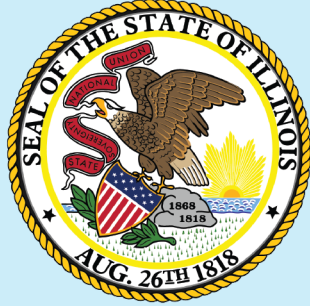
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Illinois State Board of Education

Executive Summary

2018

Executive Summary

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. 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 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.



Teachers in Northwest Elementary School in Lincoln Elementary School District 27 embed technology into their curriculum to support student learning. Google named Lincoln ESD 27 a Reference District, one of a handful of districts in Illinois selected as an exemplar of how to integrate Google technology into instruction.



Sandy Voss, ISBE'S 2018 School Nutrition Champion, celebrates the "Illinois Great Apple Crunch" with third graders at Winnebago Elementary in Marquardt School District 15. Sandy distributes produce to elementary schools annually on this day-long celebration of fresh, local apples.

ISBE'S KEY AREAS OF FOCUS

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

- **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

MONEY

New state and federal policies are intersecting to transform opportunities for fiscal equity at the state and local levels.

Governor Bruce Rauner signed into law Public Act 100-0465, the Evidence-Based Funding (EBF) for Student

Success Act, on August 31, 2017, after years of intense work by lawmakers and advocates. This law radically changed the primary state funding system for school districts, sending more resources to Illinois' most under-resourced students.

In the first year of the formula, the state distributed \$395 million in new money to communities that have been starved of opportunity and capital for decades. ISBE met our planned timeline to fully and accurately voucher fiscal year 2018 payments, thanks to the extraordinary partnership of districts and lawmakers. The formula requires an additional \$7.2 billion investment to close the remaining gaps between the funding school districts are receiving and the funding the statute says they deserve as a baseline for quality.

We now have common language to empower an honest conversation about inequity and fairness. School districts in Illinois range from having less than half to nearly three times the statutory definition of full financial capacity to meet expectations. We can learn from those districts that are outperforming their financial capacity and use those lessons to support those that are not.

Districts can use their Evidence-Based Funding to support progress toward the State Board’s goals. EBF defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include guidance counselors, kindergarten, technology, and instructional coaches. Districts do not have to budget according to the cost factors in the EBF formula. However, they can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools’ capacity to support learning.

A provision in the Every Student Succeeds Act (ESSA) is also empowering a dialogue about fiscal equity within each of our districts. ESSA requires all school districts to report per-pupil expenditure data at the district level and at the school level, disaggregated by source of funds (federal and state/local), beginning with FY 2019 data. This new site-based expenditure reporting provides a powerful opportunity for districts and local communities to examine resource allocation and the relationship between financial investments and student outcomes.

QUALITY

ISBE believes equity is the best strategy for improving the quality of education provided to every Illinois student. Equity means holding high expectations for all children and providing all children the individual supports they need to thrive – including extra financial resources and layered learning supports in school.

The Illinois ESSA Plan establishes IL-EMPOWER as the state’s differentiated system of support to build schools’ capacity to meet each student’s individual needs so they can reach our shared expectations. IL-EMPOWER will expand statewide to serve all eligible schools and districts at the beginning of the 2018-19 school year. To prepare for the statewide launch, ISBE has been learning from 31 districts participating in a yearlong IL-EMPOWER pilot about how to refine the process and supports.

Multiple accountability indicators in the Illinois ESSA Plan measure our progress toward fair access to quality education for all students. Each school will receive a summative designation to ensure parents,

families, and communities have clear information about their schools’ quality. The lowest-performing schools will receive comprehensive and differentiated supports through IL-EMPOWER to build their capacity to improve student outcomes.

ISBE launched the state’s first ever Public Inquiry in December 2017 to examine potentially systemic issues in the special education procedures and policies in Chicago Public Schools after advocates, parents, and teachers brought concerns to ISBE. The new Public Inquiry process facilitated fair and transparent fact-finding.

The Public Inquiry team, led by ISBE’s Office of the General Counsel, found systemic problems that may have delayed or denied the provision of special education services to students and violated the federal Individuals with Disabilities Education Act. ISBE leaders developed a corrective action plan in concert with CPS and the advocates who brought the initial complaint. The corrective actions include a monitor appointed by ISBE to oversee implementation of the plan over the next three years.

AUTONOMY

Every student, school, and district has a unique context and individual strengths and opportunities. Greater autonomy allows school districts to meet the needs of their local communities while working toward the same common goals. ISBE empowers school districts, schools, and educators with tools and supports to make data-informed decisions, implement evidence-based practices, and plan with equity and the whole child in mind.

Illinois is committed to maximizing digital learning opportunities for all students. Future Ready Illinois helps educators learn about and implement personalized learning strategies in order to achieve equity and excellence for each and every student in Illinois. Illinois joined the national Future Ready Schools initiative in October 2016, and 236 Illinois districts have taken the Future Ready pledge. Districts that have taken the pledge have the opportunity to participate in professional learning events, utilize the free interactive planning dashboard, and access resources throughout the year.



First Tech Challenge Robotics students at Horizon Science Academy McKinley Park present their robots and engineering portfolios.

The Learning Technology Centers (LTCs) of Illinois are instrumental in supporting districts with technology integration and initiatives, including Future Ready Schools. LTCs are facilitating a one-year capacity-building program designed to meet the professional learning needs of principals as they transition to digital and personalized learning.

ISBE requested \$6.3 million in its FY 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with ISBE, other state agencies, and EducationSuperHighway.

ISBE also supports district autonomy by sharing best practices through peer-to-peer networks. Research shows that adult learners are more likely to retain information when it is presented in narrative story format. To build upon that, the IL-EMPOWER differenti-

ated system of support established by the Illinois ESSA Plan includes three storyteller positions. The storytellers will travel to each district in the state to identify and tell stories of strong teaching and learning practice to be used as a peer-to-peer learning tool statewide.

COMPETENCY

Quality schools today recognize and nurture the individual strengths each student brings to the classroom. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults.

Our schools and communities are more connected than ever. Learning happens in classrooms -- but also in workplaces, at internships, on farms, and in labs. ISBE's Competency-Based High School Graduation Requirements Pilot Program, launched in December 2016, promotes innovations in teaching and learning to make high school more relevant to today's students and to better prepare them for college and career.

Competency-based education decouples learning from the constraints of "seat time." Students work toward mastery of "competencies" -- discrete skills and knowledge sets -- and progress to new or more

advanced content once they demonstrate mastery. Competency-based education involves more personalized instruction, allowing students to learn at their own pace.

The 10 districts in the first cohort of the pilot convened in September 2017 to study national best practices, build relationships, find points of connection, and begin moving their pilots from vision to action. ISBE announced the six initial districts in the second cohort of the pilot (five new districts and five additional schools from Chicago Public Schools, a participant in the first cohort) in March 2018. Each participating pilot district has a unique strategy for implementing competency-based teaching and learning.

A competency-based approach to education can also help adult learners. ISBE, in partnership with Illinois State University, launched the first of two micro-credentialing pilots designed for teachers in January of 2018. Micro-credentialing provides a system of recognition for educators' demonstrated skills, competencies, or enhanced understanding of a concept or topic. Educators have the freedom to grow through a variety of formats — traditional coursework, job experience, collaboration, workshops and conferences, research, and independent learning. After participants gain the knowledge and skills necessary to show competency in a skill area, they submit evidence or artifacts for scoring by evaluators. A successful submission earns a learner a badge, which they can add to their portfolio. The second micro-credentialing pilot will begin in the summer of 2018.

COMMUNITY

Schools and communities must work in partnership to help students develop into contributing adults. We must recognize and nurture each student as a “whole child” – an individual with interconnected needs nested in an ecology of overlapping environments – to effectively challenge persistent gaps in opportunity and outcomes.

Creating the conditions for children's healthy development begins in infancy. ISBE is engaged in several partnerships to support children in their early years. Illinois became the 31st state to join the Pyramid Model Consortium in late 2017 with the goal of promoting the social-emotional development of Illinois' young children.

ISBE strives to keep all students engaged in school, including students struggling with discipline or attendance, students in the state's care, and students experiencing homelessness. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.

One of ISBE's legislative initiatives, House Bill 3784, would remove the provision from the School Code that allows school districts to drop from their rosters students who fail to meet minimum academic standards. This would support students at risk of dropping out with access to the opportunities and resources they need to stay in school and graduate from high school ready for college and career.

ISBE provides technical assistance to the Department of Juvenile Justice and school districts to help youth in the state's care transition successfully back into their communities, either back to school or to employment. ISBE is also participating in the Illinois Task Force on Developing Opportunities for Youth and Young Adults Who Are Jobless and Out of School to re-engage, educate, and train out-of-school youth, including those without a diploma and those who have low attendance.

ALL KINDERGARTNERS ARE ASSESSED FOR READINESS.

ISBE believes that children's early years present a critical opportunity to support development for lifelong learning success. A strong experience in kindergarten equips a child for future learning and growing. Understanding the developmental readiness of all students entering kindergarten is key to ensuring all children receive equitable support in their early years, in kindergarten, and beyond.

The Kindergarten Individual Development Survey (KIDS) is an observational tool that teachers use to better understand the strengths, challenges, and dispositions of children entering kindergarten. ISBE launched KIDS statewide in fall 2017 after a successful multi-year pilot. KIDS requires all kindergarten



East St. Louis Senior High School Class of 2018 valedictorian earned both a high school diploma and an associate's degree upon graduation, as a result of East St. Louis District 189's Running Start partnership Southwestern Illinois College.

teachers to observe students on 14 measures across four learning domains during the first few weeks of school. KIDS builds on what children already know and can do and focuses on the skills and competencies that are important for a child long term.

KIDS helps teachers individualize their teaching for different students and gives families concrete areas in which they can support children's cognitive and social-emotional development at home. In the first year of statewide KIDS administration, 98 percent of eligible districts participated, serving 125,800 students in 2,070 schools.

ISBE has committed to providing resources to support the ongoing implementation of KIDS. KIDS coaches are available for five years to provide training to schools and districts.

High-quality early childhood programs establish a strong foundation for the path toward college and career readiness. ISBE administers state and federal grants to expand access to high-quality early learning opportunities. The Early Childhood Block Grant program provides funding to serve children from birth to age 5 through the Prevention Initiative and Preschool for All programs.

ISBE supports students throughout the critical transitions from the early years to kindergarten and from kindergarten to the later grades, where learning may look very different. ISBE staff meet monthly with the Kindergarten Transition Advisory Council to discuss different areas of kindergarten transition.

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. Ensuring every child can read at or above grade level by the end of third grade protects their ability to access greater learning opportunities as they mature through school and life.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality, as well as attainment of grade-level standards in English language arts as a key academic performance indicator for all schools.

ISBE measures students' proficiency and growth in English language arts through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. Our state assessments provide a common measure for educators and families to understand students' attainment of and growth toward the rigorous Illinois Learning Standards.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. Illinois will continue to use the high-quality PARCC items as the base of the 3-8 test; however, ISBE is releasing a competitive Request for Proposals to make Illinois' assessments even more useful to educators, students, and families.

Third-grade literacy depends not only on the strength of English language arts instruction but also on

students’ developmental experiencing leading up to third grade. Illinois’ new accountability system also includes a preschool to second grade (P-2) measure, which looks at critical indicators of strong support and learning in the early years. The BUILD Initiative and the Governor’s Cabinet on Children and Youth Early Childhood Workforce Development Project seek to ensure all children have early care services delivered by a qualified, valued, diverse, and supported workforce.

Federal 21st Century Community Learning Center grants fund extended learning opportunities for students and families with the goal of improving students’ academic achievement. Students build literacy skills through plays, science lessons, and personalized learning opportunities.

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

Many high-wage and high-demand careers require a solid foundation in math. Today’s students are working toward deep conceptual understanding and developing critical reasoning, perseverance, and problem-solving skills that transfer to other subjects. Ensuring students are on track with math concepts as they enter middle school is key to preparing students for success in their chosen path after high school.

The 3-8 indicator in Illinois’ accountability system consists of two components: students’ grades or commensurate standards-based grading in math in fifth grade and a Middle School Success indicator. Middle School Success considers students’ grades in core courses in the sixth through eighth grades and whether students have experienced a suspension or expulsion. Together, these metrics will consider the relationship between participation in educational programming and students’ math grades (or commensurate standards-based grading).

The Illinois Learning Standards in math and science both support student-driven learning. The standards promote the mastery of transferrable practices – such as engaging in argument from evidence and using appropriate tools strategically – as well as student-led investigations of key concepts.

ISBE administers the federally funded Math and Science Partnership (MSP) grant to improve educators’ instructional practice in science, technology, engineering, and mathematics (STEM). The MSP grant cultivates partnerships between high-need school districts and the STEM departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields.

The \$15 million Healthy Community Investment grants help districts improve academic outcomes for students by providing enrichment activities outside of school hours and strengthening support services for students facing the greatest challenges. Districts use these funds in the ways that will best improve student outcomes locally. Many districts opt to deepen students’ understanding of STEM.

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

A student who finishes ninth grade “on track” is almost four times more likely to graduate from high school than the student who is not. In the 2016-17 school year, 87.1 percent of ninth-graders finished the year on track, an increase of 5 percentage points over last year and a high for the last four years. This is a promising trend toward reaching our statewide goal.

The accountability system ISBE developed under ESSA includes a ninth-grade on-track indicator. ISBE is in the planning stages of developing an early warning system to identify students at risk of missing key educational milestones across the grade span, including finishing ninth grade on track.

ISBE launched Ed360 statewide in February 2018. The data dashboard empowers educators and educational leaders with free and secure access to their data in near-real time. Ed360 helps educators, principals, counselors, superintendents, and other staff make data-informed instructional decisions and connect to relevant professional development resources. More than 400 school districts had opted into Ed360 within three months after the launch.

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

A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

The college and career readiness indicator in Illinois' accountability system recognizes that a single test score cannot truly show readiness for college and career. Students can earn a College and Career Ready or Distinguished Scholar commendation through academic and career-preparation accomplishments and experiences inside and outside of school.

Illinois was selected to be the first state in the country to focus on closing the gaps in access to advanced coursework by race and income that persist in the majority of schools across the country. Fifty-two schools in 25 districts have partnered with Equal Opportunity Schools (EOS), a national nonprofit, as a part of the Lead Higher Initiative. Partner schools are working with EOS to collect and analyze data around Advance Placement (AP), International Baccalaureate (IB), and college/career readiness in their high school buildings.

In addition to joining the Lead Higher Initiative, ISBE covered a portion of the AP exam fee for all students who qualified as low-income in 2017. The AP exam fee reduction and EOS partnership resulted in an 11 percent increase in the number of low-income students taking AP exams over 2016 levels – well above the 7 percent national increase and three times greater than the 3.6 percent average increase in states that did not provide funding. EOS partner schools have enrolled an additional 4,389 students of color and low-income students in AP/IB courses as of March 2018.

Authentic workplace learning experiences in high school help students discover career areas of interest and persist toward earning a degree or credential. Many career and technical education programs work with local institutions of higher learning to offer students opportunities to earn college credits and industry-recognized credentials while in high school. School districts have established an average of seven new agricultural education programs per year in each of the last five years.

ISBE's 2017-18 Student Advisory Council identified postsecondary preparation as a significant source of stress for students. Council members launched a new Student Voices microsite at www.isbe.net/studentvoices to create space for students statewide to ask and answer questions about preparing for their futures. The site links to resources from the state on subjects such as paying for college and mental health.

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

The stakes are high to ensure every student has an excellent teacher in every classroom. As of October 2017, more than 2,000 teaching positions went unfilled across Illinois.

ISBE's research, data, and advocacy on the state's teacher shortage has led to a number of coordinated efforts to address teacher workforce issues.

ISBE embarked on a significant effort to strengthen data collection, sharing, and reporting between ISBE and institutions of higher education (IHEs) in order to advance the work of educator preparation programs statewide. The Partnership for Educator Preparation Steering Committee provided input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The system aims to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide. After a successful pilot in fall 2016, all 59 IHEs offering teacher preparation programs in Illinois are participating and collecting data for all of their teacher preparation programs.

Illinois announced "Teach Illinois – Strong Teachers, Strong Classrooms" in September 2017. Teach Illinois is a year of study on teacher workforce issues to address the teacher development pipeline, diversity, licensure, preparation, recruitment, retention, and support. ISBE will present a comprehensive report with recommendations for legislative and agency action by September 2018.

ISBE continues to work with lawmakers to streamline teacher licensure and remove barriers to qualified individuals obtaining an appropriate license to teach, including by expanding reciprocity for teachers licensed in other states.

Illinois joined the Council of Chief State School Officers' Diverse and Learner-Ready Initiative, committing with nine other states to diversify the future teacher workforce and ensure all teachers are prepared to use students' racial and cultural identity as an asset in their learning.

The Illinois ESSA 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.

In order to support effective district leadership as well as effective teaching, ISBE implemented a Superintendents-Only Support (SOS) Line, a phone line developed for district superintendents to have direct access to ISBE senior staff as needed throughout the workday. ISBE is piloting the SOS Line and anticipates opening it to all Illinois superintendents in August 2018.

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

A safe, caring, inclusive, and responsive school climate creates the conditions for all students to engage with new ideas, take advantage of learning opportunities, and grow to reach their full potential.

The 5Essentials Survey provides a comprehensive picture of a school's climate by measuring five components: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. The accountability system ISBE developed under ESSA includes students' participation in the climate survey as an indicator of school quality.

Physical health and safety are essential to students' ability to grow and learn. ISBE is proud to administer several nutritious food programs funded by the U.S. Department of Agriculture, including the National School Lunch and Breakfast Programs, the Fresh Fruit

and Vegetable Program, and the Summer Food Service Program. These programs bring critical resources to families and communities across the state.

The Substance Abuse and Mental Health Services Administration's Advancing Wellness and Resilience in Education Project works toward building a strong behavioral health care system for children and families. The \$1.9 million grant supports state- and community-level transformation and training to improve mental health literacy and capacity among adults who interact with school-aged children. A Centers for Disease Control and Prevention grant for HIV, STD, and unintended pregnancy prevention supports districts in decreasing sexual risk behaviors among adolescents.

All students deserve to feel and be safe and included in our schools. The shooting at Marjory Stoneman Douglas High School in Parkland, Florida, sparked a national movement among students. ISBE issued a guidance leading up to the student-led national day of action on March 24, 2018, encouraging schools to use the event as a teachable moment on civic engagement and respectful discourse.



State Board Member Ruth Cross speaks with members of ISBE's Student Advisory Council for the 2017-18 school year. Student Advisory Council members provide student perspectives on the state's education issues and have a front-row seat as the State Board formulates policy.

Section One:

Key Areas of Focus

Money:

Establish an adequate and equitable education finance system.

New state and federal policies are intersecting to transform opportunities for fiscal equity at the state and local levels.

Governor Bruce Rauner signed into law Public Act 100-0465, the Evidence-Based Funding (EBF) for Student Success Act, on August 31, 2017. This law radically changed the primary state funding system for school districts, sending more resources to Illinois' most under-resourced students.

ISBE is proud to have supported the historic work of the General Assembly and the Governor's School Funding Reform Commission in enacting a fairer school funding system. ISBE Board Chairman James Meeks deserves special recognition for his years of relentless leadership and advocacy that set the

foundation for this new agreement. ISBE's staff worked through more than 60 proposed models to produce the numbers that made approving a more equitable funding formula possible.

As we began to implement the new formula, ISBE and our stakeholders identified areas where the technical language did not match the intent of the law. ISBE shepherded the passage of two trailer bills to resolve the discrepancies. ISBE also led a collaborative process with school districts to verify detailed enrollment counts for the past three years, since EBF changed the basis of funding from attendance to enrollment. This change helps to ensure that students struggling with attendance receive the supports they need to re-engage with school. ISBE met our planned timeline to fully and accurately voucher fiscal year



Teachers develop innovative lessons for students participating in Champaign's DREAM House, an intensive program helping African American boys and young men reach college. The Champaign-Ford and Vermilion County Regional Offices of Education launched "Project Kid Tech" with funding from the Math and Science Partnership.



Preparing for Implementation - Site-Based Expenditure Reporting

300 views

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Illinois Principals Association

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ISBE collaborated with the Illinois Association of School Business Officials and the Illinois Principals Association to release an informative video reviewing the guidance for site-based expenditure reporting.

2018 payments thanks to the extraordinary partnership of districts and lawmakers.

In the first year of the formula, the state distributed \$395 million in new money to communities that had been starved of opportunity and capital for decades. Beyond the additional and more equitably distributed money, EBF also gives us new language to talk about the needs of our students and the situated-ness of our schools within communities.

We now share a common understanding of the resources all of our children deserve. The EBF formula

defines in statute, for the first time ever, an adequate funding target for each school district based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include class sizes, psychologists, counselors, technology, summer school, and extra supports for English Learners and school-dependent students.

We also now have common language for describing how the structural and historical inequity among Illinois' communities affects the financial context of the school districts serving them. The formula determines

each district's financial capacity to meet expectations by comparing its current resources, derived from local property taxes and current state funding, to its funding target. Increases in state appropriations for EBF go to the districts whose current resources put them furthest from full capacity. The formula builds upon itself year-over-year, so no district ever gets less than it did the previous year.

Districts' current financial capacities show staggering inequity. School districts in Illinois range from having less than half to nearly three times the statutory definition of full financial capacity.

Evidence-Based Funding puts us on the path to deliver on the promise of equity for all Illinois' students. The path to full capacity for all districts requires an additional \$7.2 billion investment.

School districts that do not have sufficient resources must make hard choices to balance the demands of fiscal solvency and academic opportunity.

ISBE annually compiles School District Financial Profiles based on data from the prior fiscal year. In 2018, the second-greatest number of districts achieved Financial Recognition, the highest rating for financial health, in the 15-year history of the tool. However, most school districts in Financial Recognition had less than 75 percent of the statutory definition of adequate funding.

Layering the new EBF data over existing financial and academic measures positions ISBE to support schools more holistically. ISBE offers financial management guidance and technical assistance to all school districts and provides increased support to districts in Financial Watch, the lowest rating of financial health.

A provision in the federal Every Student Succeeds Act (ESSA) further deepens ISBE's capacity to support districts by empowering conversations about fiscal equity within an individual district.

ESSA requires all school districts to report per-pupil expenditure data at the district level and at the school level, disaggregated by source of funds (federal and state/local), beginning with FY 2019 data. This new site-based expenditure reporting provides a powerful opportunity for districts and local communities to examine resource allocation and the relationship

between financial investments and student outcomes. ISBE prioritized district voice and national best practices in implementing the provision, acknowledging that new reporting requirements often create new challenges for districts. ISBE convened an advisory group of 25 superintendents, school business officials, and representatives from statewide organizations. The group established guidelines designed to maximize the usefulness of the new data while minimizing the initial burden on districts.

ISBE released the guidance on January 30, 2018, giving districts the opportunity to make any necessary accounting and systems changes prior to the start of the new fiscal year. Advisory group subcommittees on training, data collection, and data visualization are continuing to meet and will make further recommendations.

ISBE received national recognition for our work on site-based expenditure reporting. The Council of Chief State School Officers and the U.S. Department of Education invited ISBE representatives to speak on panels and to share information with other states. The new site-based expenditure data will appear on

PROGRAMS IN ACTION



Brad Cox, superintendent of Erie Community Unit School District 1, is a member of ISBE's site-based expenditure reporting advisory group. Cox submitted his district's prior year expenditures as "test data" to allow the advisory group to see what would be necessary or possible with these new data points. Cox saw that his data confirmed his district's recent action plans highlighting the disproportionately low amount of resources per pupil that the elementary school was receiving as compared to the other buildings. As the superintendent reflected, "Had we not had these discussions of our own accord, this data would have helped illuminate this area of concern."

Erie CUSD 1 has already realized the importance of examining intra-district resource allocation to serve students better. ISBE looks forward to the stories that will come forward from other districts as they collect and review their own site-based data in the coming year and beyond.



Members of the Erie High School Band put their hours of practice and hard work to the test as they perform at the Spring Concert. Brad Cox, superintendent of Erie Community Unit School District 1, is a member of ISBE's site-based expenditure reporting advisory group.

the 2019 Illinois Report Card. ISBE is empowering each district to harness its own story to ignite local conversations about intra-district equity.

ISBE values ensuring every dollar has a maximum impact on student learning. ISBE is continuing to implement the Grant Accountability and Transparency Act (GATA), which improves oversight of grant recipients and limits fraud, waste, and abuse. GATA increases the communication and interaction between ISBE and district grantees through a coordinated and non-redundant process that includes defining the scope of the grant and responsibilities of a grant and periodic performance reporting.

ISBE now has a better understanding of each grantee's fiscal and administrative risk profile and program management capacity. We have begun targeting support to mitigate risks and improve the quality and outcomes of grant programs.

ISBE will implement increased fiscal and administrative monitoring in FY 2019 to help district grantees develop and maintain strong fiscal policies, procedures, and internal controls.

Quality:

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

ISBE believes equity is the best strategy for improving the quality of education provided to every Illinois student. Equity means holding high expectations for all children and providing each child the individual supports she or he needs to thrive – including extra financial resources and layered learning supports in school.

The Illinois Every Student Succeeds Act (ESSA) Plan establishes common, high expectations for all students through challenging state standards, ambitious long-term goals, and benchmarks for interim progress. The U.S. Department of Education approved the Illinois ESSA Plan on August 30, 2017.

The plan establishes IL-EMPOWER as the state’s differentiated system of support to build schools’ capacity to meet each student’s individual needs so they can reach our shared expectations.

IL-EMPOWER will expand statewide to serve all eligible schools and districts at the beginning of the 2018-19 school year. To prepare for the statewide launch, ISBE has been learning from the 31 districts participating in a yearlong IL-EMPOWER pilot about



Students in Elmwood Community Unit School District 322 learn how to use the Lego Mindstorms E3 kit and navigate them through an obstacle course. Title I, Part A dollars are helping the district create opportunities for students to demonstrate knowledge in meaningful, practical, and hands-on ways.

PROGRAMS IN ACTION



Round Lake Area Schools Community Unit School District 116 is participating in the IL-EMPOWER pilot. The district engaged in an in-depth study of its programs, schedule, and budget to redesign itself with the goal of improving the instructional experience for learners. The district focused on providing the support its teachers needed to collaborate and provide exceptional differentiated support to their learners. The IL-EMPOWER needs assessment revealed specific staffing needs at Round Lake Middle School, including counselors and intervention teachers to provide targeted skill development to the students in the greatest need.

“We are done buying new things,” said Dr. Donn Mendoza, the district’s assistant superintendent for teaching and learning. “It’s about investing in our teaching staff. It’s about what we can build to make teachers better.”

how to refine the process and supports. A research partnership with Midwest Regional Educational Laboratory will provide additional insight into potential modifications.

IL-EMPOWER approaches school support holistically, replacing the single-provider model in recognition that each school and each student exists in a unique context. Children learn and develop in the home, the community, and the school. Schools themselves are living ecosystems. The IL-EMPOWER process promotes collaboration and peer-to-peer learning, informed by data, as vehicles for educator-led and state-supported school improvement.

Schools receiving services through IL-EMPOWER complete a comprehensive needs assessment using multiple data sources to analyze practices through an equity lens. Schools’ individual strengths and challenges guide which priority areas they will address in collaboration with external Professional Learning Partner(s). ISBE provides a quality-vetted,

pre-approved, and cost-controlled network of Professional Learning Partners to offer specialized services in three categories: Governance and Management, Curriculum and Instruction, and Climate and Culture. School support managers with deep expertise in educational leadership deliver direct support to IL-EMPOWER participants. Storytellers capture and share effective practices for schools and districts to learn from what's working for their peers.

Multiple accountability indicators in the Illinois ESSA Plan measure our progress toward fair access to quality education for all students. The new accountability system considers multiple measures, such as students' growth and proficiency, schools' climate and culture, chronic absenteeism, and college and career readiness, to obtain a holistic view of school quality. Each school will receive a summative designation to ensure parents, families, and communities have clear information about their schools' quality. The lowest-performing schools will receive comprehensive and differentiated supports through IL-EMPOWER to build their capacity to improve student outcomes.

High-quality assessments form the backbone of the accountability system. Our state assessments provide a common measure of all students' attainment of and growth toward mastery of the rigorous Illinois Learning Standards. ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. The active and ongoing partnership of educators and practitioners has made Illinois a national leader in assessments. Our commitment to excellence and equity, as well as deep partnership with educators and education leaders in the field, drive our assessment design.

Illinois will continue to use the high-quality PARCC items as the base of the test. PARCC is presently the only large-scale assessment to "fully meet" all federal accountability requirements, setting the standard for item quality, removing bias in testing, and meeting universal design. The PARCC items include complex writing tasks that require strategic reasoning and extended investigation to solve problems.

ISBE is releasing a competitive Request for Proposals to make Illinois' assessments even more useful to educators, students, and families. We are looking for

PROGRAMS IN ACTION



- Central Community Unit School District 301 used its Title I, Part A funds to help students learn science through virtual and augmented reality. The district installed hardware and software solutions to support instructional best practices for engaging with zSpace's three-dimensional applications.
- Title I, Part A dollars are helping Elmwood Community Unit School District 322 create Maker Space Classroom areas. The Maker Space equipment will provide diverse opportunities for students to demonstrate knowledge in meaningful, practical, hands-on ways.
- Joliet Township High School District 204 used its Title I, Part A funds to secure Advanced Placement math and English Springboard opportunities for students, as well as durable science equipment for its new biomedical program. Students in the program use equipment they would find in a real medical workplace, such as heart rate monitors, to engage deeply in learning about human physiology, basic biology, medicine, and research.
- Title IV, Part A funds supported Dimmick Consolidated School District's Safe and Healthy Lifestyles program. Heart Zone technology allows the district to monitor students' fitness levels. Students use their own data to set goals and monitor progress. The data also assists the physical education teacher in differentiating instruction.
- Okaw Valley Community Unit School District 302 provided leadership courses designed to strengthen students' personal and group leadership skills with funding from Title IV, Part A. The courses cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics.

PROGRAMS IN ACTION

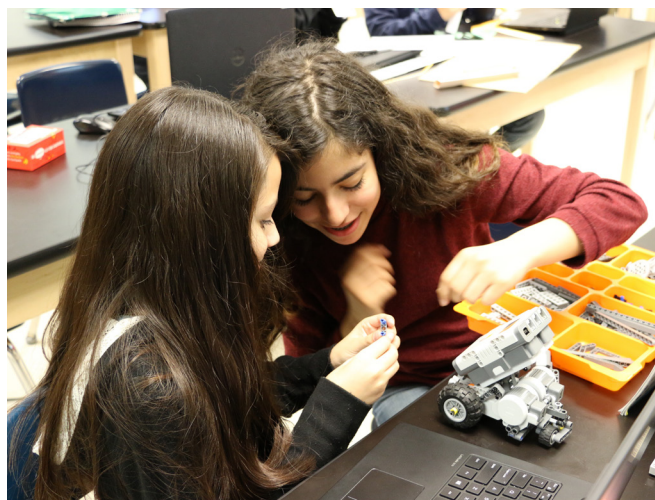


- Rural Education Achievement Program funds allowed Pana Community Unit School District 8 to provide students with Bloxels Build Your Own Video Game sets. The sets unlock students' creativity and promote understanding of design logic and computer science, while incorporating students' knowledge of history, science, and math.
- Sparta Community Unit School District 140 organized field trips for students with funding from the Rural Education Achievement Program. The field trips included outings to local farms, where students gained insight about careers in agriculture, and pumpkin patches, where students saw science come to life.

proposals that would allow us to return results more quickly, utilize items developed by Illinois educators, report results on a common scale across all assessments, and transition to a computer adaptive assessment that gets more or less advanced depending on the student's performance as they progress through, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what is in front of them tomorrow.

Illinois' assessments help make equity possible by providing data on where schools and groups of students need additional supports to meet common, rigorous state standards. Supplemental federal grants administered by ISBE also play a critical role in equity.

Title I, Part A funds bolster schools' efforts to help all students meet challenging state standards. Title IV, Part A supports family and community engagement. The Rural Education Achievement Program provides additional funding for school districts in rural areas. These critical federal dollars help under-resourced schools and districts provide students with a well-rounded education, access to technology, and expanded career preparation opportunities. ISBE monitors all grantees to ensure compliance with federal regulations and grant terms. However, ISBE believes school districts need more than monitoring



Two students work in a STEM classroom in Round Lake Area Schools Community Unit School District 116, which participated in the IL-EMPOWER pilot. Round Lake redesigned itself with the goal of improving the instructional experience for learners.

for compliance to improve student outcomes and close persistent gaps in opportunity and achievement. ISBE is working across the agency to shift mindsets and practice to focus on holistic and differentiated service and support.

The work of ISBE's Division of Special Education Services exemplifies this shift. The division initiated a Results-Driven Accountability (RDA) Cohort with 14 school districts and 27 schools in Chicago Public Schools. These districts and schools had not exited the Focused Monitoring process due to unmet results targets even though they had addressed findings of noncompliance. They were given the flexibility of choosing to continue with Focused Monitoring or participate in the RDA cohort. The majority chose to participate in the RDA cohort and engage on a deeper level with ISBE staff.

The cohort is a collaborative process between ISBE and district leadership teams to analyze data to pinpoint problem areas for correction in order to improve results for all students, including students with disabilities. The process occurs over the course of one year and requires the attendance of a district leadership team at three seminars, where they engage with an interactive platform for participation and collaboration. The districts receive personalized technical assistance from ISBE coaches throughout the process. Districts learn how to define problems and utilize data to identify root causes, develop an improvement plan to achieve and sustain outcomes, and evaluate the quality of implementation and results.

PROGRAMS IN ACTION



El Paso-Gridley Community Unit School District 11 participated in ISBE's special education Results-Driven Accountability Cohort. A thorough analysis of the district's data, including the results of a survey distributed to parents, students, and staff, identified that the behaviors of students with social-emotional needs were impacting student learning across the district. Professional development was provided to staff on behavior management strategies and mental health resources. Parents were engaged as partners and provided resources to enhance parenting skills. As a result, students received additional supports designed to increase their social-emotional competency and academic achievement.

Illinois also took part in the Early Childhood Technical Assistance Center's national Inclusion Cohort from June 2016 to December 2017 to identify strengths and challenges to providing services to children with disabilities in early childhood settings. ISBE included the Cohort's recommendations regarding inclusion requirements in our Preschool for All Request for Proposals. The cohort also provided support for the Illinois Inclusion Summit and the Early Choices' Building Your Inclusion Toolbox Community of Practice.

As a result of ISBE's efforts as a part of the Inclusion Cohort, the percentage of students receiving special education services in a mainstream early childhood program increased to 40 percent – a 2.02 percent increase from the previous year. The percentage of students receiving special education services in a separate setting increased to 26.76 percent – a 1.45 percent improvement.

The RDA and Inclusion Cohorts are examples of ISBE's continued commitment to innovating and improving our services and supports to districts to create the conditions for all children to thrive.

ISBE launched the state's first ever Public Inquiry in December 2017 to examine potentially systemic issues in the special education procedures and policies in Chicago Public Schools. The new Public Inquiry process facilitated fair and transparent fact-finding after special education advocates, parents, and teachers brought concerns to ISBE in November 2017.

ISBE's Office of the General Counsel led the Inquiry Team, which included a representative from the advocates and a special education law expert. The team collected approximately 8,600 pages of evidentiary documents, hosted six public comment sessions across Chicago in February and March, and received input through a dedicated hotline. ISBE made translation services available in Spanish, Mandarin, and Cantonese. After the Inquiry Team combed through the evidence, the team hosted a three-day public hearing to question witnesses.

ISBE posted all the documentation pertaining to the Public Inquiry online to promote full transparency. ISBE's general counsel presented the Inquiry Team's final report to the State Board on April 19, 2018. The report contained 43 findings of fact. The Inquiry Team found systemic problems that may have delayed or denied the provision of special education services to students. Policies, procedures, and systems also hindered the ability of educators and families to advocate for the services students needed.

ISBE leaders developed a corrective action plan in concert with CPS and the advocates that brought the initial complaint to begin resolving the issues noted in the report prior to the following school year.



ISBE hosted a three-day public hearing as part of the state's first ever Public Inquiry, examining special education services in Chicago Public Schools.

Autonomy:

Maximize district autonomy to provide quality education to all families.

Every student, school, and district has a unique context and individual strengths and opportunities. ISBE believes in setting common, high expectations for all students in all schools and building the capacity of educators and educational leaders locally to improve student outcomes. Illinois is home to an incredibly diverse population. Greater autonomy allows school districts to meet the needs of their local communities while working toward the same common goals. ISBE empowers school districts, schools, and educators with tools and supports to make data-informed decisions, implement evidence-based practices, and plan with equity and the whole child in mind.

ISBE launched a new data dashboard in February 2018. The platform delivers the data that districts submit during the year back to them in one place and in near-real time. Ed360 is free, optional, and secure and utilizes single sign-on technology with G Suite for Education email addresses. More than 400 school districts opted into Ed360 within three months of the launch. Ed360 links educators to instructional supports, such as Kahn Academy, directly from the platform.

Ed360 helps educators, principals, counselors, superintendents, and other school staff make data-informed instructional decisions and connect to relevant professional development resources, including gaining access to the Illinois Open Educational Resources library. Illinois joined the national #GoOpen Initiative in 2016, committing to expanding the use of high-quality, openly licensed educational resources in schools. ISBE built a repository of open content, from individual lessons to comprehensive curricula.

Ed360 also links to professional development resources through Ed Leaders Network (ELN). Providing on-demand, digital opportunities for professional learning allows educators to expand their capacity anytime, anywhere they can connect online. ISBE is also creating ELN professional development modules using Ed360 to facilitate data-informed decision-making.



Students from Oak Lawn Community High School, one of 32 Apple Distinguished Schools in Illinois, showcase their work at the Apple Global Summit in Chicago. Apple Distinguished Schools are centers of leadership and educational excellence that demonstrate Apple's vision for learning with technology. Apple Distinguished School leaders use iPad and Mac products to inspire student creativity, collaboration, and critical thinking and cultivate environments in which students are excited and curious about learning.

ISBE developed Ed360 through deep engagement with educators. We are continuing to build out new features in response to feedback from the field. We are building capacity to use the Ed360 platform to recommend targeted instructional resources and professional development based on assessment data.

Ed360 also offers a formative assessment solution called Plickers. Plickers lets teachers collect real-time data without student devices. Students hold up printed Plickers cards, which, when the geometric design faces different directions, indicate different answers to a question. Teachers scan the room with their smartphones, and the Plickers application recognizes students' answers and transmits results to Ed360.

Illinois is committed to maximizing digital learning opportunities for all students. Future Ready Illinois helps educators learn about and implement personalized learning strategies in order to achieve equity and excellence for each and every student in Illinois. Illinois joined the national Future Ready

LEARNING TECHNOLOGY CENTER of ILLINOIS



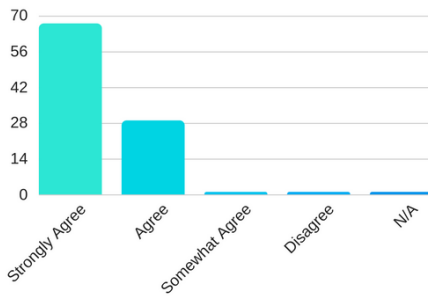
144

Total Attendees

"IT WAS ONE OF THE MOST BENEFICIAL AND PRACTICAL WORKSHOPS I HAVE EVER ATTENDED"

Evaluation Data Summary

For all ISBE Evaluation Questions



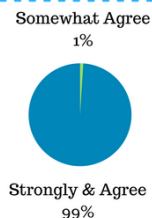
Districts Represented

117

10

Breakout Sessions

Was this a high quality professional development event?



"This was one of the best and most engaging conferences I have attended in years"

Schools initiative in October 2016. A total of 236 Illinois districts have taken the Future Ready pledge, affirming their commitment to work with students, educators, families, and members of their community to build a culture and practice of personalized, digital learning. Districts that have taken the pledge have the opportunity to participate in professional learning events, utilize the free interactive planning dashboard, and access resources throughout the year.

The Learning Technology Centers (LTCs) of Illinois are instrumental in supporting districts with technology integration and initiatives, including Future Ready Schools. LTCs are facilitating a one-year capacity-building program designed to meet the professional learning needs of principals as they transition to digital and personalized learning.

LTCs hosted approximately 74 professional learning and networking events in fiscal year 2018. More than 160 administrators and educators attended the two-day K12 Data & Security Symposium in April 2018. LTCs followed the symposium with 13 Digital Threat Assessment workshops focused on student safety. LTCs also formed a Data Security Working Group to identify areas of need and develop resources regarding effective data governance, management, and security. The working group will meet virtually once a month beginning June 2018.

LTCs also assist districts in grant application processes, such as the federal E-rate program, which offers discounts ranging from 20 to 90 percent of the costs of internet installation and provides federal funds to match up to 10 percent of districts' total fiber optic construction costs – if Illinois provides matching state funds.

ISBE requested \$6.3 million in its FY 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization [EducationSuperHighway](#). The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with ISBE, other state agencies, and EducationSuperHighway.

ISBE also supports district autonomy by sharing best practices through peer-to-peer networks. The IL-EMPOWER differentiated system of capacity building established by the Illinois Every Student Succeeds Act Plan includes support for three storytellers. ISBE believes every school and district has a positive story to tell and has room to grow. The storytellers will identify and share a positive story from each of Illinois' 852 school districts to support peer-to-peer professional learning.

ISBE's Charter Schools Program also includes a peer-to-peer learning component. ISBE collaborated with the Illinois Principals Association to produce four videos for the Ed Leaders Network highlighting the work of Illinois charter schools that are building inclusive cultures of success and becoming anchors in their communities. The videos are part of a federal grant program that is designed 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 consider new approaches in the effort to close opportunity and achievement gaps.



Students present their classroom technology projects at TECH 2018 at the Illinois State Capitol in Springfield. TECH 2018 provides a space for students and teachers from across the state to demonstrate the important role of technology in their classrooms. The student showcase event highlights the need for increased funding to support equitable access to technology.

Competency:

Encourage competency-based learning.

Quality schools today recognize and nurture the individual strengths each student brings to the classroom. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults.

Our schools and communities are more connected than ever. Learning happens in classrooms -- but also in workplaces, at internships, on farms, and in labs. ISBE launched the Competency-Based High School Graduation Requirements Pilot Program in December 2016. The pilot promotes innovations in teaching and learning to make high school more relevant to today's students and to better prepare them for college and career.

Competency-based education decouples learning from the constraints of "seat time." Students work toward mastery of "competencies" -- discrete skills and knowledge sets -- and progress to new or more advanced content once they demonstrate mastery. Competency-based education involves more personalized instruction, allowing students to learn at their own pace. In the competency-based model, learning is constant, while time and place are variable.

Competency-based learning makes high school more relevant to students' own strengths and interests and to the needs and opportunities of local employers and communities.

The 10 districts in the first cohort of the pilot convened in September 2017 to study national best practices, build relationships, find points of connection, and begin moving their pilots from vision to action.

ISBE announced the six initial districts in the second cohort of the pilot (five new districts and five additional schools from Chicago Public Schools, a participant in the first cohort) in March 2018. The 15 total districts in the pilot each have a unique strategy for implementing competency-based learning and teaching. These pilot districts are creatively using technology, assessments, staffing, schedules, and local partnerships to maximize opportunities for students.

ISBE opened up a second opportunity for districts to join the second cohort of the pilot in May 2018. ISBE hosted a two-day event bringing together all of the pilot districts and welcoming any district in the state to attend and learn more about implementing competency-based practices, either as a part of the pilot or for the opportunity to explore innovative approaches to learning.

A competency-based approach to education can also help adult learners.

ISBE, in partnership with Illinois State University, launched the first of two micro-credentialing pilots designed for teachers in January of 2018. Like competency-based education, micro-credentialing allows educators to individualize their professional learning. Micro-credentialing provides a system of recognition for educators' demonstrated skills, competencies, or enhanced understanding of a concept or topic. Educators have the freedom to grow through a variety of formats -- traditional coursework, job experience, collaboration, workshops and conferences, research, and independent learning.



An FFA student representative gives a tour of Belvidere North High School's greenhouse. Belvidere School District 100 joined the second cohort of ISBE's Competency-Based High School Graduation Requirements Pilot Program in March 2018.

PROGRAMS IN ACTION

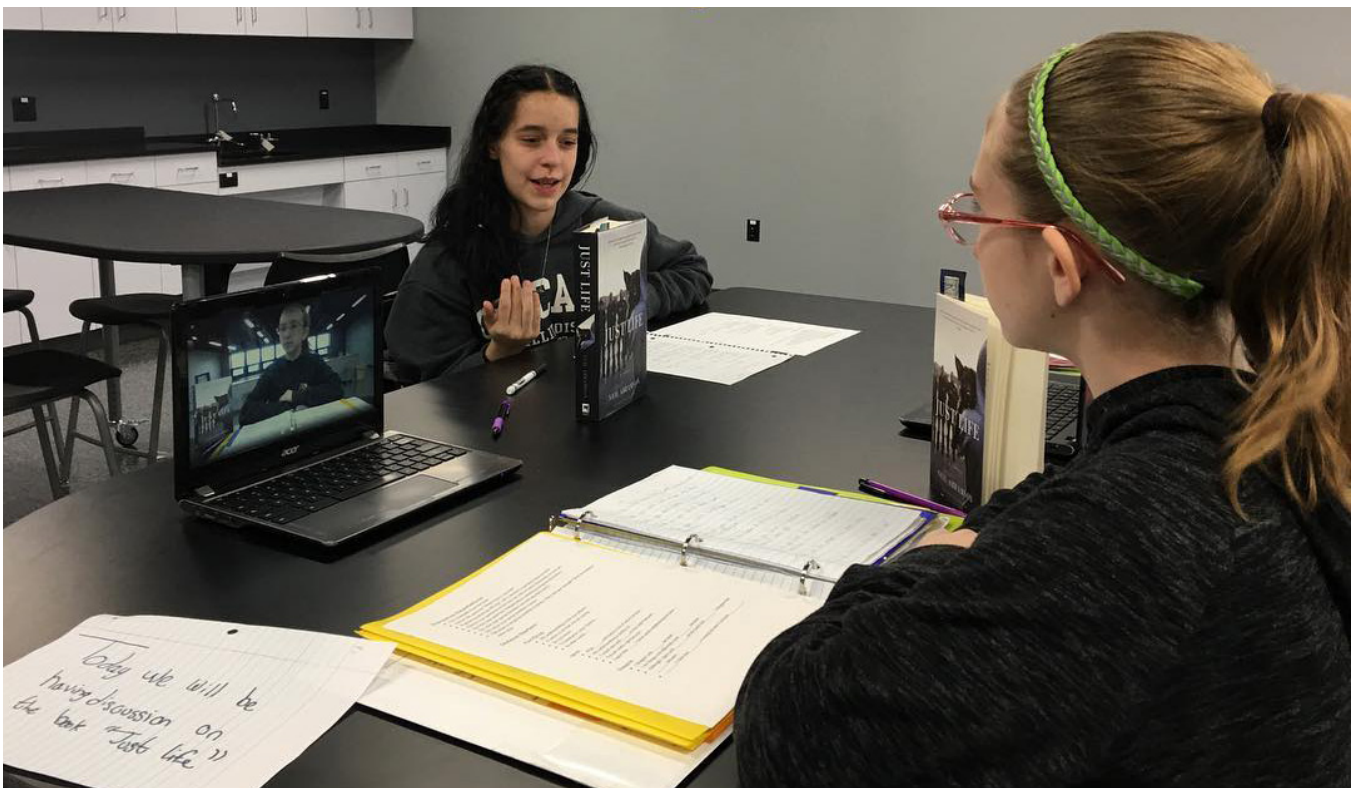


- Proviso Township High Schools District 209's competency-based program is centered on student agency. The program incorporates a growth mindset, grit, personalization, standards-based grading, and formative assessments with feedback. A teacher-coach facilitates student learning.
- Ridgewood Public School District 234 is taking a competency-based approach to math and providing greater access to learning through independent study, credential-earning, dual-credit programs, and internships.
- Williamsfield Community Unit School District 210 is promoting literacy across the curriculum. A Literacy Team of seven teachers from science, history, and English is assessing students' writing through projects, using a rubric and content model framework.

This self-driven and reflective process also raises the standard of professional learning by requiring evidence of mastery and how that skill or concept applies to the educator's teaching practice. After participants gain the knowledge and skills necessary to show competency in a skill area, they submit evidence or artifacts for scoring by evaluators. A successful submission earns a learner a badge, which they can add to their portfolio.

ISBE's micro-credentialing pilot is gathering insight from educators on the value and validity of earning a micro-credential and guiding further development of a micro-credentialing system. Evaluators currently are reviewing the evidence teachers have submitted to earn micro-credential badges. ISBE is working on a system for recognizing the badge on an educator's Professional Educator License. The second micro-credentialing pilot will begin in the summer of 2018.

At this time, Illinois is among 11 states that allow micro-credentials to count for professional development. We are proud to be at the forefront of these changes in technology and helping to shape the future of the education landscape.



In Williamsfield Community Unit School District 210, literacy is the linchpin for success. Williamsfield's competency-based program in the middle grades revolves around project-based learning, literacy competencies that extend across disciplines, and evaluation through writing, presentation, and discussion. Williamsfield is one of 15 districts participating in the state's competency-based education pilot.

Community:

Districts and schools as centers of healthy communities.

Students learn and grow inside and outside the school walls. We must recognize and nurture each student as a “whole child” – an individual with interconnected needs nested in an ecology of overlapping environments – to effectively challenge persistent gaps in opportunity and outcomes. Schools and communities must work in partnership to help students develop into contributing adults.

Creating the conditions for children’s healthy development begins in infancy. ISBE is engaged in several partnerships to support the whole child in his or her early years.

Illinois became the 31st state to join the Pyramid Model Consortium in late 2017 with the goal of promoting the social-emotional development of Illinois’ young children. The Pyramid Model gives teachers and home visitors concrete strategies for promoting healthy social-emotional development of infants and toddlers. The state leadership team, under the guidance of the Governor’s Office of Early Childhood Development (GOECD), is working to advance statewide collaboration and implementation of the Pyramid Model, with guidance and resources from the consortium. ISBE and GOECD received supplemental funding from the U.S. Department of Education to provide additional supports to 28 programs funded through an existing Preschool Development Grant, allowing these programs to become intensive implementation sites for the Pyramid Model.

The Illinois Infant/Early Childhood Mental Health Consultation Project launched in September 2015. The project is built upon research-based findings that social and emotional development is the foundation for success in learning and in life and can be supported by creating early partnerships between families, providers, programs, systems, and mental health professionals.

ISBE worked with the Illinois Children’s Mental Health Partnership and other public and private partners to design a multi-year initiative to strengthen the capacity of early childhood professionals, families, programs, and systems to prevent, identify, treat, and



First grade students in Marquardt School District 15 plant seeds in milk jugs as they learn how food grows. Sandy Voss, ISBE’s 2018 School Nutrition Champion, assists students in this hands-on activity. The School Nutrition Champion award recognizes the leadership and dedication of school nutrition professionals.

reduce the impact of mental health challenges among infants and young children. The initiative launched on September 1, 2015. The 30-month Phase III of the initiative began in October 2017. Phase III will pilot the workforce development plan in three different child-serving systems, across four communities.



Students share their stories at a public hearing on the fiscal year 2019 budget. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success.

State-funded preschool programs with access to Infant/Early Childhood Mental Health Consultation services reported significant decreases in expulsions rates: 5.7 children per 1,000 compared to 10.8 children per 1,000 for programs with no consultation services, according to research by Walter S. Gilliam, Ph.D., and Golan Shahar, Ph.D.

Students need our schools to be places of belonging. Decades of brain science affirm that children need to feel safe and connected to grow into secure adults. ISBE strives to keep all students engaged in school, including students struggling with discipline or attendance, students in the state's care, and students experiencing homelessness. Ensuring our schools are places of inclusion helps to strengthen relationships with families and communities.

Public Act 100-0105, passed in fall 2017, established requirements concerning suspension and expulsion of children enrolled in state-funded preschool programs. The law requires programs to request that parents or guardians appear at a meeting of the board to discuss their child's behavior prior to expulsion taking place, among other provisions. The Preschool Suspension and Expulsion Rules Workgroup includes ISBE's Early

Childhood Division, the Governor's Office of Early Childhood Development, the Illinois Department of Children and Family Services (DCFS), Head Start, and the Ounce of Prevention Fund. The group is working to develop common rules for ISBE and DCFS programs, developing resources and system of support, and implementing a common data collection system.

One of ISBE's legislative initiatives, House Bill 3784, would remove the provision from the School Code that allows school districts to drop from their rosters students who fail to meet minimum academic standards. This would support students at risk of dropping out with access to the opportunities and resources they need to stay in school and graduate from high school ready for college and career.

Illinois understands how important it is to ensure that every student has a pathway to success. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.

PROGRAMS IN ACTION



Catastrophic flooding in February 2018 displaced 131 students in Iroquois County Community Unit School District 9. ISBE and the Iroquois-Kankakee Regional Office of Education 32 worked together to assess the needs of the displaced students. We were able to provide \$200 per student from McKinney-Vento Emergency funds that the district could use for tutoring, school supplies, transportation, afterschool services, and clothing.

ISBE continues to implement the federal McKinney-Vento Homeless Act, which addresses the challenges that homeless children and youth face in enrolling, attending, and succeeding in school. ISBE awards 75 percent of McKinney-Vento funds to regional sub-grantees. Seven lead area liaisons analyze data from school districts and work with districts to ensure they are identifying students experiencing homelessness and providing equitable opportunities to learn and succeed in school.

Illinois must develop opportunities for out-of-work and out-of-school youth to meet the state's goal of 60 percent of all Illinoisans having a high-quality degree or credential by 2025. ISBE provides technical assistance to the Department of Juvenile Justice and school districts to help youth in the state's care transition successfully back into their communities, either back to school or to employment.

ISBE is participating in the Illinois Task Force on Developing Opportunities for Youth and Young Adults Who Are Jobless and Out of School to re-engage, educate, and train out-of-school youth, including those without a diploma and those who have low attendance. ISBE is conducting hearings, comparing Illinois' data to other states' data, and examining programs and funding used by other states, counties, and cities to produce a final report by January 2019. ISBE's work on the Professional Development Subcommittee will ensure LGBT youth and their parents have the opportunity to present at hearings on their specific experiences moving into the workforce.

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 cultivating a sense of shared responsibility between students, families, schools, and communities in support of students' learning and healthy development.

Afterschool programs, supported federally through 21st Century Community Learning Center grants and by the state through Healthy Community Investment grants, expand opportunities for parents and families to engage with the school. Many programs supported by these funds also offer educational opportunities for parents and families, such as literacy and computer training. Positioning schools and districts as central resource hubs strengthens communities and thus the social and economic well-being of the state.



Catastrophic flooding displaced students in Iroquois County Community Unit School District 9. McKinney-Vento Emergency funds administered by ISBE helped the district support students and families.

Section Two:

Progress on Board Goals

Goal: Kindergartners are assessed for readiness.

RESULTS TO DATE

Children’s early years present a critical opportunity to support development for lifelong learning success. A strong experience in kindergarten equips a child for future learning and growing. ISBE believes that understanding the developmental readiness of all students entering kindergarten is key to ensuring all children receive equitable support in their early years, in kindergarten, and beyond.

The Kindergarten Individual Development Survey (KIDS) is an observational tool that teachers use to better understand the strengths, challenges, and dispositions of children entering kindergarten. ISBE rolled out KIDS statewide in fall 2017 after a successful multi-year pilot. KIDS requires all kindergarten teachers to observe students on 14 measures across four learning domains during the first few weeks of school. KIDS builds on what children already know and can do and focuses on the skills and competencies that are important for a child long term. Teachers use the KIDS



The Illinois Early Learning Project’s new website launched in fall 2017 with accessible information on early care and education for families, caregivers, and teachers of young children. The Illinois Early Learning Project also provides resources for workshops and training events across Illinois.

PROGRAMS IN ACTION



KIDS data helped to show McLean County Unit District 5 that kindergartners might benefit from a play-based approach to instruction. Student discipline issues and anxiety levels had risen and formative assessment scores had dropped since the district had implemented direct academic instruction at the kindergarten level. In the 2017-18 school year, three elementary schools in the district began piloting intentionally planned, purposeful play to support students’ social-emotional and academic development. One teacher saw the number of students in her classroom who needed individual behavior plans drop from six to two after implementing one hour of free choice play every morning. Teachers use the KIDS tool to observe students’ development while they engage in activities such as free play. Teachers and leaders from the district shared their experiences with other districts at a KIDS networking day on April 12, 2018.

tool to observe and document students’ development during regular activities, such as playing, lining up, and doing classwork.

KIDS helps teachers individualize their teaching for different students and gives families concrete areas in which they can support children’s cognitive and social-emotional development at home. In the first year of statewide KIDS administration, 98 percent of eligible districts participated, serving 125,800 students in 2,070 schools.

The inaugural “Mastering KIDS Summit” in December 2017 drew nearly 300 educators from across Illinois. The summit included sessions on eliminating gaps in school readiness, the power of observation, translating KIDS data into practice, and meeting the needs of dual language learners. Participants connected with KIDS coaches to ask questions and shared feedback about how ISBE can continue providing the training and resources districts need to be successful in implementing KIDS. The Robert R. McCormick Foundation and the Steans Family Foundation provided support to make the summit possible.



State Superintendent Tony Smith, Ph.D., joins students at Greenbrook Elementary School in Keeneyville Elementary School District 20 in a responsive classroom community meeting. The multifaceted education program in the district helps to keep all students in the mainstream education environment so they can connect with peers, receive support in accessing grade-level curriculum, and build life skills.

ISBE has committed to providing resources to support the ongoing implementation of KIDS. KIDS coaches are available for five years to provide training to schools and districts.

\$13 annually per child, based on better education, economic, health, and social outcomes. ISBE administers state and federal grants to expand access to high-quality early learning opportunities.

ONGOING EFFORTS

Statewide data from KIDS allows ISBE to identify where children do and do not have access to high-quality early learning experiences.

The State Board's fiscal year 2019 budget request included a \$50 million increase in funding for Early Childhood Education to fulfill the fourth year of a five-year federal grant agreement to increase state funding by that much annually.

High-quality early childhood programs establish a strong foundation for the path toward college and career readiness. Research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to

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 2017-18 school year:

- 145 PI programs provided intensive, research-based, and comprehensive child development and family support services to 12,863 children, prenatal to age 3, and their families.
- 452 PFA programs provided 75,378 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.

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

Illinois won a federal Preschool Expansion Grant (PEG) in 2014. The grant requires matching state dollars. PEG funds support the implementation and sustainability of high-quality preschool programs for 3- to 5-year-old children in high-need communities who are not yet eligible for kindergarten. The high-quality programs funded through PEG offer a full school day of instruction; a teacher with both a Professional Educator License and an Early Childhood Endorsement and a Special Education, Bilingual, and/or English as a Second Language Endorsement, as needed by the student population served; a licensed teacher aide; a class of no more than 20 children; and a curriculum and assessment system aligned with the Illinois Early Learning and Development Standards (IELDS). PEG-funded programs also support families through connections to physical and mental health, dental, and social services; intensive family engagement services; and universal and targeted supports for positive

behavioral and social-emotional development. Twenty-eight PEG programs provided services during the 2017-18 school year to 3,200 children in families at or below 200 percent of the poverty level.

ISBE funded the launch of a new website for the Illinois Early Learning Project (illinoisearlylearning.org) in fall 2017 as a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children. Resources available on the website include tip sheets, blogs, videos, and information about IELDS and the project-based approach to learning.

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.

ISBE supports students throughout the critical transitions from the early years to kindergarten and from kindergarten to the later grades, where learning may look very different. ISBE staff meet monthly with the Kindergarten Transition Advisory Council, which is composed of members from the P-20 Council and Early Learning Council, to discuss different areas of kindergarten transition. The council will produce a report by September 29, 2018, with recommendations for schools, districts, and state policies.



Kindergarten teachers, district KIDS contacts, and partners participated in the inaugural "Mastering KIDS Summit" in Rosemont. During a panel discussion around advancing readiness in Illinois, educators from West Chicago District 66 and Rock Falls Elementary School District 13 explained how using KIDS inspired other district-wide improvements: streamlining other assessments and evaluations, transitioning curriculum to developmentally appropriate practice, and promoting play-based learning.

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

RESULTS TO DATE

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.

Literacy is critical for students’ overall success in school and in life. 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. Ensuring every child can read at or above grade level by the end of third grade protects their ability to access greater learning opportunities as they mature through school and life.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school’s capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality. Growth toward meeting grade-level standards in English language arts and math accounts for 50 percent of a K-8 school’s total points, demonstrating that what a student learns while in school defines school quality more than what they already knew when they arrived.

The accountability system also includes attainment of grade-level standards in English language arts as a key academic performance indicator for all schools. The percentage of students meeting grade-level standards in English language arts accounts for 10 percent of a school’s total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter.

PROGRAMS IN ACTION



Indian Prairie School District 204 used funding from the federal Math and Science Partnership (MSP) grant to improve students’ literacy through science lessons. The MSP grant cultivates partnerships between high-need school districts and the science, technology, engineering, and math (STEM) departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields. The district’s Project SMILE (Science and Math in Line with Engineering) introduced elementary reading specialists and English Learner teachers to experts from industry partner Ball Horticultural and from Northern Illinois University. Their resulting lessons helped students develop their vocabulary by describing their interactions with live plants. Students also improved their reading comprehension through grade-appropriate science texts. They demonstrated more advanced academic language as they measured, collected, sorted, nurtured, and tasted beans.

ISBE measures students’ proficiency and growth in English language arts through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. The PARCC assessment aligns to the rigorous Illinois Learning Standards and not only asks students what they know, but also to demonstrate their understanding in rich and complex ways. The PARCC assessment asks students to express their understanding in writing in response to and with reference to authentic, real-world texts.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of Readiness. Illinois will continue to use the high-quality PARCC items as the base of the test; however, ISBE is releasing a competitive Request for Proposals to make Illinois’ assessments even more useful to educators, students, and families. We are looking for proposals to return results more quickly, to utilize items

developed by Illinois educators, and to report results on a common scale across all assessments, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what's in front of them tomorrow.

Thirty-six percent of all third-grade students who took the PARCC assessment in 2017 met or exceeded grade-level standards in English language arts, one percentage point more than in 2016.

Third-grade literacy depends not only on the strength of English language arts instruction but also on students' developmental experiencing leading up to third grade.

Illinois' new accountability system also includes a preschool to second grade (P-2) indicator, weighted at 5 percent of a school's total quality score. The P-2 measure looks at critical indicators of strong support and learning in the early years. The P-2 indicator consists of chronic absenteeism, weighted at 1.5 percent; participation in a dual language program for students in kindergarten through second grade,



First grade students in Indian Prairie School District 204 improve literacy through science. Students develop their vocabulary by describing their interactions with live plants and improve their reading comprehension through grade-appropriate science texts. Project SMILE (Science and Math In Line with Engineering) is funded by the Math and Science Partnership grant administered by ISBE.

weighted at 1.5 percent; and students' grades (or commensurate standards-based grading) in third-grade English language arts. The indicator also will collect data on P-2 students' participation in enrichment and acceleration for research purposes.

Together, these metrics will consider the relationship between participation in educational programming and students' literacy grades (or commensurate standards-based grading).

ISBE developed the P-2 indicator through extensive stakeholder engagement and research. The Technical Advisory Council, composed of national experts in psychometrics, will finalize the formula for calculating each school's quality score before the 2018-19 school year starts.

ONGOING EFFORTS

ISBE is continuing to strengthen the early care workforce to improve students' developmental experiences prior to third grade.

The Governor's Cabinet on Children and Youth Early Childhood Workforce Development Project entails cross-agency partnerships to ensure all Illinois children have early care services delivered by a qualified, valued, and supported workforce. Members of ISBE leadership are serving on the messaging strategy, educator compensation, and licensure subcommittees. These efforts will improve recruitment and support of early care professionals and remove burdens to qualified individuals obtaining the appropriate license.

Illinois is also one of eight state partners of the BUILD Initiative, which works to improve coordination across Illinois' early childhood programs. ISBE supported the addition of racial equity as an area of focus for the state's BUILD team. ISBE received federal funds to develop and provide resources, trainings, and recruitment strategies for increasing racial equity and diversity in the early childhood workforce.

Strong parent engagement helps to establish healthy habits for learning, such as consistent school attendance, early in a child's life. The federal 21st Century Community Learning Center (21st CCLC) grants fund extended learning opportunities for students and families with the goal of improving students' academic achievement. Opportunities



21st Century Community Learning Centers offer enrichment for students to support their academic growth in diverse ways. These programs also provide opportunities for parents and families. East Aurora School District 131's 21st CCLC hosted a Parent Academy promoting parental involvement through classes on student achievement, parenting, advocacy, personal and individual growth. More than 90 parents attended courses on technology, English Learners, financial wellness (presented by First National Bank), post-secondary education, and "Parenting 101" over the course of six weeks.

include academic enrichment, literacy development for families, and a wide variety of supplemental activities for students, such as art, music, technology, physical fitness, financial literacy, and internship opportunities. Fostering an intentionally welcoming environment in afterschool enrichment programs creates a bridge for parents who may feel uncomfortable in a more academic setting.

Sixty-seven percent of elementary students participating in 21st CCLC programs during the 2015-16 school year improved with respect to getting along well with other students; 64 percent improved in coming to school motivated to learn; and 11.4 percent improved their grades in reading, according to a teacher survey that is part of the 21st CCLC Annual Performance Report.

Data from the Kindergarten Individual Development Survey (KIDS) also helps kindergarten teachers engage parents and families regarding their child's specific developmental strengths and opportunities, so that families can support children at home toward meeting the third-grade literacy goal. The KIDS tool facilitates observation and documentation of students' development across 14 measures, including five of measures language and literacy development.

PROGRAMS IN ACTION



The 13 21st Century Community Learning Centers in East Aurora School District 131 use engaging programming, strong relationships, collaboration with school-day staff, and clear expectations to promote regular student attendance and improved student outcomes. Program staff use a variety of strategies to make families feel welcome, which supports student attendance. For example, staff make a point of being visible when families pick up students at the end of the day, so they can have the critical informal conversations that help build relationships. Program staff call families not only when students miss a day or have a problem, but also when students do well and consistently attend. Staff also coordinate with the teachers at the school to align programming and share information about students' progress. Of the 1,129 students who attended after school in the 2016–17 school year, 932 met the program's goal of regular attendance. Source: Illinois Quality Afterschool Quarterly, in partnership with American Institutes of Research

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to nurture the social and emotional health that is critical to strong student learning. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include guidance counselors and psychologists, as well as librarians and media technicians. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

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

RESULTS TO DATE

Many high-wage and high-demand careers require a solid foundation in math. Gone are the days when rote memorization prepared students for college and career. Today's students are working toward deep conceptual understanding and developing critical reasoning, perseverance, and problem-solving skills that transfer to other subjects. Ensuring students are on track with math concepts as they enter middle school is key to preparing students for success in their chosen path after high school.

The new accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school's capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes the academic growth of students in the third through eighth grades as a key indicator of school quality. Growth toward meeting grade-level standards in English language arts and math accounts for 50 percent of a K-8 school's

total points, demonstrating that what a student learns while in school defines school quality more than what they already knew when they arrived.

The accountability system also includes attainment of grade-level standards in math as a key academic performance indicator for all schools. The percentage of students meeting grade-level standards in math accounts for 10 percent of a school's total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter.

ISBE measures students' proficiency and growth in math through the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, taken by all students in the third through eighth grades. Students took the PARCC for the fourth time in the spring of 2018. The PARCC assessment aligns to the rigorous 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 solve multi-step math problems that require reasoning and address real-world situations.

ISBE announced in February 2018 a forward-looking vision for a suite of aligned Illinois Assessments of



Central Stickney School District 110 uses Healthy Community Investment funds to help students deepen their understanding of STEM through afterschool activities using technology. Students digitally designed digitally and printed their own t-shirts to wear.



The 21st Century Community Learning Centers in East Aurora School District 131 support consistent student attendance in a number of ways, including by engaging students in what activities most interest them.

Readiness. Illinois will continue to use the high-quality PARCC items as the base of the test; however, ISBE is releasing a competitive Request for Proposals to make Illinois’ assessments even more useful to educators, students, and families. We are looking for proposals to return results more quickly, to utilize items developed by Illinois educators, and to report results on a common scale across all assessments, among other improvements. These improvements will deepen and make even more actionable our understanding of where students are in their learning journey today and how ready they are for what’s in front of them tomorrow.

Of all fifth-grade students in the 2016-17 school year, 29.6 percent met or exceeded grade-level expectations – a decrease of 2.1 percentage points from 2015-16.

Illinois’ accountability system also includes a third-through eighth-grade (3-8) indicator, weighted at 5 percent of a school’s total quality score. The 3-8 measure looks at critical indicators that suggests future success in high school. The 3-8 indicator consists of two components: students’ grades or commensurate

standards-based grading in math in fifth grade, weighted at 2 percent, and a Middle School Success indicator, weighted at 3 percent. Middle School Success considers students’ grades in core courses in the sixth through eighth grades and whether students have experienced a suspension or expulsion. The 3-8 indicator also will collect data on 3-8 students’ participation in enrichment and acceleration for research purposes.

Together, these metrics will consider the relationship between participation in educational programming and students’ math grades (or commensurate standards-based grading).

ISBE developed the 3-8 indicator through extensive stakeholder engagement and research. The Technical Advisory Council, composed of national experts in psychometrics, will finalize the formula for calculating each school’s quality score before the 2018-19 school year starts.

ONGOING EFFORTS

Teachers in today’s classrooms act as facilitators rather than lecturers. The Illinois Learning Standards in math and science both support student-driven learning. The standards promote the mastery of transferrable practices – such as engaging in argument from evidence and using appropriate tools strategically – as well as student-led investigations of key concepts. ISBE administers the federally funded Math and Science Partnership (MSP) grant to improve educators’

PROGRAMS IN ACTION



The Champaign-Ford and Vermilion County Regional Offices of Education launched “Project Kid Tech” with funding from the Math and Science Partnership. Teachers participated in a two-week summer training on the Illinois Learning Standards in both math and science. The training used the learning cycle format at the core of the new learning standards, which promote student-driven inquiry. The teachers developed 75 STEM lessons and tried them out with students participating in Champaign’s DREAM House, an intensive program helping African American boys and young men reach college. Both the students and the teachers felt newly energized about science and math.

instructional practice in science, technology, engineering, and mathematics (STEM). The MSP grant cultivates partnerships between high-need school districts and the STEM departments at higher education institutions, which provide 120 hours of research-based and standards-aligned professional learning for educators in STEM subjects and fields.

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to build educators' instructional practice in math and science. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include professional development, instructional coaches, and local assessments to measure student growth. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

Schools are also working to improve student achievement in math through technology and programs outside of regular school hours. Technology facilitates students learning at their own pace through blended learning, flipped classrooms, and competency-based education. Individualized learning programs decouple education from "seat time" thus, learning becomes constant while time is variable.

A quality education today absolutely includes the high-speed internet access that makes digital learning possible. We need to cultivate a skilled workforce for Illinois to attract businesses and compete in the global economy.

ISBE requested \$6.3 million in its fiscal year 2019 budget recommendations to the General Assembly for state matching funds to enable Illinois school districts to capture federal funds to expand internet connectivity in schools. Nearly 90,000 students in

106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. The Illinois Classroom Connectivity Initiative works with school districts across the state to accelerate bandwidth upgrades through a partnership with state agencies and EducationSuperHighway. The initiative has helped 756 Illinois school districts, which educate more than 1.2 million students, meet the 100 kbps per student minimum connectivity goal.

The \$15 million Healthy Community Investment grants help districts improve academic outcomes for students by providing enrichment activities outside of school hours and strengthening support services for students facing the greatest challenges. Districts use these funds in the ways that will best improve student outcomes locally. Many districts opt to deepen students' understanding of STEM.

PROGRAMS IN ACTION



Healthy Community Investment grants support STEM learning by expanding access to technology and blended learning tools:

- Bloomington School District 87 partnered with State Farm Insurance and the Economic Development Council to create opportunities for professional development with high-quality and innovative programming, such as Defined STEM, which promotes project-based learning, and SMARTpath, which uses "escape room" games to promote collaboration and problem-solving.
- Sunnybrook School District 171 is providing self-paced learning opportunities for students in summer school through Study Island, Learning A to Z, and Everyday Math. These online programs help teachers provide differentiated supports to students working on different math concepts.
- Up to 60 students in Central Stickney School District 110 are participating in afterschool enrichment lessons, using technology to complete age-appropriate projects that deepen understanding of STEM.

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

RESULTS TO DATE

A student who finishes ninth grade “on-track” is almost four times more likely to graduate from high school than the student who is not. The University of Chicago’s Consortium on School Research conducted seminal research to understand the transition to high school and the challenges students face academically, socially, and behaviorally during this time.

The consortium defines finishing “on track” as having earned at least five full-year course credits (10 semester credits) and no more than one semester “F” in a core subject. The research shows that students who do not meet this threshold have difficulties taking the more advanced courses required for graduation and are more likely to drop out of school.

The accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The accountability system includes a ninth-grade on-track indicator, weighted at 6.25 percent of a high school’s total quality score used to determine a summative designation.

The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school’s capacity to meet the needs of the whole child and improve student outcomes.

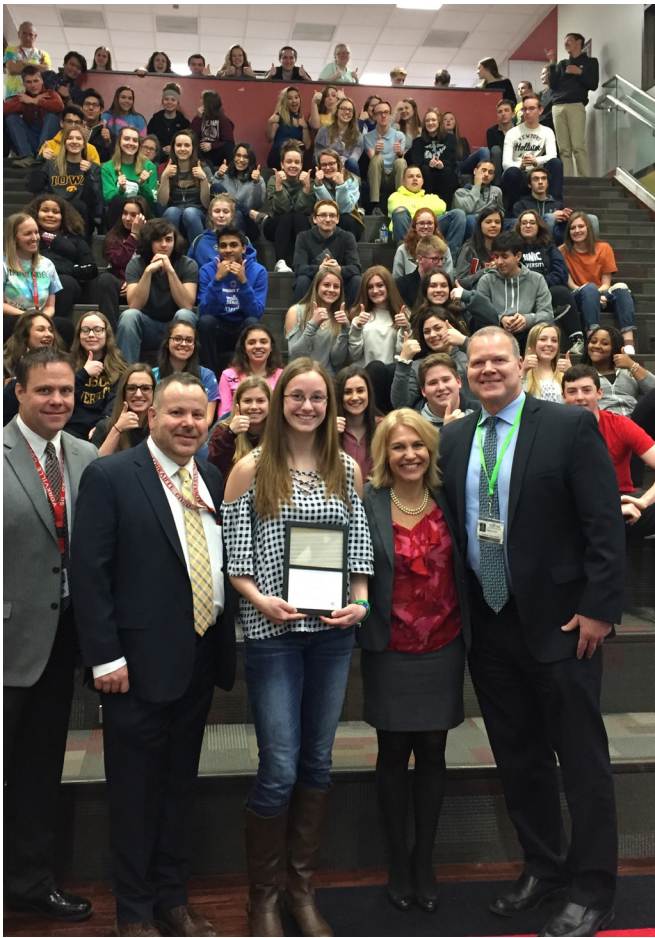
In the 2016-17 school year, 87.1 percent of ninth-graders finished the year on track, an increase of 5 percentage points over last year and a high for the last four years. This is a promising trend toward reaching our statewide goal.

ONGOING EFFORTS

ISBE is in the planning stages of developing an early warning system to identify students at risk of missing key educational milestones across the grade span, such as finishing ninth grade on track. ISBE collaborated with the Illinois Department of Innovation and Technology on a study that utilized machine learning to determine major indicators showing students are at increased risk of dropping out of school. ISBE is planning to integrate the early warning system into Ed360 and is exploring piloting the system with districts across the state. This project is funded



Students at Lincoln Junior High School in Lincoln Elementary School District 27 build problem solving and critical thinking skills through an engaging activity with “Break-Out Boxes.” Students collaborate to solve a series of challenging puzzles in order to open the locked box.



State Superintendent Tony Smith, Ph.D., presents a senior at Yorkville High School in Yorkville Community Unit School District 115 with a National Merit Scholar certificate for her performance on the PSAT. Yorkville CUSD 115 is working to extend learning opportunities based on students' unique learning styles. The district currently offers online and blended instruction options, as well as rigorous project-based learning through Project Lead the Way.

through the federal State Longitudinal Data System grant.

Ed360 empowers educators and educational leaders with free and secure access to their data in near-real time. The data dashboard helps educators, principals, counselors, superintendents, and other staff make data-informed instructional decisions and connect to relevant professional development resources. Having access to formative and accountability assessment data, students' course histories, and educators' licensure information all in one place and in near-real time makes successful interventions at key moments more possible.

ISBE launched Ed360 statewide in February 2018. More than 400 school districts had opted into Ed360 within three months after the launch. ISBE developed

the platform after surveying school districts about their needs. As a result of the survey, Ed360 uses single sign-on technology with G Suite for Education email addresses. ISBE is adding a Microsoft Office 365 single-sign on and continuing to build out new features of Ed360 in response to educator feedback.

The launch of Ed360 coincided with the launch of the second cohort of Illinois' Competency-Based High School Graduation Requirements Pilot Program. Both innovations seek to empower schools and districts to make learning more personalized and equitable for each and every student.

Competency-based education removes the constraints of "seat time" and instead assesses and advances students based on their demonstrated mastery of skills and knowledge. Competency-based education allows students to learn at their own pace, taking the amount of time they need to master a concept or skill before moving on. This model encourages learning outside the classroom to count – whether internships, work-based experiences, or volunteering.

PROGRAMS IN ACTION



Huntley Community School District 158 is participating in ISBE's competency-based education pilot. The district is creating learner profiles for a group of 125 ninth-graders in the 2018-19 school year. Students will advance throughout the year by demonstrating mastery of competencies and habits of work and learning. These ongoing demonstrations of discrete skills and knowledge will help the district better know where each student is in their learning and what individual supports each student needs to stay on track. The district is reorganizing the ninth-grade schedule to support competency-based learning.

Competency-based education makes learning more relevant to each individual student, keeping them engaged at key moments. Encouraging students to take the time they need to master foundational competencies sets students up for success as they progress to more advanced subjects and to college and career.

Fifteen school districts are participating in the pilot. Each has a unique strategy for implementing competency-based teaching and learning.

PROGRAMS IN ACTION



Quincy Public Schools' 21st CCLC targets students at risk of needing to repeat their current grade (known as "retention") or not graduating with their peers. The learning center offers a four-week summer academy for seventh- and eighth-grade students, as well as an eight-week academy for high school students. These academies provided targeted academic support for all students and credit recovery for high school students that is integrated with attendance initiatives and family engagement. The program reported that 39 of the 50 seventh-grade students and all 50 of the eighth-grade students who attended were removed from the potential retention list through their growth in the summer school program. The 140 students who attended the high school academy collectively recovered 202 credits.

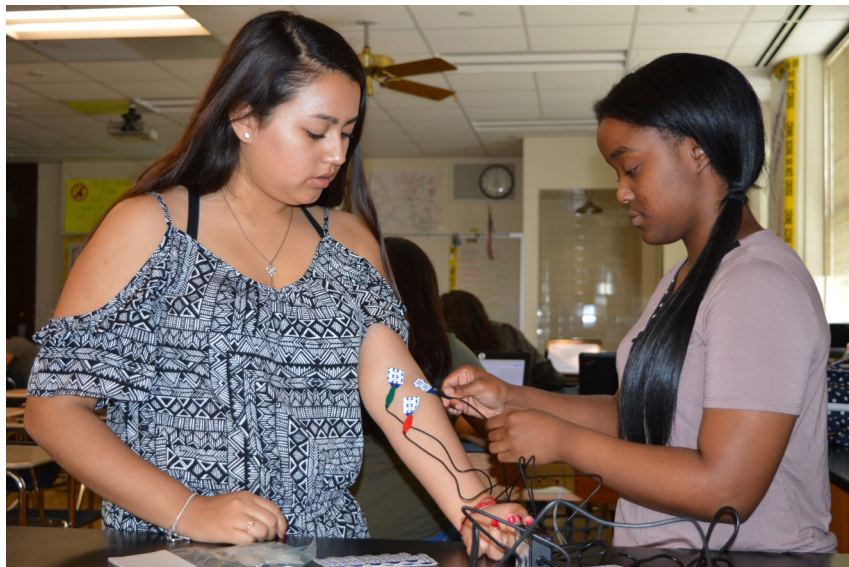
Some school districts use their 21st Century Community Learning Centers (CCLC) funds to provide students at risk of not graduating with their peers extra time in the summer to get back on track. These grants provide opportunities for students and families in local community centers with the goal of improving students' academic achievement. Districts can use funds to design and implement programs relevant to their students' needs, offering a wide

range of enrichment activities while supporting academic success.

Districts can also use their largest state funding stream, Evidence-Based Funding (EBF), to provide extended learning opportunities, such as summer school, for students who need extra time. The EBF formula defines in statute, for the first time ever, an adequate funding target for each school district, based on its enrollment numbers and the cost of 34 factors proven to deliver the greatest positive impact to students. These factors include technology, summer school, core intervention teachers, and extra supports for English Learners and school-dependent students. Districts whose current resources put them furthest away from their adequacy target receive the largest portion of new state funding.

Districts do not have to budget according to the cost factors in the EBF formula, especially as most districts are not yet funded at full capacity to meet expectations. However, districts can use the evidence-based best practices in the formula as a guide to maximize the positive impact of their funding for students and expand schools' capacity to support learning.

Investing in students' success in the critical ninth grade establishes a strong foundation for students to mature into thriving adults who contribute to safe, healthy, and economically secure communities.



Joliet Township High School District 204 uses Title I, Part A funds to expand college and career opportunities for students, including purchasing durable science equipment for its new biomedical program. Students in the program use equipment they would find in a real medical workplace, such as heart rate monitors, to engage deeply in learning about human physiology, basic biology, medicine, and research.

Goal: Ninety percent or more students graduate from high school ready for college and career.

RESULTS TO DATE

A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success. The social and economic future of the state depends on investing in our students' readiness for college and career.

The accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The lowest-performing schools will receive additional funding and differentiated, comprehensive supports through IL-EMPOWER to build the school's capacity to meet the needs of the whole child and improve student outcomes.

The accountability system includes graduation rates and attainment of grade-level standards in math and

English language arts as key indicators of high schools' academic performance. The percentage of students meeting grade-level standards in English language arts accounts for 10 percent of a school's total points used to determine a summative designation in the first year of the system and 7.5 percent thereafter. Graduation accounts for 50 percent of a high school's total points.

Illinois educators and educational leaders have expressed a strong desire for Illinois to expand our assessment capacity to recognize high school students' academic growth in our accountability system. A common measurement of growth across classrooms, schools, and districts would allow for the identification of trends that might otherwise be missed. These trends can strengthen the replication of effective practices and the targeting of additional supports to the students in the greatest need.



Students in the Junior ROTC program in Dupu Community Unit School District 196 meet with State Superintendent Tony Smith, Ph.D. Dupu's ROTC program is one of several Career and Technical Education programs the district offers.



Members of the Harrisburg FFA Chapter and the Illinois State FFA Officers met with Jason Helfer and Emily Fox to discuss teacher recruitment and retention and agricultural education. Many Illinois students are involved in the National FFA Organization and have benefited from the leadership opportunities FFA has opened for them. Agriculture teachers have shared how they are not just educating future farmers, but future engineers, problem solvers, and leaders.

ISBE released a Request for Proposals for aligned high school accountability assessments taken in the ninth and 10th grades, culminating in an aligned college entrance exam taken in the 11th grade, in order to provide a common measurement of academic growth for high school students. ISBE is following state procurement policies in selecting a vendor. Students will begin taking the aligned assessments in the 2018-19 school year.

ISBE currently measures students' proficiency in English language arts and math through the SAT, taken by all students in the 11th grade. Students took the SAT as the state's accountability assessment for the first time in the spring of 2017. The test also serves as free college entrance exam for all students, representing ISBE's commitment to expanding access to college.

Results from the spring 2017 administration of the SAT showed 39 percent of students meeting or exceeding grade-level expectations. Illinois must do better to meet the state's cross-agency goal of at least 60 percent of all Illinoisans having a high-quality degree or credential by 2025.

Illinois' accountability system also includes a college and career readiness indicator, weighted at 6.25 percent. This indicator acknowledges that a single test score cannot truly show readiness for college and career. Students can earn a College and Career Ready

or Distinguished Scholar commendation through academic and career-preparation accomplishments and experiences inside and outside of school.

The College and Career Ready and Distinguished Scholar pathways capture more of what matters for success in college and career. The College and Career Ready pathway includes a grade point average of at least 2.8 out of 4.0, at least 95 percent attendance in junior and senior years of high school, and either a College and Career Pathway Endorsement under the Postsecondary Workforce Readiness Act or a combination of at least one academic indicator in both math and English language arts, such as a 3 or higher on an Advanced Placement (AP) exam; the identification of a career area of interest by the end of sophomore year; and three career ready indicators, such as 25 hours of community service, consecutive summer employment, or earning college credit through a dual credit course.

The Distinguished Scholar pathway includes a grade point average of at least 3.75 out of 4.0, at least 95 percent attendance in junior and senior years of high school, an ACT score of at least 30 or an SAT score of at least 1400, at least one academic indicator in both math and English language arts, and three career ready indicators.

The Competency-Based High School Graduation Requirements Pilot Program, also established by the Postsecondary Workforce Readiness Act, supports students in attaining the requirements of these college and career readiness pathways. Competency-based education removes the constraints of “seat time” and encourages learning outside the classroom to count – whether internships, work-based experiences, or volunteering. Students learn at their own pace and advance by demonstrating mastery of discrete skills and knowledge, so educators and families have a deeper understanding of where students are and what supports they need. Fifteen school districts are participating in the pilot so far.

ISBE hosted a two-day summit in June 2018 for districts in the pilot to connect each other and with national experts and for any district in the state to learn more about implementing competency-based practices.

ONGOING EFFORTS

All students deserve access to a wide range of rigorous options to explore to help them choose a next step after high school. ISBE strives to provide all students relevant and personalized learning opportunities that engage their strengths and interests.

To support this common goal, Illinois applied for and was selected to be the first state in the country to focus on closing the gaps in access to advanced coursework by race and income that persist in the majority of schools across the country. Fifty-two schools in 25 districts have partnered with Equal Opportunity Schools (EOS), a national nonprofit, as a part of the Lead Higher Initiative.

Partner schools are working with EOS to collect and analyze data around AP, International Baccalaureate (IB), and college/career readiness in their high school buildings. EOS is supporting schools in using this information to strategically enroll, promote, and support students who have previously not been engaged in the rigorous programming already available in their schools. In addition to joining the Lead Higher Initiative, ISBE covered a portion of the AP exam fee for all students who qualified as low-income in 2017.

Illinois’ efforts to improve students’ access to AP are paying off. The AP exam fee reduction and EOS

partnership resulted in an 11 percent increase in the number of low-income students taking AP exams over 2016 levels – well above the 7 percent national increase and three times greater than the 3.6 percent average increase in states that did not provide funding.

EOS partner schools have enrolled an additional 4,389 students of color and low-income students in AP/IB courses as of March 2018. Lead Higher partner schools doubled the number of low-income African American students enrolled in AP/IB courses in the 2016-17 school year.

Lead Higher partner schools are showing that their students of color and low-income students are ready to be successful in these challenging courses, with no significant change in course pass rates between the 2015-16 and 2017-18 school years. Illinois leaders across the state and in partner districts and schools have committed to fully representing their student diversity in their most rigorous courses over the next several years, changing the narrative of what is possible for historically underrepresented students in Illinois and positively impacting the college and career trajectories of thousands of individuals.

Success on AP exams can earn students early college credit, potentially making college more affordable or allowing students to take more advanced or elective courses. The state’s public and private high school students earned a 3 or higher on 141,383 AP exams in May 2017, according to the College Board. Illinois’ AP program delivered a total potential cost savings of

PROGRAMS IN ACTION



The College Board named Chicago Public Schools the national AP District of the Year among all large-sized school districts in the United States and Canada. The College Board selects one AP District of the Year for each category of districts (small-, medium-, and large-sized) based on an analysis of three academic years of AP data. Illinois school districts have won AP District of the Year awards in five of the past eight years – an incredible testament to Illinois’ efforts to maximize college and career opportunities for all students. These districts are leading the nation in expanding access to AP courses while simultaneously improving AP exam performance.

\$192,576,370 for students and families in a single year, assuming an average rate of three credit hours granted per AP exam by colleges and universities at an average of \$454.03 per credit hour.

The State Seal of Biliteracy and State Commendation Toward Biliteracy also celebrate the capacities of diverse students. The program recognizes students who demonstrate proficiency in one or more languages in addition to English. Students receive the seal or commendation on their official high school transcripts and graduation certificates.

Eighty-three districts registered for participation in the seal and 61 for participation in the commendation in the 2017-18 school year. More than 7,600 students are projected to receive the seal in 34 languages in addition to English. More than 4,300 students are projected to receive the commendation in 18 languages in addition to English.



1,027 Illinois HOSA-Future Health Professionals students from 37 Chapters met in Decatur to compete in 54 different health care-focused events at the 2018 Illinois HOSA State Leadership Conference. HOSA, an international student organization, aims to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.

PROGRAMS IN ACTION



Mendota High School District 280 first awarded the Seal of Biliteracy in 2016. A small rural district, Mendota awarded eight seals and commendations each year in 2016 and 2017. The program has led to an increase in interest from parents, community, school staff, and others in promoting language learning and celebrating linguistic diversity across their district.

Biliteracy gives students a valuable skill in today's global marketplace.

Authentic workplace learning experiences in high school also give students valuable skills, experiences, and confidence to discover career areas of interest and persist toward earning a degree or credential.

Many career and technical education (CTE) programs partner with local institutions of higher learning to offer students opportunities to earn college credits and industry-recognized credentials while in high school. School districts have established an average of seven new agricultural education programs per year in each of the last five years. The Incentive Funding Grant and Facilitating Coordination in Agricultural Education Grant provide critical support for improving the postsecondary programs that train future agricultural education teachers.

CTE programs specifically train students for high-skill, high-wage, and high-demand careers. Students' net earnings in 2017 totaled more than \$11 million from work-based learning projects connected to their agricultural classroom training.

Illinois joined the national Project Lead The Way (PLTW) in the 2004-05 school year with 12 schools. PLTW provides curricula, formative assessments, teacher training and ongoing support, and resources to engage diverse students in careers in science, technology, engineering, and math. Nearly 400 schools provided PLTW programs in 2016-17. The University of Illinois provided more than 16,000 contact hours of professional development. More than 20 percent of freshmen entering the University of Illinois at Chicago in fall 2017 had PLTW experience.

In addition to multiple pathways to success after graduation, students also need practical resources and guidance about preparing – and paying – for their chosen next step. ISBE's 2017-18 Student Advisory Council identified postsecondary preparation as a significant source of stress for students. Council members launched a new Student Voices microsite at www.isbe.net/studentvoices to create space for students statewide to ask and answer questions about preparing for their futures. The site also links to resources from the state on subjects such as paying for college and mental health.

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



Visiting teacher from Spain Felix Gancedo Menedez captures students' attention in Woodstock Community Unit School District 200. ISBE's partnership with Spain makes dual-language programs possible across the state.

RESULTS TO DATE

The stakes are high to ensure every student has an excellent teacher in every classroom. Decades of research show us positive relationships with caring adults are critical for students to learn. However, as of October 2017, more than 2,000 teaching positions went unfilled across Illinois.

ISBE's research, data, and advocacy on the state's teacher shortage has led to a number of coordinated efforts to address teacher workforce issues from multiple angles. We are working with lawmakers and stakeholders to create the conditions to recruit, support, and retain diverse and excellent teachers.

ISBE embarked on a significant effort to strengthen data collection, sharing, and reporting between ISBE and institutions of higher education (IHEs) in order to advance the work of educator preparation programs statewide. The Partnership for Educator Preparation (PEP) Steering Committee, consisting of a diverse team of stakeholders representing the state, provided input and guidance in the design and content of ISBE's revised accountability and program improvement system for teacher preparation. The goal of this system is to ensure that all novice teachers in Illinois are ready to support student learning upon entering the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide. ISBE received funding for the project from the Joyce Foundation via a grant



ISBE staff and representatives from institutions of higher education met in Bloomington-Normal for a day of collaboration to improve Illinois' educator preparation programs.

distributed by Advance Illinois. The agency teamed up with thought partners from Education First and Teacher Preparation Analytics to bring ideas to fruition. PEP work is ongoing, and numerous projects have emerged under the PEP umbrella.

The state embarked on a pilot to test new indicators of quality for teacher preparation programs in fall 2016. Thirty-six of the state's 59 IHEs — representing 76 percent of teaching candidates in the state -- volunteered to take part in the pilot and test the data collection process. Between November 2016 and May 2017, IHEs reported data for up to three of their teacher preparation programs to ISBE. PEP Steering Committee members, ISBE staff, and pilot participants met throughout the collection period and collaborated to review and discuss data elements, challenges, and possibilities for improving data collection and reporting processes.

The state began statewide implementation in fall 2017 after a successful pilot. All 59 IHEs offering teacher preparation programs in Illinois are participating and

collecting data for all of their teacher preparation programs. Data is currently being reported to ISBE via the new Annual Program Reporting system. ISBE is compiling data submitted by each IHE and coupling it with data collected by the agency to create a dashboard report for each teacher preparation program.

In addition to providing useful data to IHEs for program improvement, the state has also begun creating a report targeted toward district hiring managers. The report will enable districts to view and slice data about their teachers, including their preparation, recruitment, and retention trends, and state shortage areas in order to support partnerships between districts and IHEs.

The New Teacher Project's "[Getting to Better Prep: A State Guide for Teacher Preparation Data Systems](#)" recognized Illinois as a national leader. In a survey administered to mini-pilot participants, 100 percent of respondents indicated they will use their data to improve performance, and 95 percent of respondents believe it will increase teaching candidate success.

ONGOING EFFORTS

Illinois announced “Teach Illinois – Strong Teachers, Strong Classrooms” in September 2017. Teach Illinois is a year of study on teacher workforce issues to address the pipeline, teacher diversity, licensure, preparation, recruitment, retention, and support. Partners include MidWest REL, Revolution Impact, Education First, with funding from the Joyce Foundation. The methodology includes data analysis from multiple sources; a national research review; and focus groups with teachers, school and district leaders, students, school board members, representatives of IHEs, and others. ISBE will present a comprehensive report with recommendations for legislative and agency action by September 2018.

ISBE is continuing to advance promising practices to recruit and support educators while engaging in this comprehensive year of study. ISBE is working with lawmakers to streamline teacher licensure and remove barriers to qualified individuals obtaining an appropriate license to teach, including by expanding reciprocity for teachers licensed in other states.

Illinois joined the Council of Chief State School Officers’ (CCSSO) Diverse and Learner-Ready Initiative, committing with nine other states to diversify the future teacher workforce and ensure all teachers are prepared to use students’ racial and cultural identity as an asset in their learning. CCSSO is supporting participating states in developing a vision for how to collaborate with teacher preparation programs, school districts, and other key stakeholders to achieve greater diversity in the teacher workforce.

PROGRAMS IN ACTION



Mattoon Community Unit School District 2 purchased Teacher Portrait, an online teacher recruitment and application service, with federal Title II funds. Teacher Portrait assists Mattoon administrators in gathering information on teaching candidates applying for positions throughout the district. Fifteen administrators at Mattoon currently utilize this system. So far, the district has received more than 3,400 applicants per year for certified and classified positions throughout the district.

PROGRAMS IN ACTION



Several visiting teachers from Spain make it possible for Woodstock Community Unit School District 200 to provide a dual language program for students from pre-kindergarten through 12th grade. The visiting teachers not only contribute their linguistic skills but also their cultural experiences. The district reports that the exchange program has had a positive impact on the culture of its schools and the community as a whole.

The Illinois Every Student Succeeds Act 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.

Title II grants give districts the financial capacity to prepare, train, and recruit high-quality teachers, principals, and other school leaders.

Bilingual education is one of the most prominent shortage areas. The Bilingual Education Visiting Teacher Program, now in its 19th year, helps fulfill the need for Spanish-English bilingual teachers through a cultural exchange with the country of Spain. ISBE sponsors the visiting teachers’ visas, and the teachers teach in Illinois classrooms for one to three years. Currently, 126 teachers from Spain teach in schools across the state. More than 800 teachers have participated in the program in Illinois since it began in 1999.

In order to support effective district leadership as well as effective teaching, ISBE implemented a Superintendents-Only Support (SOS) Line, a phone line developed for district superintendents to have direct access to ISBE senior staff as needed throughout the workday. ISBE is piloting the SOS Line and anticipates opening it to all Illinois superintendents in August 2018.

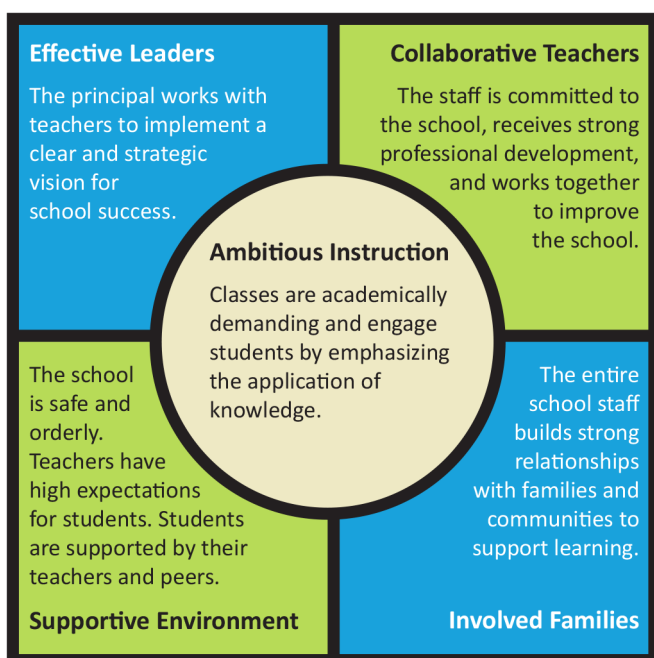
Goal: Every school offers a safe and healthy learning environment for all students.

RESULTS TO DATE

A safe, caring, inclusive, and responsive school climate creates the conditions for all students to engage with new ideas, take advantage of learning opportunities, and grow to reach their full potential. All children need healthy meals, shelter, safety, meaningful relationships, and a sense of purpose. Many of our children across Illinois are dependent on schools to meet these critical needs. We have a shared responsibility to create the conditions for all students to thrive.

The 5Essentials Survey offers a unique opportunity for students, teachers, and family members to help identify strengths and weaknesses in their school's learning environment and gives them a voice in improving it. Schools statewide administered the 5Essentials Survey for the sixth consecutive year in the 2017-18 school year. The survey provides a comprehensive picture of a school's organizational culture through an individualized, actionable report

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.

that measures five components critical for school success: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction.

UChicago IMPACT, ISBE's partner in developing and administering the 5Essentials Survey, launched a new reporting website in March 2018 that allows schools to track data over time, see how they compare to similar schools, and connect to research that supports the indicators.

In the 2017-18 school year, ISBE opened a fourth- and fifth-grade 5Essentials Survey pilot to any district interested in participating. Having fourth- and fifth-grade students participate provides more school-level data to elementary school teachers and leaders. ISBE collaborated with the Ounce of Prevention Fund and the University of Chicago Consortium on School Research to pilot an Early Education Essential Organizational Supports measurement system at more than 100 state- and federally funded early childhood programs serving 3- and 4- year-olds across the state. These data align with the 5Essentials Survey and support family engagement and program improvement.

The new balanced accountability system ISBE developed under the Every Student Succeeds Act more closely aligns our measurements of school quality to our Board goals. The percentage of students that participated in the 5Essentials or approved alternate climate survey will account for 5 percent of a school's total quality score.

The lowest-performing schools will receive additional funding and differentiated, comprehensive supports to build the school's capacity to meet the needs of the whole child and improve student outcomes. A needs and equity assessment will help guide areas of focus in Curriculum and Instruction, Governance and Management, and Climate and Culture.

The Illinois Learning Standards for social-emotional learning continue to guide schools and districts in



ISBE staff and representatives from the U.S. Department of Agriculture visited Washington Elementary School in Dolton-Riverdale School District 148 in celebration of National School Breakfast Week.

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.

ONGOING EFFORTS

Fostering a safe and healthy climate requires caring for students' physical, social-emotional, and cognitive development.

The McKinney-Vento Homeless Act provides funding to seven geographic areas throughout the state. The funds enable districts to provide assistance, support services, outreach, and advocacy to some of Illinois' most vulnerable residents. Children and youth identified under the McKinney-Vento Homeless Act

enroll and participate fully in school and have equal access to the same free and appropriate public education provided to non-homeless children and youth. Districts statewide have reported a total of 44,195 students experiencing homelessness in fiscal year 2018 thus far.

The Substance Abuse and Mental Health Services Administration's Advancing Wellness and Resilience in Education Project (IL-AWARE) aims to ensure an effective and efficient behavioral health care system for all Illinois children and their families. The \$1.9 million federal IL-AWARE grant supports state- and community-level transformation through the implementation of multi-tiered systems of support. ISBE is currently in year four of this five-year cooperative grant, which it received in 2014. The funds assist three districts – East Aurora School District 131, Decatur School District 61, and Harrisburg Unit District 3 -- in working with community partners to 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

PROGRAMS IN ACTION



Decatur School District 61's IL-AWARE program helped a student in the district's alternative program manage her anger. The district learned the questions to ask to get to the root of the student's anger. She participated in an anger management training facilitated by a mental health agency partner. The student reported that, while she still gets angry, the program helped her manage her emotions better. Later in the year, she asked if she could have a refresher on the training, which speaks to the impact of the program and the student's new belief that with the right tools, she can be successful.

and capacity among adults who interact with school-aged children. ISBE is responsible for building capacity and implementing statewide training for educational personnel in YMHFA strategies.

Students' physical health supports their capacity to learn. Illinois recognizes that 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.

A Center for Disease Control and Prevention Division of Adolescent and School Health (DASH) Grant for HIV, STD, and Unintended Pregnancy Prevention allowed ISBE to collaborate with national organizations to provide technical assistance, professional development, and workshops. The goals of the effort are to decrease sexual risk behaviors among adolescents, increase adolescents' use of highly effective contraception methods, and increase adolescents' access to key sexual health services.

Illinois understands how important it is to ensure that every student has a pathway to success. The Truants' Alternative and Optional Education Grant, the Regional Safe Schools Grant, and Alternative Opportunities Learning Programs provide students with the educational, social, and emotional supports necessary to be successful. Currently, these programs operate on a statewide basis and serve more than 25,000 students per year.



Sandy Voss, ISBE's 2018 School Nutrition Champion, advises Marquardt Middle Schoolers during the Young Chefs Club salad competition. The winning recipe was included in the Marquardt Middle School menu and served to students this school year. The School Nutrition Champion award recognizes the leadership and dedication of school nutrition professionals.

PROGRAMS IN ACTION



Peoria Public Schools participated in the DASH project for all five years of the grant, serving 3,751 students in total. Community partners trained in sexual health deliver lessons to students in the fifth through ninth grades, using the Family Life and Sexual Health curriculum. The district measures success using both qualitative and quantitative metrics. The district's metrics show 81 percent of participating students indicated a growth in knowledge; 78 percent of students indicated they intended to positively change their decision-making concerning risk behaviors. One sixth-grade student commented that students received information on topics they wanted to know about. Other students commented that they felt more prepared to make decisions about teen pregnancy, their families, and their futures.

Illinois understands how important regular healthy meals are to students' learning and development. ISBE administers several nutritious food programs funded by the U.S. Department of Agriculture (USDA), 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 (FFVP).

The FFVP provides funding to elementary schools that participate in the National School Lunch Program for a fresh fruit or vegetable snack for outside of the breakfast and lunch service times. All schools served must have 100 percent of students eligible for free or reduced-price lunch. Demand for this program surpasses the available funds. ISBE provided more than \$5 million to 272 schools in FY 2018.

ISBE works to increase schools' capacity to meet students' nutritional needs through training and other resources. ISBE partnered with the University of Illinois Cooperative Extension and Rise and Shine Illinois to provide workshops for districts on implementation of the Breakfast After the Bell program. Every school in which at least 70 percent of the students were eligible for free or reduced-price lunches in October of the preceding year must provide breakfast to children after the instructional day begins.

USDA Equipment Grants assist schools in purchasing equipment to serve healthier meals, improve food safety, and expand access. The HealthierUS School Challenge: Smarter Lunchrooms program helps schools voluntarily create healthier school environments through promotion of nutrition and physical activity. Six Illinois school districts have received a HealthierUS School Challenge award: Skokie School District 73-5, Berwyn South School District 100, Paris Community Unit School District 4, Paris Union School District 95, River Trails SD 26, and City of Chicago Public School District 299.

ISBE also provides professional learning opportunities for school staff and leaders to learn more about nutrition. ISBE partnered with Lincoln Land Community College, Kendall College, and Kaskaskia College of Culinary Arts to provide 150 Healthy Meals Cooking Classes to more than 900 attendees (front line cooks at school districts and child care centers) over four years focusing on preparation of healthier menus, scratch cooking, knife skills, and baking with whole grain products. ISBE partnered with USDA and the Institute of Child Nutrition to host 12 trainings statewide on the implementation of the new Child and Adult Care Food Program meal patterns that went into effect on October 1, 2017. ISBE hosted the two-day School Nutrition Programs Back to School Conference to provide regulatory training to school nutrition professionals.

Physical safety is a prerequisite for students to be able to engage deeply with their learning. The shooting at Marjory Stoneman Douglas High School in Parkland, Florida, in February sparked a national movement among students. ISBE issued a series of communications leading up to the student-led

PROGRAMS IN ACTION



Bloom Township High School District 206 purchased eight refrigerated display cases with a USDA Equipment Grant. The cases have increased students' interest in and selection of fresh, healthy items, such as whole fruit, small salads, and cold sandwiches. The district also purchased two pass-through refrigerators to keep stored foods at a consistent temperature, which has lengthened the shelf life of the foods and increased their quality.



ISBE's 2017-18 Student Advisory Council launched isbe.net/studentvoices to create a space for students to talk about their experiences and share information with each other. The microsite includes links to mental health supports and resources pertaining to future planning, finding a job, and paying for college.

national day of action on March 24, 2018. ISBE guidance encouraged schools to use the day of action as a teachable moment on civic engagement and respectful discourse. ISBE stressed students' constitutional right to free expression and peaceful assembly. We encouraged school and district leaders to create a plan for how the school would both support student voice and protect student safety during walkouts and demonstrations.

ISBE's 2017-18 Student Advisory Council launched its Student Voices microsite – a space for students to ask and answer questions about preparing for their futures – the same day as the National School Walkout. The students chose to post photos and quotes from their demonstration on the microsite.



Dimmick Community Consolidated School District #175's physical education instructor Mr. Foster uses the Heart Zones Monitoring System. The arm bands sync up to the instructor's iPad and display on the large screen, so students and the teacher can track heart rate activity in real time. The data supports differentiated instruction both immediately and long term to improve students' fitness and understanding of their physical health.



Illinois State Board of Education

2018 Progress Report

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ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

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: Cut Score Recommendations for Redeveloped Licensure Tests: Foreign Language: French (252), Foreign Language: German (253), Foreign Language: Spanish (260), Foreign Language: Japanese (256), Music (212), General Middle Grades (298), and School Nurse (236)

Materials: Appendix A

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Emily Fox, Division Administrator, Educator Effectiveness

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve cut score recommendations for the following redeveloped licensure tests: Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music, General Middle Grades, and School Nurse.

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...

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

Background Information

Teacher candidates must successfully complete an exam in their respective content area (e.g., English language arts, mathematics, social science) before they can receive a teaching license, among other program requirements (e.g., student teaching, successful completion of an approved program). The Illinois State Board of Education (ISBE) contracted with Evaluation Systems Group of Pearson to develop and deliver the various content exams required for licensure. Evaluation Systems Group of Pearson has been working with ISBE during the 2016–18 test administration years to continue redevelopment for 23 Illinois Licensure Testing System (ILTS) test fields in nine phases, which will continue through 2019. New development of the tests in the ILTS program ensure alignment to relevant state and national standards. The last major redevelopment of tests in the ILTS program occurred during the 2001-05 time period. Content-specific pedagogy and reading literacy in the content areas are included in the current redevelopment of ILTS tests.

Pearson completed Phase 3, Group 2 of redevelopment by establishing standard-setting panels for each of the following tests: Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music, General Middle Grades, and School Nurse. The standard-setting conference, which was held April 3-5, 2018, resulted in cut score recommendations for each of the seven tests. The panels, which were seeking diversity in ethnicity, gender, and school setting (e.g., urban, rural, small, large), were composed of Illinois

public school teachers who are endorsed and practicing in the respective fields and educator preparation faculty who are preparing future Illinois teachers in the seven fields. (See Appendix A: Table 1.)

Evaluation Systems Group of Pearson provided training in the passing score recommendation process. Panelists for all seven fields were first instructed on the expectations of the Just Acceptably Qualified Candidate (JAQC). Panelists were provided with detailed descriptors of JAQC and were asked to refer to the descriptors several times throughout the conference.

Panelists began item-rating activities following the JAQC discussions. This work occurred through multiple rounds. Each round resulted in a more refined judgment on scorable items. Committee members were provided training in Rounds 1 and 2 on how to make judgments for each scorable multiple-choice question considering the expected performance level of “just acceptably qualified” entry-level candidates in Illinois.

Once the Round 1 ratings were complete, Evaluation Systems analyzed the data for each test and provided panelists with summaries of their Round 1 results. After discussing the rating summaries, committee members had an opportunity to revise their Round 1 item-level judgments during Round 2. The same process was used in Rounds 2 and 3 in order to identify the recommended cut score for each test. (See Appendix A: Tables 2 and 3.)¹

The recommended cut scores were shared with the State Educator Preparation and Licensure Board (SEPLB). SEPLB approved the panel recommended cut scores on June 1, 2018, for the following redeveloped tests: Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music and School Nurse.

SEPLB also approved minus 1 Standard Error of Measurement (SEM) below the panel-recommended cut score for the new General Middle Grades test. No candidates have taken this new test so Pearson is not able to provide impact data that would show the percentage of candidates who passed at the panel-recommended cut score and the cut scores at 1 and 2 SEMs above and below the panel recommendation. Therefore, pass rates at the panel-based recommendation and the standard error adjustments are unavailable at this time. Pass rate data will be revisited once the test is operationalized. This is the same approach ISBE used with previous new middle grades tests.

Financial Background:

Not applicable.

Business Enterprise Program (BEP):

Not applicable.

¹ Appendix A: Table 2 and 3 provides information on SEM adjustments for each of the seven tests. The cut scores recommended by the panels are provided for each test, along with cut scores at 1 and 2 SEM adjustments above and below the panel recommendations.

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

Policy Implications: Approving the cut scores will ensure that the licensure tests, which range in cost from \$122-\$162, are aligned to relevant national and state standards outlined in 23 Illinois Administrative Code. Approval of cut scores aligns with the implementation for the tests as they become operational on September 4, 2018.

Budget Implications: Not applicable.

Legislative Action: Not applicable.

Communication: Communication to the field will include information regarding the redevelopment of the Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music, General Middle Grades, and School Nurse fields and that the tests become operational on September 4, 2018.

Pros and Cons of Various Actions:

Pros: These tests will become operational September 4, 2018. Approving the scores will allow educators to continue to register for the exams and obtain a score.

Cons: Educators who take the exam will not be able to enroll in student teaching until a cut score is approved. A passing score on the content test is required prior to student teaching per 23 Illinois Administrative Code 25.720.

Superintendent's Recommendation:

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the panel-recommended cut scores for the following redeveloped tests: Foreign Language: French, Foreign Language: German, Foreign Language: Spanish, Foreign Language: Japanese, Music, and School Nurse. The Board also authorizes the State Superintendent to approve minus 1 SEM below the panel-recommended cut score for the General Middle Grades test.

Next Steps:

Upon Board authorization, agency staff will contact Evaluation Systems of Pearson to inform them that the cut scores have been approved.

Appendix A

Table 1: ILTS Phase 3, Group 2 Standard-Setting Committee Composition

KEY					
Race/Ethnicity		Region			
H=Hispanic or Latino B=Black or African American (not Hispanic or Latino) W=White (not Hispanic or Latino) NA=No Response A=Asian (not Hispanic or Latino) O=Other T=Two or more races (not Hispanic or Latino)		CA=Chicago Area NE=Northeast EC=East Central NC=North Central C=Central		SE=Southeast SW=Southwest WC=West Central NW=Northwest NA=Not Answered	
Test Field	Faculty	Public School Teacher	Total	Ethnicity	Geographic Region
Foreign Language: French (252)	1	15	16	T: 1 W: 9 NR: 6	CA: 8 EC: 3 NE: 2 NW: 2 NR: 1
Foreign Language: German (253)	2	5	7	W: 5 NR: 2	CA: 2 EC: 2 NE: 2 WC: 1
Foreign Language: Spanish (260)	3	15	18	H/L: 7 T: 1 W: 8 NR: 2	CA: 10 EC: 1 NE: 1 NW: 2 SE: 1 SW: 1 NR: 2
Foreign Language: Japanese (256)	0	3	3	A: 2 W: 1	CA: 3
Music (212)	5	13	18	B/AA: 1 O: 1 W: 14 NR: 2	CA: 6 EC: 1 NE: 2 NW: 2 SW: 2 WC: 3 NR: 2
General Middle Grades (298)	4	9	13	B/AA: 3 O: 1 W: 6 NR: 3	CA: 3 SW: 5 NR: 5
School Nurse (236)	2	10	12	B/AA: 1 H/L: 2 W: 9	CA: 4 EC: 1 NW: 1 SW: 2 WC: 1 NR: 3

Appendix A

**Table 2:
Panel-recommended Cut Scores (PRC) with Standard Error of Measurement (SEM)
Adjustments
Multiple-choice-only Fields**

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
Music (212)	41	46	50/80	54	59
General Middle Grades (298)	33	36/64	40/64	44	48
School Nurse (236)	50	54	58/80	62	66

**Table 3:
Panel Recommended Cut Scores (PRC) with SEM Adjustments
Foreign Languages (French, German, Spanish, and Japanese)**

Field	-2 SEM	-1 SEM	PRC	+1 SEM	+2 SEM
Foreign Language: French (252)	26	30	33/52	37	40
Constructed-Response 1 Presentational Writing	4	5	6/8	7	8
Constructed-Response 2 Presentational Speaking	4	5	6/8	7	8
Foreign Language: German (253)	27	31	34/52	37	41
Constructed-Response 1 Presentational Writing	4	5	6/8	7	8
Constructed-Response 2 Presentational Speaking	4	5	6/8	7	8
Foreign Language: Japanese (256)	25	28	32/52	36	39
Constructed-Response 1 Presentational Writing	4	5	6/8	7	8
Constructed-Response 2 Presentational Speaking	4	5	6/8	7	8
Foreign Language: Spanish (260)	24	28	31/52	35	38
Constructed-Response 1 Presentational Writing	4	5	6/8	7	8
Constructed-Response 2 Presentational Speaking	4	5	6/8	7	8

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent *AS*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Technical Advisory Council Recommendations

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent, Teaching and Learning
Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director of Assessment

Purpose of Agenda Item

The Center for Teaching and Learning requests the State Board approve recommendations made by the Technical Advisory Council for the purpose of operationalizing the accountability system prior to the 2018-19 school year.

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

Approving the TAC recommendations as part of the Every Student Succeeds Act (ESSA) accountability system supports the following Board goals:

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

Background Information

In September 2015, ISBE adopted its vision, mission and goals to emphasize the importance of a cohesive system to support the whole child through equity and access to a quality education for every child. The goals specify the outcomes that will ensure that every child in Illinois schools graduate college and career ready. The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, provided the opportunity to support the implementation of ISBE's strategic plan and goals for all students. One ESSA requirement is an accountability system designed to provide information on student performance to stakeholders and identify schools for additional support.

More specifically, each state must implement an accountability system that includes a set of academic indicators and one or more school quality or student success indicators each of which receives a weight determined by the state.¹ Whereas the academic indicators are identified in the language of the law, a state selected one or more school quality and student success indicators that met a set of criteria. The selected student success and school quality indicators were identified in the development of Illinois' ESSA Plan. These indicators are calculated individually and then together to create a summative designation for the purpose of annual meaningful differentiation. The summative designations assist ISBE in identifying those schools to receive comprehensive and targeted supports through IL-EMPOWER. ISBE convened a Technical Advisory Council (TAC) to develop recommendations for a technically sound approach to calculating both the individual indicators and a summative designation.

ISBE worked with the National Center for Assessment to ensure the ISBE accountability system is operationalized in a manner that reflects the state's core values, provides valid information about the performance of schools generally, and identifies those schools that are in need of support. The National Center for Assessment assembled and facilitated an independent TAC with expertise in the design and implementation of accountability systems. The TAC was commissioned to work with the existing Illinois ESSA Plan, in order to understand the policy priorities and providing recommendations to support the state goals.

The TAC met beginning in December 2017. All meetings were broadcast via webinar. Stakeholders could attend in person (for the in-person meetings) or virtually (for both the in-person and virtual meetings). All meetings provided opportunities for public comment. The TAC provided an update at the April 2018 Board meeting and submitted its recommendations at the May 2018 Board meeting. The recommendations were posted on the ISBE ESSA webpage after the May Board meeting for the purpose of receiving public comment.

TAC Recommendations

The table that follows provides a summary of the TAC's recommendations related to each indicator in the state ESSA accountability and support system. The table includes two pieces of information for each indicator:

- a. Indicator Description:** Summarizes how the indicator is defined.²
- b. Procedures for School Accountability:**³ Summarizes a recommended framework for scoring school performance on a 0-100 point scale to support meaningful differentiation.

Additional clarifications related to the TAC recommendations are provided in the "notes" column. Red letters in superscript indicate the specific part of the recommendation the notes address.

In general, the TAC's approach to reviewing the state's accountability plan involved three aspects:⁴

¹ ESSA requires that the academic indicators receive significantly more weight than the student success/school quality indicators.

² As noted in the comments column of the table, for many indicators the TAC fully accepted the definition provided in the Illinois ESSA Plan. The only exceptions are academic progress and English Learner progress toward proficiency for which general recommendations were provided.

³ For ISBE, a central purpose of school accountability is to provide information that identifies schools in need of additional support.

⁴ Importantly, the TAC did not attempt to define the business rules necessary to fully operationalize each indicator. This level of operational detail is a task best undertaken by the department. Where the TAC did provide some specific procedures, such as with academic achievement, the intent was chiefly to illustrate application of the

- First, the TAC learned about the goals and values reflected in the Illinois ESSA Plan and identified the highest-priority areas to address that would honor these principles in a technically defensible manner. The TAC's purpose was to support and clarify the Illinois ESSA Plan.
- Second, the TAC identified approaches to address priority areas and articulate a rationale for the recommendations.
- Third, the TAC identified areas where ongoing study and evaluation might help refine and improve the accountability system over time.

Indicator	TAC Recommendations	Notes
Academic Achievement	Indicator Description ^A: For a given school academic achievement is defined as the percentage of all served students meeting or exceeding standards on the required applicable assessment (i.e., PARCC in 3-8: Dynamic Learning Maps-Alternate Assessment in 3-8 ⁵ , 11; and SAT in high school).	^A This description comes directly Illinois ESSA Plan.
	Procedures for School Accountability: The TAC recommends streamlining the approach described in Illinois ESSA Plan for awarding points to schools for academic achievement. The recommended framework reflects IL's goals and priorities by retaining a focus on long-term goals and interim targets, incentivizing annual gains in proficiency, and utilizing straightforward, calculations that serve to meaningfully differentiate schools that do not achieve annual targets. Under the recommended framework a school would earn points based on its observed proficiency rate in a given content area as follows: <ul style="list-style-type: none"> • School meets the common, state-defined long term goal or interim target for proficiency: 100 points • School demonstrates a 10% increase in proficiency relative to the previous year: 70 points ^B • School does not meet the interim target: 0-99 points consistent with the percentage of the interim target represented by the current proficiency rate. 	^B The TAC supports additional study to evaluate whether a 10% change in proficiency rate represents an equally feasible criterion for all grades and content areas. To keep scoring procedures as transparent and straightforward as possible, the TAC recommends using a common scoring framework for all schools, unless data collected over time strongly suggest that this is not appropriate. ^C Note that a school that increases its proficiency rate by 10% will earn 70 points, or points consistent with the percentage of the interim target

proposed framework. The TAC understands that the specific values or points used in these illustrations may be adjusted pending ongoing investigation by the department or other advisers.

⁵ The appropriateness of the procedures and frameworks defined in this document will need to be explicitly considered for students who participate in the DLM.

	<p>Example Calculation of School Achievement Score^c</p> <table border="1" data-bbox="402 258 1081 441"> <thead> <tr> <th>3-8 ELA Academic Achievement</th> <th>School A</th> <th>School B</th> <th>School C</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>62%</td> <td>31.8%</td> <td>18.2%</td> </tr> <tr> <td>2018</td> <td>63%</td> <td>42.2%</td> <td>28.4%</td> </tr> </tbody> </table> <table border="1" data-bbox="402 510 1081 942"> <thead> <tr> <th>Outcome</th> <th>School A</th> <th>School B</th> <th>School C</th> </tr> </thead> <tbody> <tr> <td>Met 2018 Interim Target of 43.2%⁶</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>Increase Proficiency by 10% or greater</td> <td>No</td> <td>Yes = 70</td> <td>Yes = 70</td> </tr> <tr> <td>Percentage of Interim Target Represented</td> <td>NA</td> <td>42.2/43.2 = .98</td> <td>28.4/43.2 = .66</td> </tr> <tr> <td>2018 Score</td> <td>100</td> <td>98</td> <td>70</td> </tr> </tbody> </table> <p>The Illinois ESSA Plan defines five, 3-year interim targets for academic achievement. For purposes of scoring schools, the TAC recommended creating fifteen annual interim targets by equally dividing each 3-year target into annual expectations for school performance.^d</p>	3-8 ELA Academic Achievement	School A	School B	School C	2017	62%	31.8%	18.2%	2018	63%	42.2%	28.4%	Outcome	School A	School B	School C	Met 2018 Interim Target of 43.2% ⁶	Yes	No	No	Increase Proficiency by 10% or greater	No	Yes = 70	Yes = 70	Percentage of Interim Target Represented	NA	42.2/43.2 = .98	28.4/43.2 = .66	2018 Score	100	98	70	<p>represented - whichever value is larger.⁷</p> <p>^d See page 20-24 of the Illinois ESSA Plan for the state-defined 3-year interim targets.</p>
3-8 ELA Academic Achievement	School A	School B	School C																															
2017	62%	31.8%	18.2%																															
2018	63%	42.2%	28.4%																															
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Met 2018 Interim Target of 43.2% ⁶	Yes	No	No																															
Increase Proficiency by 10% or greater	No	Yes = 70	Yes = 70																															
Percentage of Interim Target Represented	NA	42.2/43.2 = .98	28.4/43.2 = .66																															
2018 Score	100	98	70																															
<p>Academic Progress</p>	<p>Indicator Description: The TAC recommends using mean Student Growth Percentiles (SGPs) as the academic progress indicator for grades 3-8⁸</p>	<p>The TAC's rationale for selecting SGPs and a summary of the other models considered, including the regression approach originally proposed in the Illinois ESSA Plan, are provided in the Phase One report.</p>																																

⁶ This value is for illustrative purposes only.

⁷ The rationale for a 10% proficiency rate increase tied to 70 points in the system is based upon the TAC acknowledging that a school may make great growth in a given year and “rewarding” a school for this growth. In these cases the schools will receive the greater of either 70 points or the percentage of the interim target that is met.

⁸ A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). The SGP allows us to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if she is not yet meeting standard. A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, we can say that she showed more growth than 85 percent of her academic peers. (accessed from <http://www.k12.wa.us/assessment/SGP/FAQ.aspx>)

	<p>Procedures for School Accountability: To award points to schools for required meaningful differentiation, the TAC recommends transforming school mean SGPs to a 0-100 scale within a fixed effective range⁹ of 20 and 80. Specifically, schools will earn points as follows:</p> <ul style="list-style-type: none"> • School mean SGP greater than 80: 100 points • School mean SGP below 20: 0 points • School mean SGP between 20-80: 1-99 points based on a school's score within the range of 20-80.^E <p>Monitor the stability of the SGP scale <i>for at least two years</i> to determine whether a <i>baseline approach</i>, which fixes scale score changes in each year to the SGPs associated with a baseline distribution, is technically feasible.^F</p> <p><i>Reporting Growth Grades</i>¹⁰: To assign schools grades for growth for reporting purposes only (this will not influence school accountability determinations),¹¹ the TAC recommends dividing the distribution of school mean growth SGPs into quintiles, consistent with that suggested in the Illinois ESSA Plan. Schools in quintiles five through one will receive a grade of A through F, respectively. This process will be conducted for all schools, and then again for each subset of "like" schools representing a key informational factor identified by the state.^G</p>	<p>A comprehensive discussion around the TAC's rationale and procedures for scaling mean SGPs within the range of 20-80 will be provided in the final report.</p> <p>^E For example, a school having a mean SGP of 72 would earn a score of 87, because 72 is 87% of the distance between 20 and 80. $(72-20)/(80-20)=0.87$</p> <p>^F Once the stability of the mean SGP scale is better understood, the implications of fixing vs. resetting thresholds for A-F can be discussed in general and in light of the message the state wants to send through the assignment of grades.</p> <p>^G Review the distribution of mean SGPs on an annual basis to understand the degree to which cut scores for A-F fluctuate from one year to the next.</p>
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⁹ An effective range is a range of scores defined by a minimum and maximum value specified by the state as defining reasonable limits for that indicator. Effective ranges may be defined normatively (i.e., in consideration of a distribution of observed school performance) or based on pre-defined expectations for performance.

¹⁰ Many TAC members expressed concern that the letter grades for growth could be misunderstood or misused due to preconceived notions about what it means to earn a particular grade. The TAC strongly believes these letter grades should not influence a school's overall accountability rating and should only be used to describe a school's relative performance with respect to academic growth, hence the assignment of grades by quintile bands.

¹¹ The accountability system in Illinois is predicated upon identifying schools for support. In contrast, the grade for growth is a metric that considers the relative position of like schools. It uses a different methodology to answer a different question (e.g., the range of growth statewide and range of growth for like schools). For this reason, it is not appropriate to include in accountability determinations.

<p>English Learner Progress toward English Language Proficiency</p>	<p>Indicator Description: The TAC recommends awarding points to EL students for progress toward English Language Proficiency based on the degree to which they achieved their defined interim target for performance on the ACCESS 2.0 using a framework such as that provided below.</p> <p><i>Scoring Student Progress:</i> ^H:</p> <ul style="list-style-type: none"> • A student that meets the ELP criterion of 4.8 or his/her interim target earns 100 points • A student that does not meet his/her interim target earns 1-99 points consistent with the degree to which his/her interim target was met within the given year ^I • A student that does not meet the ELP exit criteria within five years will receive 0 points until the year of exit, then he/she will receive 100 points¹² <p><i>Illustrative Examples:</i></p> <p><i>Option 1: A student who earns a scaled score of 310, but needs a scaled score of 340 to meet his/her interim target earns $(310/340)*100= 94$ points</i></p> <p><i>Option 2: A student who shows a gain of 30 scaled score points from the previous year, but requires 50 points to meet his/her interim target earns $(30/50)*100=60$ points</i></p>	<p>^H The Illinois ESSA Plan indicates that all ELL students have 5 years to reach ELP. The TAC recommended that ISBE review multiple years of ACCESS 2.0 data to determine if the number of years a student has to achieve ELP (i.e., 4.8 PL) should vary based on baseline proficiency level and/or grade of program entry.</p> <p>^I Additional data and discussion are necessary to determine a) how points should be calculated for students who don't meet the interim target and b) whether student-level interim targets should be fixed or recalculated each year. The TAC did not have sufficient opportunity to establish recommendations in either of these areas.</p>
	<p>Procedures for School Accountability:</p> <p>To award points to schools for meaningful differentiation, the TAC recommends transforming school mean EL progress scores to a 0-100 scale within a fixed minimum and maximum score range. This <i>effective range</i> ¹³ will be determined by reviewing the distribution of school mean EL scores and associated impact data once available. ^J</p> <p>Once this range is defined points will be awarded to schools using a procedure similar to that previously defined for growth. For example if the effective range were 40-90, a school <i>may</i> earn points as follows:</p> <ul style="list-style-type: none"> • School mean EL score greater than 90: 100 points • School mean EL score less than 40: 0 points 	<p>^J Specifically, this distribution will be evaluated to determine the range within most EL school means fall, so that scaling serves to differentiate schools with respect to this indicator.</p> <p>^K For example, a school having a mean EL of 60 would earn a score of 40, because 60 is 40% of the distance between</p>

¹² Please see the Superintendent's recommendation for a modification of this recommendation.

¹³ An effective range is a range of scores defined by a minimum and maximum value specified by the state as defining reasonable limits for that indicator. Effective ranges may defined normatively (i.e., in consideration of a distribution of observed school performance) or based on pre-defined expectations for performance.

	<ul style="list-style-type: none"> School mean EL between 40-90: 1-99 points based on a school's score within the range of 40-90.^K 	40 and 90. $(60-40)/(90-40)=0.40$
Graduation Rate	<p>Indicator Description: Graduation rate is defined as a combined measure of the 4, 5 and 6 year adjusted cohort graduation rates, weighted as 30%, 15%, and 5%, respectively.</p>	This description comes directly from the Illinois ESSA Plan.
	<p>Procedures for School Accountability: To award points to schools for meaningful differentiation, the TAC recommends transforming school graduation rates to a 0-100 scale within an effective range defined by a minimum value and the state-defined long term graduation rate goals, which are 90%, 92%, and 92.5% for the 4, 5 and 6 year adjusted cohort graduation rates, respectively. ^L</p> <p>Once this effective range¹⁴ is defined, points will be awarded to schools using a procedure similar to that defined for academic progress. For example, if the effective range for 4-year graduation rate were 67-90 a school may earn points as follows:</p> <ul style="list-style-type: none"> School graduation rate greater than the long term goal or annual target: 100 points ^M School graduation rate less than 67: 0 points School graduation rate between 67-90: 1-99 points based on a school's score within the range of 67-90. <p>Consider awarding points to schools that demonstrate a meaningful increase in graduation rate from one year to the next, even if they performed above/below the effective range. ^N</p>	<p>^L Additional discussion is necessary to define a minimum graduation rate that, in combination with the long term goal, produces an effective range that serves to differentiate schools with respect to this indicator.</p> <p>^M For example, a school having graduation rate of 92 would earn a score 100 because they already surpassed the long term goal.</p> <p>^N Guidelines for determining a "meaningful" increase in graduation rate have not yet been established.</p>
Chronic Absenteeism	<p>Indicator Description: The percentage of students in a school having 10% or more of excused and unexcused absences in the prior academic year.</p>	This description comes directly from Illinois ESSA Plan.
	<p>Procedures for School Accountability: To award points to schools for meaningful differentiation, the TAC recommends transforming chronic absenteeism rates to a 0-100 scale within a fixed minimum and maximum score range. This <i>effective range</i> will be determined by reviewing distributions of school chronic absenteeism rate once available. ^O</p>	<p>^O The TAC suggested looking at chronic absenteeism data by grade band and school type to determine whether a common scoring framework and effective range could be used for all schools.</p>

¹⁴ Ibid.

	<p>Once this effective range is defined, points will be awarded to schools using a procedure similar to that defined for academic progress. For example if the effective range for chronic absenteeism rate was 5-45%, a school may earn points as follows:</p> <ul style="list-style-type: none"> • Chronic Absentee rate less than 5% - 100 points • Chronic Absentee rate greater than 45% - 0 points • Chronic Absentee rate between 45 and 5%: 1-99 points based on a school's score within the range of 5-45.^P 	<p>^P For example, a school having a chronic absenteeism rate of 10 would earn a score of 88, because 10 is 88% of the distance from 45 to 5. $(45-10)/(45-5)=0.875$</p>
9th grade On Track	<p>Indicator Description: Percentage of students within a school that 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>This description comes directly from Illinois ESSA Plan.</p>
	<p>Procedures for School Accountability: To award points to schools for meaningful differentiation, the TAC recommends transforming 9th grade on track to a 0-100 scale within a fixed minimum and maximum score range. The TAC suggested that ISBE define a minimum 9th grade on-track rate that accurately reflects what the state believes to be unacceptable, regardless of where that value falls in the current school-level 9th grade on-track distribution.</p> <p>Once this effective range is defined, points can be awarded to schools using a procedure similar to that defined for academic progress, chronic absenteeism, and graduation rate.</p>	
School Climate	<p>Indicator Description: For a given school the school climate indicator is defined as the percentage of students (grades 6-12)¹⁵ within a school that participate in the school climate survey.¹⁶</p>	<p>This description comes directly from Illinois ESSA Plan.</p>
	<p>Procedures for School Accountability: To award points to schools (0-100) for meaningful differentiation, the TAC recommends establishing a table that award points to schools based on state-defined expectations for participation. ^Q</p>	<p>^Q Additional discussion is necessary to determine if a common scoring framework should be used for all schools.</p>

¹⁵ Upon the signing of HB 5588, the climate survey will be administered to students in grades 4 – 12.

¹⁶ As identified in the Illinois ESSA Plan, ISBE will use student participation for the 2018-2019 school year. In subsequent years, how to most appropriately support the use of student voice climate survey data in schools as well as how the indicator is used for the purposes of accountability will be revisited.

	<table border="1"> <thead> <tr> <th>Outcome</th> <th>PTS</th> </tr> </thead> <tbody> <tr> <td>96-100% participation</td> <td>100</td> </tr> <tr> <td>90-95%</td> <td>75</td> </tr> <tr> <td>85-90%</td> <td>50</td> </tr> <tr> <td>80-85%</td> <td>25</td> </tr> <tr> <td>Below 80%</td> <td>0</td> </tr> </tbody> </table> <p>Consider using school performance on the survey (rather than participation) in future versions of the accountability system.</p>	Outcome	PTS	96-100% participation	100	90-95%	75	85-90%	50	80-85%	25	Below 80%	0	
Outcome	PTS													
96-100% participation	100													
90-95%	75													
85-90%	50													
80-85%	25													
Below 80%	0													
Future Indicators	<p>The TAC reviewed the recommendations in the Illinois ESSA Plan related to college and career readiness and the working group recommendations related to P-2 indicators and future 3-8 indicators.</p> <p>The TAC supports initiatives to promote continuous improvement of the state accountability system, including efforts to more broadly address the range of factors that contribute to holistic student development and readiness for post-secondary success. However, the TAC was not able to sufficiently study these areas to offer concrete recommendations at this time.</p> <p>Additional study informed by three years of data collection and review will better position the TAC to provide guidance about strategies for inclusion in the state accountability model.</p>	The TAC encourages additional study and data collection to inform recommendations on future indicators.												

Public Comment

ISBE received seven comments. Six were submitted via the ESSA@ISBE.net web address and one was submitted via phone call. The comments focused on the public perception of the accountability system and growth.

One commenter ran Illinois data that suggested few schools would meet the mean SGP of 80 or above. Specifically, “The top 10% of schools have a mean GP of only 60 and the bottom 5% have a mean GP of 37. I would highly recommend tightening the middle range to be 40-60 and use a similar method for allocating points between 40 and 60.” Moreover, using Illinois PARCC data, “A mean GP of 80 is near statistically impossible....To have a goal mean of 80 on this normed measure (that is 50% of accountability) is going to give schools very low accountability scores. Even tightening the range to 30-70 would help but I would still advise that 40-60 is better since it is an attainable goal.”

Another commenter submitted multiple comments focusing on the question of “what is the intent of an accountability system?” The comments centered upon the use of an accountability system as a means to inform communities and that if the system is not well thought out it will lessen the trust between ISBE and districts, communities, and stakeholders. This same commenter shared ideas on grades for growth. Specifically:

1. Grading of schools must be biased toward **reality** not that by default 20% of schools are a failure. All schools should be able to receive an “A.”

2. Before landing on a model for accountability, ISBE must know what the results would look like if it were applied to current data. To do otherwise is **irresponsible**. There should be no rush to do something because we are worried about an artificial timeline.
3. ISBE should use available data to ascertain the effects of the oscillating pattern of growth on grades within [the] SGP model.

Another commenter stated that the accountability system must be fair and highlight the "...amazing work and growth that is occurring in Illinois' public schools." This commenter mentioned that the system should not be turned into a competitive model.

Yet another was critical of ISBE calculating grades for growth.

An organization provided comments on grades for growth. The organization writes that it "...opposes the use of letter grades as an indicator of growth. Letter grades are an inaccurate indication of a schools performance as this measure is grossly simplistic and does not take into account whether a school is receiving adequate funding and appropriate resources. However, if the state chooses to use letter grades, [it] agrees with the TAC that letter grades should not be used to influence a school's accountability determination."

Further, that ISBE collaborate with stakeholders to engage in "...continued study and data collection around proposed future indicators and an effort to more broadly address the range of factors that contribute to student achievement."

A second organization requested that ISBE "formally seek approval from the U.S. Department of Education ED to delay implementing a 'new' public school accountability system in 2018-19, as approved by ED in the [Illinois ESSA Plan]" and continue to work with the Illinois Balanced Accountability Measure Committee to create a "...useful, non-harmful, and purposeful school accountability system." That rationale for these requests is grounded upon:

1. The state's decisions on public school accountability, as well as policy and technical decisions, are political in nature with high-stakes consequences for schools, districts, students and families, and teachers and staff.
2. The state plan for public school accountability, bolstered by the TAC's recommendations, does not focus on teaching and learning as the heart and foundational purpose of public schooling and creates additional jeopardy for our most vulnerable students – including English Learners, students with disabilities; students who are hungry, homeless, or victimized by violence; and teachers who serve them. This discourages retention and/or recruitment of teachers for these students and exacerbates the existing shortage.
3. The TAC's recommendations regarding growth measures do not go far enough, lacking a framework that will connect growth measure data to planning for continuous improvement.
4. The TAC's recommendations regarding goal-attainment and summative scoring are made within the context of a significantly flawed approach to accountability.
5. The state's timelines to implement a new accountability system are being unnecessarily rushed, resulting in disruption and confusion to schools and districts.

Finally, a third organization commented on the importance of ensuring:

1. The Academic Progress Indicator equally weights the growth of *all* students, including those *above proficiency*.

2. Differences in growth rates among student subgroups at the advanced achievement level are highlighted and visible to the public.

This organization also commented that "...TAC should not recommend delaying the weighting of [an] indicator for three years simply because the TAC itself has not had time to review the work group analysis, supporting materials, and all the public comments in support of the...indicator."¹⁷

Discussion

ISBE appreciates the comments provided by individuals and organizations on the TAC recommendations. The comments focused on public perception of the accountability system and growth.

Public Perception of the Accountability System

ISBE is sensitive to the critical nature of these decisions and the possible effects of implementation on how schools are viewed within their communities. The intent of the accountability system is to provide schools, districts, and communities with usable information on the various metrics that constitute the system. While accountability is a centerpiece of essential information in understanding school quality, so too, the inclusion of district adequacy and school financial information will provide a more complete context in which to understand the capacity for a district and its schools to meet expectations. All information shared with the public must be accurate and understandable.

The TAC provided ISBE with an operational framework for each indicator and summative designation. Specifically, "TAC did not attempt to define the business rules necessary to fully operationalize each indicator. This level of operational detail is the responsibility and a task undertaken by the department."¹⁸

In order to ensure fidelity to the operational framework, TAC will continue to meet, typically twice a year, to analyze data to ensure that the framework is working as intended. If it is not, TAC is in a position to provide additional recommendations to this end. Put differently, commenters are correct: These are high-stakes decisions that will impact schools, districts, and communities. They require careful monitoring, and ISBE is committed to supporting this ongoing work and developing the necessary communication tools to support districts in communicating accountability information.

Growth

Many commenters were concerned with the calculation of grades for growth. Some of them pointed out that TAC states, "Many TAC members expressed concern that the letter grades for growth could be misunderstood or misused due to preconceived notions about what it means to earn a particular grade."¹⁹ As one commenter suggested, in agreement with the TAC, grades for growth should not influence school accountability determinations.

In respects to the TAC recommendation for grades for growth, it is important to acknowledge that the Illinois ESSA Plan states:

¹⁷ The recommendation to report data is based upon the fact that ISBE does not yet have any data for specific indicators (e.g., participation in enrichment and acceleration programs). This collection of this data will begin in the 2018-19 school year.

¹⁸ TAC Update: Recommendation Summary, May 13, 2018.

¹⁹ Ibid.

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 2019-20 school year* [italics added].²⁰

Further, the TAC also recommends that it “[r]eview the distribution of mean SGPs on an annual basis to understand the degree to which cut scores for A-F fluctuate from one year to the next.”²¹ The grades for growth will first be included in the Illinois School Report Card in 2019-20; the TAC will analyze data prior to this to ensure that the recommended approach supports the design objectives and provided the information desired through the use of this metric.

Commenters concerned with the use of SGPs (e.g., lack of sensitivity to high-achieving students, the range provided in the recommendations) share a related concern. In one case, it is that the approach will either exclude some particular students. In the other case, it is that the effective range provided in the recommendations will make it difficult to see the growth of Illinois’ highest-performing schools. Both concerns are understandable.

In the former case, the recommendations provided by the TAC, while holding true to the stakeholder value of selecting an approach that is sensitive to movement “at the tails” of a distribution, identify the SGP was the most appropriate model. In fact, the TAC emphasized this feature of the model, making it prominent in the selection criteria in the early stages of its work.²² Also, SGPs met a core value of stakeholders, which is that it is more easily explained than other models as well as robust when there are changes to assessments used to determine growth.

In the latter case, the commenter makes a point that is supported within the TAC recommendations, “Where the TAC did provide some specific procedures, such as with academic achievement, the intent was chiefly to illustrate application of the proposed framework. The TAC understands that the specific values or points used in these illustrations may be adjusted pending ongoing investigation by the department or other advisors.”²³

More specifically, the specific values that define the effective ranges for each indicator category should be examined with a complete set of operational data. For example, the recommendations for the effective range for growth (lower bound of 20 and upper bound of 80) should be revised when growth distributions are available for all grades and content areas to set the final values.²⁴ Put differently, ISBE intends to identify an effective range for academic growth based upon the most current data (e.g., 2017-18 state test data) while implementing the approach to identifying points for the purposes of meaningful differentiation prior to finalizing school designations in October.

Superintendent’s Recommendation

Public comment, recommendations of the TAC, consideration by ISBE staff, and the core values identified in the Illinois ESSA Plan were all considered. The TAC recommendations provide ISBE a technically sound place to begin both the required work of identifying schools for support prior to the 2018-19 school as well as implementing an accountability system with multiple

²⁰ Illinois ESSA Plan, Illinois State Board of Education, pg. 48.

²¹ TAC Update: Recommendation Summary, May 13, 2018.

²² Initial Recommendations from the Illinois Accountability Technical Advisory Council: A Preliminary Report to the Illinois State Board of Education, April 5, 2018. (pp. 6-7).

²³ Ibid.

²⁴ Ibid.

indicators. Therefore, the superintendent's recommendation is to accept the TAC recommendations as drafted with one modification to the English Learner Progress toward Proficiency indicator.

<p>English Learner Progress toward English Language Proficiency</p>	<p>Indicator Description: The TAC recommends awarding points to EL students for progress toward English Language Proficiency based on the degree to which they achieved their defined interim target for performance on the ACCESS 2.0 using a framework such as that provided below.</p> <p><i>Scoring Student Progress: H:</i></p> <ul style="list-style-type: none"> • A student that meets the ELP criterion of 4.8 or his/her interim target earns 100 points • A student that does not meet his/her interim target earns 1-99 points consistent with the degree to which his/her interim target was met within the given year • A student that does not meet the ELP exit criteria within five years will receive 0 points until the year of exit, then he/she will receive 100 points • A student that does not meet the ELP exit criteria within five years will continue to earn points consistent with the degree to which his/her interim target was met within the given year until the year of exit, then he/she will receive 100 points.
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Growth is the centerpiece of the accountability system in Illinois ESSA Plan. Acknowledging that ESSA requires that a state determine a timeline during which EL students must demonstrate proficiency and that every child develops at a different rates, the EL indicator is an opportunity to incentivize the provision of appropriate supports for an EL student and provide proportional credit for the child's progress until proficiency is demonstrated. As mentioned previously, ISBE is committed to using the TAC to regularly monitor the operationalization of the accountability system and its alignment with the core values identified in the Illinois ESSA Plan. This will be achieved by using the most current data for the purposes of meaningfully differentiating schools and ensuring that effective ranges are based upon current data and developing the necessary communication tools to support districts in communicating accountability information in the same transparent way that occurred in the development of the recommendations.

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

Policy Implications: The Illinois ESSA Plan was approved by the United States Department of Education on August 30, 2017. ISBE indicated in the plan that it would convene a TAC to develop recommendations for an accountability system. This was necessary because Illinois did not have an accountability system with multiple indicators and, on account of this, did not have a way to calculate the accountability measures identified in the Illinois ESSA Plan.

Budget Implications: A deliberate attempt was made to use data already collected in the Student Information System for the purposes of accountability. The new accountability system, however, will require some additional data fields (e.g., International Baccalaureate exam scores, community service, summer employment). In all likelihood, this will have an impact on the cost of this work for ISBE and districts.

Legislative Action: HB 5588 has passed both Houses and has not yet been sent to the Governor.

Communication: ISBE continues to share the relevant materials in the initial implementation of ESSA. It will continue to do so as portions of the Illinois ESSA Plan are implemented (e.g., initial designations).

Pros and Cons of Various Actions

Pros: Approving the TAC recommendations will ensure that ISBE is meeting the commitments identified and approved in Illinois ESSA Plan required by ESSA.

Cons: Not approving the TAC recommendations will result in the delay of providing support to schools as initial designation will be unable to be calculated.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves the recommendations provided by the Technical Advisory Council.

Next Steps

Upon Board authorization, agency staff will communicate the recommendations with the field and prepare to run preliminary designations for schools.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

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

Agenda Topic: 2018 Legislative Session Update

Materials: None

Staff Contact(s): Amanda Elliott, Co-Director of Legislative Affairs
Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to give an update to the Board on the 2018 spring legislative agenda.

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

Licensure

- HB 4706 (Scherer/Manar) provides that a school board may require of new substitute teachers evidence of physical fitness to perform duties assigned and shall require of new substitute teachers evidence of freedom from communicable disease and provides that evidence may consist of a physical examination by a health care provider (instead of treating substitute teachers like other new employees who are required to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease through a physical examination by a health care provider).
- HB 4742 (Mayfield/Link) provides that by January 1, 2019, the State Board of Education shall implement a program and adopt rules to allow school districts to supplement their substitute teacher recruitment for elementary and secondary schools with the use of recruiting firms. Defines "recruiting firm." Specifies program requirements. Prohibits school districts from using recruiting firms to circumvent collective bargaining

agreements or laws. Amends the Illinois Pension Code. Provides that the terms "teacher" and "substitute teacher" do not include individuals employed by an entity that provides substitute teaching services under the program and is not a school district. Also, service credit may not be granted to these individuals. Effective immediately.

- HB 5110 (Lang/Steans) amends the Clinical Social Work and Social Work Practice Act, the Marriage and Family Therapy Licensing Act, and the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act. Provides that an individual who applies for licensure as a clinical social worker, licensed marriage and family therapist, or clinical professional counselor who has been licensed at the independent level in another United States jurisdiction for 10 consecutive years without discipline is not required to submit proof of completion of specified requirements. Provides that the applicant seeking licensure may be required to provide additional information if the accuracy of the required information submitted is questioned by the Department of Financial and Professional Regulation, the Social Work Examining and Disciplinary Board, the Illinois Marriage and Family Therapy Licensing and Disciplinary Board, or the Professional Counselor Licensing and Disciplinary Board. The Clinical Social Work and Social Work Practice Act provides that applicants have three years from the date of application to complete the application process.
- HB 5196 (Greenwood/Clayborne) amends the School Code. Provides that, beginning on July 1, 2018, the license renewal fee for an Educator License with Stipulations with a paraprofessional educator endorsement shall be \$25. Effective immediately.
- HB 5754 (Finnie/Murphy) provides that a principal endorsement shall be affixed to a Professional Educator License (PEL) of any holder who, in addition to other requirements in the Code, has at least four total years of teaching or four total years of working in the capacity of school support personnel in a school under the supervision of the Illinois Department of Corrections (or in combination with other permitted schools).
- SB 1829 (Hutchinson/Gordon-Booth) amends the School Code. Provides that, beginning with the 2018-19 school year and until the 2023-24 school year, an individual may teach preschool children in an early childhood program that receives grants under the Code if he or she holds a PEL with an early childhood education endorsement or with short-term approval for early childhood education or he or she pursues a PEL and holds (i) an ECE Credential Level of 5 awarded by the Department of Human Services under the Gateways to Opportunity Program developed under the Department of Human Services Act or (ii) an Educator License with Stipulations with a transitional bilingual educator endorsement and he or she has either passed an early childhood education content test or completed no less than nine semester hours of college coursework in the area of early childhood education. Effective July 1, 2018.
- SB 2658 (Schimpf/Olsen) provides that a PEL with Stipulations with a provisional educator endorsement obtained by a service member or a spouse of a service member is valid until June 30 immediately following three (rather than two) years of the license being issued. Defines "spouse of a service member." Effective September 3, 2018.
- SB 2838 (Bertino-Tarrant/Manley) amends the Dual Credit Quality Act. Requires a community college district, upon the request of a school district within the jurisdiction of the community college district, to enter into a partnership agreement with the school district to offer dual credit coursework; specifies requirements for the partnership agreement. Provides that on or after the effective date of the amendatory Act, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Provides for a Model Partnership Agreement and creates the Dual Credit Committee.

- SB 2844 (Aquino/Pritchard) creates the Supporting Future Teachers Program. Defines "low-income student." Changes the definition of "qualified participant" to include a high school graduate who can demonstrate that at any one time during prekindergarten through grade 12 was identified as a low-income student. Provides that the program shall assist qualified participants in acquiring a PEL. Provides that the duty of a qualified participant may include working with low-income students on a one-on-one basis. Effective immediately.
- SB 3220 (Aquino/Welch) amends the Educator Licensure Article of the School Code. Provides that a not-for-profit institution, institution of higher education, or for-profit institution that is denied an initial recommendation for recognition by the State Educator Preparation and Licensure Board may appeal the denial of recommendation for recognition to the State Board of Education, as provided by rules adopted by the State Board of Education; specifies hearing requirements for an appeal requested by a for-profit institution. Requires the State Board of Education to adopt rules.

ISBE

- HB 4284 (Chapa LaVia/Bertino-Tarrant) provides that, for State Board of Education appointments made after the effective date of the amendatory Act, three of the members of the State Board must represent the educator community. Sets forth the qualifications for these members and makes other changes with regard to the qualifications of members of the State Board.
- HB 4369 (Sommer/Weaver) provides that the State Board of Education shall develop and maintain a handbook to be made available on its website that provides guidance for pupils, parents or guardians, and teachers on the subject of dyslexia. Specifies handbook requirements. Provides that the State Board shall review the handbook once every four years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook.
- SB 3236 (Manar/Olsen) provides that a school report card shall include the most current data possessed by the State Board of Education relating to a school district's administrative costs; defines "administrative costs."

School Districts

- HB 1265 (Hoffman/Clayborne) amends the School Code. With regard to the debt limitation of school districts, provides that the debt incurred on any life safety bonds issued by Wolf Branch School District 113 for the purpose of repairing or replacing all or a portion of a school building that has been damaged by mine subsidence in an aggregate principal amount not to exceed \$17.5 million and on any bonds issued to re-fund or continue to re-fund those bonds shall not be considered indebtedness for purposes of any statutory debt limitation and must mature no later than 25 years from the date of issuance. Provides that the maximum allowable amount of debt exempt from the statutory debt limitations shall be reduced by an amount equal to any grants awarded by the State Board of Education or Capital Development Board for the explicit purpose of repairing or reconstructing a school building damaged by mine subsidence. Effective immediately.
- HB 3792 (Lilly/Harmon) amends the Postsecondary and Workforce Readiness Act. In provisions concerning postsecondary and career expectations, provides that, beginning in grade 6, students should be introduced to the importance of developing and applying a work ethic in a variety of contexts; sets forth what this introduction may include.
- HB 4442 (Gabel/Lightford) amends the School Code. Requires the State Board of Education to assist each school district that offers an evidence-based parenting

education model. Requires the State Board, subject to appropriation, to implement and administer a three-year pilot program supporting the health and wellness student-learning requirement by utilizing a unit of instruction on parenting education in participating school districts that maintain grades 9 through 12. Provides that the program is encouraged to include, but is not limited to, instruction on (i) family structure, function, and management, (ii) the prevention of child abuse, (iii) the physical, mental, emotional, social, economic, and psychological aspects of interpersonal and family relationships, and (iv) parenting education competency development that is aligned to the social and emotional learning standards of the student's grade level. Allows the State Board to make grants to school districts that apply to participate in the pilot program. Effective immediately.

- HB 4768 (Wheeler/Holmes) amends the School Code. Adds to the oath of office required of a school board member before taking his or her seat on the board.
- HB 4860 (Fortner/Connelly) removes the end date of the electronic-learning days pilot program for the three school districts in the program.
- HB 4882 (Mayfield/Martinez) amends higher education's Grow Your Own Teacher Education Act. Makes changes to the definition of "cohort", "eligible school", and "hard-to-staff school". In provisions concerning selection of grantees, removes the language providing that the consortium shall consider whether a candidate has experienced an interruption in his or her college education when recruiting potential candidates for the program. Provides that, subject to the requirements under the Dual Credit Quality Act, an institution of higher education may offer a high school student a dual credit course under the program; defines "dual credit course". Provides that the Board of Higher Education may not adopt rules regarding candidate eligibility that are more restrictive than those in the Act. Effective immediately.
- HB 4927 (Chapa LaVia/Mulroe) amends the Chicago School District Article of the School Code. Requires the school district to provide all copies of teacher evaluations to the exclusive bargaining representative of the school district's teachers within seven days after issuing the evaluations.
- HB 5136 (Slaughter/Castro) with regard to the development of teacher evaluation plans, provides that, beginning with the first school year following the effective date of the amendatory Act, a joint committee (created by a school district to incorporate the use of data and indicators on student growth as a significant factor in rating teacher performance into the evaluation plan) shall meet no less than one time annually to assess and review the effectiveness of the district's evaluation plan for the purposes of continuous improvement of instruction and evaluation practices.
- HB 5195 (Greenwood/Clayborne) provides that each school board may provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that walking, either to or from the school to which a pupil is assigned for attendance or to or from a pickup point or bus stop, constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act. Provides that the State Board of Education, in consultation with the local law enforcement agency, shall review the findings of the school board concerning a course or pattern of criminal activity and shall approve or disapprove the school board's determination that a serious safety hazard exists within 30 days after the school board submits its findings to the State Board. Provides that the changes made by the amendatory Act do not apply to the Chicago School District.
- HB 5247 (Pritchard/Weaver) provides that the State Board of Education shall initiate a rulemaking proceeding to adopt rules (rather than adopt rules) as may be necessary to

allow students of any high school in this state who are 16 years of age or older to participate in the registered apprenticeship programs. Provides that the rules shall include the waiver of all non-academic requirements mandated for graduation from a high school under the Code that would otherwise prohibit or prevent a student from participating in a registered apprenticeship program. Makes related changes. Effective immediately.

- HB 5721 (Harper/Hunter) amends the Chicago School District Article of the School Code. Adds to the definition of "school action." Provides that, beginning on July 1, 2019, the facility performance standards published by the district must include the performance standards of safety measures in the district. Requires the data, information, and analysis published on the district's website regarding the 10-year educational facility master plan to include a brief description of specific plans for special education programs, early childhood education programs, career and technical education programs and any other programs that are space sensitive to avoid space irregularities, a description of a communications and community involvement plan for each community in the City of Chicago, historical and projected enrollment of each school, and other items. Requires the chief executive officer to publish a procedure for conducting an annual capital improvement hearing that shall discuss the district's annual capital budget. Adds to the requirements of the capital improvement plan published annually by the chief executive officer. Provides that beginning on June 1, 2019, and annually thereafter, the district shall conduct a regional capital budget hearing that describes planned projects for the year and reviews the five-year capital budget and the educational facility master plan. Adds to the requirements of a school transition plan.
- SB 452 (Cullerton, J/Durkin) amends the Trustees of Schools Article of the School Code. Upon final judgment regarding claims set forth in the case of Township Trustees of Schools Township 38 North, Range 12 East v. Lyons Township High School District No. 204 case N. 13 CH 23386 pending in the Circuit Court of Cook County, Illinois, County Department, Chancery Division, allows the school board of Lyons Township High School District 204 to withdraw from the jurisdiction and authority of the trustees of schools of Lyons Township and the township treasurer, provided that the school board elects or appoints its own school treasurer. Provides that these amendatory changes are prospective only, starting from the effective date of the amendatory Act, and shall not affect any legal action pending on the effective date of the amendatory Act in the Illinois courts in which Lyons Township High School District 204 is a listed party. Effective immediately.
- SB 454 (Koehler/Crespo) amends the Children with Disabilities Article of the School Code. With regard to Individualized Education Programs (IEPs), provides that at the child's initial IEP meeting and at each annual review meeting, the child's IEP team shall provide the child's parent or guardian with a written notification that informs the parent or guardian that the IEP team is required to consider whether the child requires assistive technology in order to receive free appropriate public education. Requires the notification to also include a toll-free telephone number and internet address for the state's assistive technology program. For the Chicago School District only, provides that no later than 10 calendar days prior to a child's IEP meeting or as soon as possible if a meeting is scheduled within 10 calendar days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a written notification of the services that require a specific data collection procedure from the school district for services related to the IEP. Provides that no later than five school days prior to a child's IEP meeting or as soon as possible if a meeting is scheduled within five school days with written parental consent, the school board or school personnel must provide the child's parent or guardian with a draft IEP. Provides that if a child's IEP team determines that

certain services are required in order for the child to receive a free appropriate public education and those services are not implemented within 10 school days after the team's determination, then the school board shall provide the child's parent or guardian with notification that those services have not yet been administered to the child. Permits the State Board of Education to create a telephone hotline to address complaints regarding the school district's special education services or lack of special education services. Prohibits the school district from using any measure that would prevent or delay an IEP team from adding a service to the program or creating a time restriction in which a service is prohibited from being added to the program. Effective immediately.

- SB 2428 (Stadleman/Wallace) creates the Hunger-Free Students' Bill of Rights Act. Provides that every school in this state shall provide a federally reimbursable meal or snack to a student of that school who requests the meal or snack, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Provides that if a student owes money for meals or snacks that is in excess of the equivalent of the amount charged a student for five lunches or a lower amount as determined by the student's school district or private school, a school may reach out to the parent or guardian of the student to attempt collection of the owed money and to request that the parent or guardian apply for meal benefits in a federal or state child nutrition program. Provides that a school may not publicly identify or stigmatize a student who cannot pay for a meal or snack or owes money for meals or snacks. Effective immediately.
- SB 2527 (Weaver/Swanson) amends the School Code. Provides that a qualified student shall be allowed to enroll in an unlimited amount of dual credit courses and earn an unlimited amount of academic credits from dual credit courses if the courses are taught by an Illinois instructor, as provided under the Dual Credit Quality Act.
- B 2572 (Holmes/Harper) amends the School Code. Provides that a school board may determine the schedule or frequency of physical education courses, provided that a pupil in kindergarten through grade 12 engage in a course of physical education for a minimum of 150 minutes per week (rather than engage in a course of physical education for a minimum of three days per five-day week). Effective July 1, 2018.
- SB 2892 (Manar/Mitchell, C) amends the School Code. Provides that in fixing the salaries of teachers, a school board shall pay those who serve on a full-time basis a rate not less than (i) \$32,076 for the 2019-20 school year, (ii) \$34,576 for the 2020-21 school year, (iii) \$37,076 for the 2021-22 school year, and (iv) \$40,000 for the 2022-23 school year. Provides that the minimum salary rate for each school year thereafter, subject to review by the General Assembly, shall equal the minimum salary rate for the previous school year increased by a percentage equal to the percentage increase, if any, in the Consumer Price Index for All Urban Consumers for all items published by the U.S. Department of Labor for the previous school year.
- SB 2900 (Righter/Reick) provides that, with regard to the election of school board members of a community unit school district (formed before January 1, 1975) or combined school district (formed before July 1, 1983), if a school board fills a vacancy due to a lack of candidates for election in a congressional township in the most recent election, then the school board shall, by resolution, submit to the school district's voters at the next general election a proposition for the election of a board member at large without restriction by area of residence within the district (rather than in accordance with mandatory board representation) and the proposition shall be certified by the school board's secretary for submission.
- SB 3466 (Lightford/Davis) amends the School Code. Requires a school district to make reasonable efforts to provide ongoing professional development to teachers,

administrators, school board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement. In the Article governing compulsory attendance of pupils, provides that the term "valid cause" for absence means a circumstance that causes reasonable concern to the parent for the mental, emotional, or physical health or safety of the student, amongst other meanings (rather than concern for the safety or health of the student). Provides that a school district may not refer a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the child a fine or fee as punishment for his or her truancy. Allows a school district to refer any person having custody or control of a truant, chronic truant, or truant minor to any other local public entity for that local public entity to issue the person a fine or fee for the child's truancy only if the school district's truant officer, Regional Office of Education, or Intermediate Service Center has been notified and all appropriate and available supportive services and other school resources have been offered to the child; specifies appropriate and available services for certain children referred to a municipality. Provides that before a school district may refer a person having custody or control of a child to another local public entity, the school district must document any appropriate and available supportive services offered to the child.

- SB 3536 (Collins/Hernandez) with regard to the alternative educator licensure program, provides that a recognized institution offering an alternative educator licensure program that partners with a public school district administering a preschool educational program under the preschool grant provision in the Code must require a principal to recommend or evaluate candidates in the program and one that partners with an eligible entity administering a preschool educational program and that is not a public school district must require a principal or qualified equivalent of a principal to recommend or evaluate candidates in the program; makes conforming changes. Provides that an alternative provisional educator endorsement on an Educator License with Stipulations is valid for two years of teaching in a preschool educational program. Provides that if an individual seeking the alternative provisional educator endorsement does not have a major in a content area for any level of teaching, he or she must submit transcripts to the State Board of Education (rather than the State Superintendent of Education) to be reviewed for equivalency.
- HB 5771 (Chapa LaVia/Collins) provides that, beginning July 1, 2019, any publicly funded early childhood program receiving Preschool for All Block Grant funds or Preschool for All Expansion Block Grant funds shall collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success; defines "chronic absence." Sets forth actions that are encouraged.

Wellness

- HB 4193 (Parkhurst/Rezin) amends the Children with Disabilities Article of the School Code. With respect to an impartial due process hearing, changes when the hearing officer must issue his or her written decision from within 10 days to within 10 calendar days, excluding Saturday, Sunday, or any state holiday, after the conclusion of the hearing. Effective immediately.
- HB 4208 (Welch/Lightford) amends the School Code. With respect to school discipline improvement plans, makes changes to how the State Board of Education determines the top 20 percent of school districts, when notification is given that a plan must be submitted, which school districts are required to submit a plan, the time frame for school

board approval of a plan and submission of that plan to the State Board, and when additional annual progress reports are required. Establishes the Safe Schools and Healthy Learning Environments Grant Program and grants under the program. Sets forth requirements for grant applicants and provisions for the distribution of funds appropriated for the program. Requires the State Board of Education to issue a yearly report on the results of the program in cooperation with school districts participating in the program. Provides that the State Board may adopt any rules necessary for the program. Effective July 1, 2018.

- HB 4226 (Kifowit/Raoul) provides that the State Board of Education shall (rather than may) adopt rules governing concussion protocol under the Code, including, but not limited to, rules governing the informal or formal accommodation of a student who may have sustained a concussion during an interscholastic athletic activity.
- HB 4409 (Pritchard/Lightford) provides that, amongst other meanings, a "school psychologist" means a person who holds a valid Nationally Certified School Psychologist credential (rather than certificate). Removes from the definition of "school psychologist" the requirement that a psychologist have additional qualifications as may be required by the State Board of Education.
- HB 4514 (Pritchard/Althoff) provides that only persons licensed and endorsed as a school counselor under the Code may use the title "school counselor."
- HB 4658 (Manley/Koehler) amends the School Code. Provides that, at least once every two years, a school board shall require in-service training of licensed school personnel and administrators (rather than school guidance counselors, teachers, school social workers, and other school personnel) who work with pupils in kindergarten through grade 12 (rather in grades 7 through 12) to identify the warning signs of mental illness and suicidal behavior in youth (rather than in adolescents and teens).
- HB 4799 (Harper/Hunter) amends the School Code. Requires the school board of a school district that maintains any of grades kindergarten through 8 to adopt a policy on educating students on the effective methods of preventing and avoiding traffic injuries related to walking and bicycling, which education must be made available to students in grades kindergarten through 8.
- HB 4870 (Lang/Castro) provides that the provision may be referred to as Ashley's Law. Defines terms. Provides that, in addition to the parent or guardian of a student who is a registered qualifying patient, an individual registered with the Department of Public Health as a designated caregiver may administer a medical cannabis-infused product to that student. Makes conforming changes. Provides that a parent or guardian or other individual may not administer a medical cannabis-infused product in a manner that, in the opinion of the school district or school, would create a disruption to the school's educational environment or would cause exposure of the product to other students (rather than prohibiting any administration that would create a disruption or cause exposure). Makes other changes concerning restrictions.
- HB 4908 (Moeller/Steans) provides that all children in kindergarten and the second, sixth, and ninth grades (rather than all children in kindergarten and the second and sixth grades) of any public, private, or parochial school shall have a dental examination.
- HB 5148 (Kifowit/Holmes) provides that course material and instruction in a sex education course shall include, with an emphasis on the workplace environment and life on a college campus, material and discussion on what constitutes sexual consent and what may be considered sexual harassment or sexual assault.
- HB 5770 (Conroy/Bush) amends the Children with Disabilities Article of the School Code. Provides that, beginning with the 2019-20 school year, a school board shall post on its website, if any, and incorporate into its student handbook or newsletter notice that

students with disabilities who do not qualify for an IEP, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment (rather than shall publish a public notice in its newsletter of general circulation or in the newsletter of another governmental entity of general circulation in the district or if neither is available in the district, then in a newspaper of general circulation in the district, the right of all children with disabilities to a free appropriate public education as provided under the Code). Effective immediately.

- HB 5786 (Mayfield/Manar) provides that an in-school suspension program provided by a school district for any students in kindergarten through grade 12 may (rather than shall) focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel.
- SB 2654 (Hunter/Hammond) requires the school board of a school district to include information about influenza and influenza vaccinations in accordance with the latest recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention when it provides information on immunizations, infectious diseases, medications, or other school health issues to the parents or guardians of students.
- SB 2889 (Rose/Breen) creates the Epinephrine Administration Act. Provides that the definition of "epinephrine injector" includes an auto-injector approved by the U.S. Food and Drug Administration (FDA) for the administration of epinephrine and (rather than or) a pre-filled syringe approved by the FDA and used for the administration of epinephrine that contains a pre-measured dose of epinephrine that is equivalent to the dosages used in an auto-injector.
- SB 3015 (Koehler/Welch) amends the School Code. With regard to the self-administration and self-carry of asthma medication, provides that a school district, public school, charter school, or nonpublic school may authorize a school nurse or trained personnel to (i) provide undesignated asthma medication to a student for self-administration only or to any personnel authorized under a student's Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan to administer to the student that meets the student's prescription on file, (ii) administer undesignated asthma medication that meets the prescription on file to any student who has an Individual Health Care Action Plan or asthma action plan, plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or IEP plan that authorizes the use of asthma medication; and (iii) administer undesignated asthma medication to any person that the school nurse or trained personnel believes in good faith is having respiratory distress; defines "undesignated asthma medication" and "respiratory distress." Changes the definition of "asthma medication" to mean quick-relief asthma medication, including albuterol or other short-acting bronchodilators, that is approved by the FDA for the treatment of respiratory distress. Provides that a school nurse or trained personnel may administer undesignated asthma medication to any person whom the school nurse or trained personnel in good faith believes to be experiencing respiratory distress (i) while in school, (ii) while at a school-sponsored activity, (iii) while under the supervision of school personnel, or (iv) before or after normal school activities. Provides that a school district, public school, charter school, or nonpublic school may maintain a supply of asthma medication in any secure location that is accessible before, during, or after school where a person is most

at risk. Provides that a training curriculum to recognize and respond to respiratory distress may be conducted online or in person. Specifies training requirements.

- SB 3507 (Murphy/Drury) requires a school district, public school, or nonpublic school to permit a student diagnosed with a pancreatic insufficiency to self-administer and self-manage his or her pancreatic enzyme replacement therapy if the parent or guardian of the student provides the school with written authorization for the therapy and written authorization for the therapy from the student's physician, physician assistant, or advanced practice registered nurse; defines terms. Requires each school district or school to adopt an emergency care plan and an individualized health care plan for a student subject to the provision; specifies plan requirements. Provides that any disclosure of information under the provision shall not constitute a violation of the federal Health Insurance Portability and Accountability Act of 1996 or any regulations promulgated under that Act. Provides that any records created under the provision must be maintained in a confidential manner consistent with the federal Health Insurance Portability and Accountability Act of 1996.

Mandates

- HB 1262 (Currie/Bertino-Tarrant) amends the School Code. Provides that a waiver request from mandates contained under certain revenue provisions of the Code submitted by the State Board of Education to the General Assembly shall not be reviewed by the panel of General Assembly members, but shall be submitted to the General Assembly for consideration. Effective immediately.
- HB 4346 (Jones/Harris) requires every public institution of higher education and community college to offer a course studying the events of Black History. Allows public institutions of higher education and community colleges to meet the requirement by offering an online course.
- SB 650 (Connelly/Batnick) amends the School Code to provide that certain notices concerning requests for mandate waivers may be made electronically.

Charter Commission

- HB 5175 (Hoffman/Cunningham) amends the Charter Schools Law of the School Code. Removes provisions allowing the State Charter School Commission to reverse a school board's decision to deny, revoke, or not renew a charter; makes related changes. Provides that if a charter school applicant submits a proposal to a school board outside of the process adopted by that school board for receiving charter school proposals on an annual basis, the applicant shall not have any right to submit its proposal to the State Charter School Commission as otherwise authorized. In a provision concerning a charter school proposed to be jointly authorized by two or more school districts and the school boards unanimously denying the charter school proposal with a statement that the school boards are not opposed to the charter school, but that they yield to the Commission in light of the complexities of joint administration, allows the charter applicant to submit the proposal to the Commission, and requires the Commission to follow the same process and be subject to the same timelines for review as a school board. Allows the Commission to approve an application for a charter if certain conditions are met. Provides that the Commission may condition approval of an application on the acceptance of funding in an amount less than requested. Provides that final decisions of the Commission are subject to judicial review under the Administrative Review Law. Provides that if the Commission approves an application for a charter school, then the Commission shall act as the authorized chartering entity. Provides that if the Commission is the authorized chartering entity, then the Commission

shall execute a charter agreement (instead of approve the charter agreement). Provides that the Commission has no authority to approve a charter school proposal that has been denied by a school board. Effective immediately.

Budget

- HB 109 (Harris, G/Cullerton, J) makes appropriations for the FY 2018 supplemental and FY 2019 state budget including the State Board of Education.
- HB 3342 (Harris, G/Steans) creates the FY 2019 Budget Implementation Act (BIMP).
- HB 5750 (Finnie/Manar) appropriates \$16.3 million from the School Infrastructure Fund to the State Board of Education for school district broadband expansion. Effective July 1, 2018.

Task Forces

- HB 4657 (Manley/Sims) creates the Emotional Intelligence and Social and Emotional Learning Education Task Force under the State Board of Education. Requires the task force to develop curriculum guidelines on emotional intelligence; sets forth provisions concerning its membership, duties, administration, and dissolution. Provides that, beginning with the 2019-20 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying emotional intelligence. Requires this unit of instruction to include teaching how to recognize, direct, and positively express emotions. Permits a school board to use the task force's guidelines in developing this unit of instruction.
- HB 4781 (Burke/McGuire) amends the Board of Higher Education Act. Creates the College and Career Interest Task Force. Provides for the membership of the task force. Requires the task force to study the feasible methods by which the college or career interest data of a high school student in this state may be collected and shared amongst public institutions of higher education. Requires the task force to submit the findings of the study to the General Assembly on or before January 30, 2019, at which time the task force is dissolved. Repeals the provision on July 1, 2019. Effective immediately.
- HR 1098 (Ford) creates the Black History Curriculum Task Force to conduct an audit of every Illinois school district's history curriculum from K-12 to review the following: (1) Does the district's curricular material no matter the format contain a current unit on African American history? (2) At what grade school level does the district begin teaching African American history? (3) At what level does the district stop teaching African American history? (4) Does standardized testing include material on African American history, and if so, at what levels? (5) What is ISBE's position on teaching African American history? What are its protocols? What are the penalties if ISBE's instructions are not being followed?

2018 Spring Session ISBE Initiatives

Subject: Districts of Innovation (HB 4902 – Wheeler, B)

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.

Status: This bill is currently in the Senate Committee on Assignments.

Subject: Obsolete and Duplicative Bill (HB 5170 – Olsen)

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.

Status: This bill is currently in the House Rules Committee.

Subject: Licensure (HB 5627 – Bennet/Manar)

Executive Summary: Amends the Educator Licensure Article of the School Code. Makes changes to provisions concerning the licensure powers of the State Board of Education, the State Educator Preparation and Licensure Board (including adding two members), types of licenses (including removing and adding certain endorsements on an educator license with stipulations), endorsements on PELs, educator testing, the minimum requirements for educators trained in other states or countries, application fees, license renewal, the Alternative Educator Licensure Program for Teachers, alternative route to superintendent endorsement programs, and the approval of educator preparation institutions. Effective July 1, 2018.

Status: This bill passed both chambers.

Subject: ESSA (HB 5588 – Crespo/Lightford)

Executive Summary: This proposal will incorporate all the legislative changes necessary to implement Illinois’ ESSA State Plan.

Status: This bill passed both chambers.

Subject: Postsecondary and Workforce Readiness Act Expansion (SB 2941 – McGuire/Mayfield)

Executive Summary: Amends the Postsecondary and Workforce Readiness Act. With respect to the State Board of Education's competency-based, high school graduation requirements pilot program, provides that a school district may participate in the program for some or all of its schools (instead of for some or all of its schools serving grades 9 through 12). Allows school districts to collaboratively apply to participate in the pilot program; sets forth provisions governing a collaborative of districts.

Status: This bill passed both chambers.

Subject: Income Tax Exemption (HB 4738 – Mayfield)

Executive Summary: This proposal would allow Illinois teachers to be exempt from state income tax.

Status: This bill is currently in the House Rules Committee.

Subject: At-Risk Student Support (HB 3784 – Sosnowski/Weaver)

Executive Summary: The initiative will address an issue that impacts students considered at risk for dropping out of school. Currently, students who fail to meet minimum academic standards may be dropped from a district’s roster. Removing this provision in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that they graduate from high school ready for college and career.

Status: This bill passed both chambers.

Subject: School Construction and School Maintenance Grant (HB 5628- Pritchard)

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.

Status: This bill is currently in the House Rules Committee.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Fiscal Year 2019 Enacted Budget – Investment to Support Educational Excellence

Materials: Exhibit A – Fiscal Year 2019 Enacted Budget PA 100-586 - Investment to Support Educational Excellence Budget Summary

Staff Contact(s): Robert Wolfe, Chief Financial Officer

Purpose of Agenda Item

The purpose of this agenda item is to update the Board on the enacted FY 2019 Enacted Budget – Investment to Support Educational Excellence.

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

The budget is important for all aspects of the State Board’s Strategic Plan. State funding supports critical school functions to uphold efforts toward attaining the Board’s goals. This funding provides the most support to Illinois’ communities most in need.

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

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

Background Information

The General Assembly passed House Bill 109 before adjourning on May 31, 2018. The governor signed this bill on June 4, 2018. The FY 2019 budget is Public Act 100-586. This appropriations bill included both FY 2019 operations and capital funding and five FY 2018 supplemental appropriations for the Illinois State Board of Education.

The FY 2019 General Funds budget for ISBE is \$8.385 billion, which represents a \$180.8 million or 2.2 percent increase when compared to FY 2018 appropriations. The following budget highlights are presented based on the following funding principles: Equity, Quality, Community, and Educator Recruitment and Recognition.

Equity

Evidence-Based Funding (EBF) – Aligned to Goals 1-7

There is an increase of \$381 million for EBF in FY 2019 compared to the funding level in FY 2018 when removing the \$221.3 million for the Chicago Teachers' Pension and Retirement Fund from the FY 2018 EBF amount to establish a comparable base level. The FY 2019 budget provides a direct appropriation of \$226.8 million to the Chicago Teachers' Pension and Retirement Fund, which is a \$5.5 million increase over the FY 2018 funding level.

The following are the FY 2019 highlights for EBF:

- \$300 million for Tier Distribution;
- \$50 million for Property Tax Relief Pool Grant - any amount not distributed through the grant will be distributed through the Tier Distribution in the spring 2019; and
- \$29 million included for the integration of the FY 2018 Bilingual Language funding.

Mandated Categorical Reimbursements (MCATs) – Aligned to Goals 1-5, 7

The FY 2019 budget generally funds the Mandated Categorical Reimbursement lines at the FY 2018 funding levels and made adjustments to ensure full funding for Orphanage Tuition and Special Education-Orphanage Tuition. The table below provides the estimated FY 2019 proration levels for each of the other MCAT lines.

Program Name	FY 2018 Proration Level	FY 2019 Estimated Proration Level
Transportation-Regular/Vocational	84.1%	83.8%
Transportation-Special Education	91.0%	87.1%
Special Education-Private Tuition	89.9%	86.1%
Illinois Free Lunch/Breakfast	29.0% est.	28.7%

Early Childhood Education – Aligned to Goals 1-7

The FY 2019 budget increases funding for the Early Childhood Block Grant by \$50 million, which funds the Board recommendation for this program.

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. The approved application incorporated the state's plan to invest more in early childhood education, expanding access to quality services for children in Illinois. As part of the grant proposal, beginning in 2016, Illinois was to provide an increase of \$50 million per year for five years to the Early Childhood Block Grant. FY 2019 will be year 4 of the five-year commitment.

Quality

Assessments – Aligned to Goals 2-4

The FY 2019 budget funds Assessments at the Board-recommended funding level.

State and federal funding will allow the agency to implement its plan for a differentiated assessment system to meet diverse student needs and to better understand the quality of public education and equity outcomes for all children. Assessments will be conducted in multiple

grades to ensure student growth can be calculated for the overall summative rating in the new accountability system.

Career and Technical Education – Aligned to Goals 4-6

The FY 2019 budget funds Career and Technical Education at the Board-recommended funding level of \$38.1 million.

This funding allows the state to meet the federal matching requirement of the Carl D. Perkins Career and Technical Education Act of 2006 and leverages approximately \$39.8 million in federal funding annually.

Community

After-School Programs – Aligned to Goals 2-5, 7

The funding level for After-School Programs for FY 2019 is \$15 million. This is the same level as FY 2018 or \$5 million less than the Board's recommendation.

The FY 2017 and FY 2018 funding was distributed as grants through the Healthy Community Incentive Fund. (See below.)

Healthy Community Incentive Fund – Aligned to Goals 1-7

The FY 2019 budget did not fund this program; however, funds from the After-School Programs line were used in FY 2017 and FY 2018 to distribute Healthy Community Incentive Fund grants. The FY 2019 After-School Programs appropriation will also be used to fund these program grants.

The Board recommended \$15 million to fund programs to help coordinate, align, and leverage efforts aimed toward serving the needs of the whole child by enabling school districts to take the lead role in cross-sector partnerships as centers of collective impact.

Educator Recruitment and Recognition

National Board Certification – Aligned to Goal 6

The FY 2019 budget funds this program at \$1 million, which was the Board's recommendation.

The funds provide support for teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students.

Teach for America – Aligned to Goal 6

The FY 2019 budget funds this program at \$977,500, which is the same as the FY 2018 funding level and nearly 50 percent less than the Board recommendation of \$1.9 million.

Teach for America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers who reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom.

Teacher Mentoring – Aligned to Goal 6

The FY 2019 budget did not fund this program.

The Board recommended \$2 million to provide mentoring opportunities for new teachers.

General Revenue Fund (GRF) Miscellaneous Highlights

- The FY 2019 budget includes \$23.2 million for Agency Capacity to Support Educational Excellence, which is an increase of nearly \$1.7 million or 8 percent compared to FY 2018. This nearly restores funding for this line to the FY 2017 funding level.
- The FY 2019 budget did not fund several programs, including Homeless Education, Competency-Based Pilot, Advanced Placement-Low Income AP Test Fee, Charter Schools Revolving Loan Fund Deposit, Principal Mentoring Program, Diverse Educator Recruitment, Performance Evaluations, and Teacher of the Year.

Other State Fund Highlights

The FY 2019 budget for other state funds is the same as the Board's recommended level except for the following:

- Personal Property Replacement Tax – ROE Services: The FY 2019 budget held this line flat to FY 2018, which is \$1 million lower than the board recommendation; and
- Charter Schools Revolving Loan Fund the FY 2019 budget held this line flat to FY 2018, which is \$1.8 million lower than the board recommendation.

Federal Funds

The FY 2019 budget for federal funding is the same as the Board's recommendation at an appropriation level of \$3.656 billion.

Capital Funds

The FY 2019 budget includes the following amounts in the capital portion of the budget bill:

- \$16.3 million for district broadband expansion with the goal that all school districts achieve broadband capability by the beginning of the 2020-21 school year;
- \$25 million for construction projects per requirements of the severely overcrowded school grant program;
- \$40 million (grants to school districts other than Chicago Public Schools) and a \$4.4 million reappropriation (statewide) for school maintenance projects (these appropriations can be used for school health, life, and safety projects but cannot be used for personnel costs); and
- \$3.4 million appropriation to the Capital Development Board for the State Board of Education for grants to school districts for energy efficiency projects and other capital improvements.

FY 2018 Supplementals

The following FY 2018 supplemental appropriations are included in the budget bill:

- \$5.4 million in GRF funding for grants to ROEs for alternative schools and safe schools;
- \$5.3 million in GRF funding for Special Education-Orphanage Tuition to fully fund this line;
- \$700,000 in GRF funding for district broadband expansion;
- \$533.7 thousand in GRF funding for Southwest Organizing Project Parent Mentoring Program; and
- \$200,000 in other state funds for the Charter School Commission.

Superintendent's Recommendation

This budget summary is for information purposes only and does not require Board action.

Next Steps

Staff has commenced the process of obtaining appropriation codes from the Office of the Comptroller and populating the internal accounting system to be ready for the start of fiscal year 2019 on July 1, 2018.

Comparison of FY19 Enacted Budget to FY18 Appropriation		FY19 Enacted		FY18 Enacted		FY19 Board Recommendation		Budget PA 100-21		Budget PA 100-586	
		\$	%	\$	%	\$	%	\$	%	\$	%
GENERAL FUNDS TOTAL											
		8,204,042.8		15,663,918.3		8,384,793.0		8,204,042.8		15,663,918.3	
		21,526.4		23,530.9		23,217.2		21,526.4		23,530.9	
	Agency Capacity to Support Educational Excellence										
		1,690.8	7.9%	(313.7)	(1.3%)						
		180,750.2	2.2%	(7,279,125.3)	(46.5%)						
TOTAL - GRANTS											
		8,182,516.4		15,640,387.4		8,361,575.8		8,182,516.4		15,640,387.4	
		2,157.4		7,180.0		2,157.4		2,157.4		7,180.0	
	Subtotal, Educator Recruitment and Recognition										
	Teacher Mentoring Program	0.0		2,000.0		0.0		0.0		2,000.0	
	Teach for America	977.5		1,900.0		977.5		977.5		1,900.0	
	National Board Certification	1,000.0		1,000.0		1,000.0		1,000.0		1,000.0	
	Principal Mentoring Program	0.0		1,000.0		0.0		0.0		1,000.0	
	Diverse Educator Recruitment	0.0		700.0		0.0		0.0		700.0	
	Educator Investigations/Hearings	179.9		250.0		179.9		179.9		250.0	
	Performance Evaluations	0.0		200.0		0.0		0.0		200.0	
	Teacher of the Year	0.0		130.0		0.0		0.0		130.0	
		2,157.4		7,180.0		2,157.4		2,157.4		7,180.0	
		15,000.0		20,000.0		15,000.0		15,000.0		20,000.0	
	After School Programs										
	Community Health Initiative Fund	0.0		15,000.0		0.0		0.0		15,000.0	
	Southwest Organizing Project	1,466.3		2,500.0		2,000.0		1,466.3		2,500.0	
	After School Matters	2,443.8		2,443.8		2,443.8		2,443.8		2,443.8	
	District Consolidation Costs	3,100.0		1,900.0		1,900.0		3,100.0		1,900.0	
	Subtotal, Community	22,010.1		41,843.8		21,343.8		22,010.1		41,843.8	
		104,568.9		121,224.0		102,168.9		104,568.9		121,224.0	
	Subtotal, Quality										
	Advanced Placement - Low-Income AP Test Fee	0.0		2,000.0		0.0		0.0		2,000.0	
	Charter Schools Revolving Loan Fund Deposit	0.0		2,000.0		0.0		0.0		2,000.0	
	Advance Placement - Course Implementation	500.0		1,000.0		500.0		500.0		1,000.0	
		104,568.9		121,224.0		102,168.9		104,568.9		121,224.0	
		104,568.9		121,224.0		102,168.9		104,568.9		121,224.0	
		2,400.0	(2.3%)	(19,055.1)	(15.7%)						
		(2,400.0)		(19,055.1)							
		0.0		(2,000.0)	(100.0%)						
		0.0		(2,000.0)	(100.0%)						
		0.0		(15,000.0)	(100.0%)						
		0.0		(5,000.0)	(25.0%)						
		0.0		(5,000.0)	(25.0%)						
		0.0		(15,000.0)	(100.0%)						
		533.7	36.4%	(500.0)	(20.0%)						
		0.0		(500.0)	(20.0%)						
		(1,200.0)	(38.7%)	0.0	0.0%						
		(666.3)	(3.0%)	(20,500.0)	(49.0%)						
		179,059.4	2.2%	(7,278,811.6)	(46.5%)						
		179,059.4	2.2%	(7,278,811.6)	(46.5%)						
		180,750.2	2.2%	(7,279,125.3)	(46.5%)						
		180,750.2	2.2%	(7,279,125.3)	(46.5%)						

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *YL*

Agenda Topic: Annual Report on the Status of Agency Rulemaking

Materials: Summary of Rulemaking Activity in Fiscal Year 2018

Staff Contacts: Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's rulemaking activities during FY 2018. No action is needed.

Background Information

The rulemaking activities of the agency are summarized on a fiscal-year basis. The chart in the report begins with the rulemaking items that are being initiated this month and moves back in time to the beginning of this fiscal year to show those items that were begun in FY 2017 but completed in FY 2018.

Summary of FY 2018 Rulemaking Activities

The chart below presents a summary of all rulemaking activities either completed or initiated by ISBE during FY 2018. These are organized in chronological order, with the most recent rulemakings presented first. “DIBR” stands for “Date of Initial Board Review”, i.e., the month in which the State Board authorized the initiation of the given rulemaking. Where dates are not indicated, the procedural steps in question have not yet been completed. All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Title of the Part and Ill. Adm. Code Citation	Description	Timeline/Status
Part 1 (Public Schools Recognition, Evaluation and Supervision)	This amendment will formally adopt the national World-Readiness Standards for Learning Languages created by the American Council on the Teaching of Foreign Languages in full without modifications.	DIBR: May 16, 2018 Approval: Effective:
Part 130 (Determining Special Education Per Capita Tuition Charge)	These amendments maintain consistency of special education program costs as Evidence-Based Funding (EBF) is implemented. The amendments to this Part will require that all full-time licensed personnel and full-time licensed paraprofessional staff and nonlicensed personnel to continue to be apportioned at the previously set statutory levels when computing special education per capita costs for billing other Local Education Agencies or filing claims under Section 14-7.03 or 14-7.02b of the School Code.	DIBR: April 18, 2018 Approval: Effective:
Part 226 (Special Education)	<p>These amendments allow a Registered Nurse (RN) to delegate the administration of medication to a non-nurse if all of the listed conditions are met.</p> <p>Additionally, the amendments allow the RN to decline to delegate the administration of medication to a specific staff member and rescind the</p>	DIBR: February 14, 2018 Approval: Effective:

	<p>delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. The RN, Licensed Practical Nurse (LPN), or school administrator may administer the medication if that staff member can no longer perform the delegated task.</p>	
<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p>	<p>These amendments allow an RN to delegate the administration of medication to a non-nurse if all of the listed conditions are met.</p> <p>Additionally, the amendments allow the RN to decline to delegate the administration of medication to a specific staff member and rescind the delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. The RN, LPN, or school administrator may administer the medication if that staff member can no longer perform the delegated task.</p>	<p>DIBR: February 14, 2018 Approval: Effective:</p>
<p>Part 203 (Low-Income Students Funds Plan)</p>	<p>These amendments are repealing this Part due to the enactment of Public Act 100-0465.</p> <p>Public Act 100-0465 sunset Section 18-8.05 in its entirety. As such, Supplemental General State Aid is now part of the Base Funding Minimum or Hold Harmless paid to each district. This Part is now obsolete and is being repealed.</p>	<p>DIBR: December 13, 2017 Approval: February 14, 2018 Effective:</p>
<p>Part 33 (Programs for the Preparation of Superintendents in Illinois)</p>	<p>This amendment removes the two-year, full-time administrative or supervisory experience requirement for candidates to enter a superintendent preparation program. This requirement is</p>	<p>DIBR: December 13, 2017 Approval: February 14, 2018 Effective:</p>

	being moved to Section 25.355 (Endorsement for Superintendent [Beginning September 1, 2016]) to better align the administrative rules to the School Code.	
Part 25 (Educator Licensure)	<p>These amendments implemented changes made to Article 21B of the School Code (Educator Licensure) in Public Acts 99-0920, 100-0013, 100-0267, and 100-0288. These changes removed requirements for specific majors for endorsements, removed passage of the test of basic skills for substitute teachers renewing their licenses, added requirements for provisional in-state educator endorsements, clarified Professional Educator License (PEL) requirements, and added requirements for endorsements for school marriage and family therapists.</p> <p>Additionally, the changes in this rulemaking updated the minimum scores for the ACT and clarifies the alternative test that career and technical educator and provisional career and technical educator licensees can take in lieu of the test of basic skills.</p>	<p>DIBR: December 13, 2017 Approval: February 14, 2018 Effective: May 21, 2018</p>
Part 252 (Driver Education)	<p>These amendments aligned this Part with changes made to driver education in Public Act 100-0465. The Public Act removed the requirement that school districts seek a waiver of ISBE rules in order to contract for driver education with a licensed Secretary of State commercial driver training school.</p>	<p>DIBR: December 13, 2017 Approval: February 14, 2018 Effective: May 16, 2018</p>

	<p>Additionally, this rulemaking allowed school districts flexibility for classroom instruction via other electronic means for students who, in certain circumstances, are at risk of having to repeat driver's education due to an anticipated absence that is not related to qualifying home or hospital instruction or chronic truancy. The complete course shall not be provided electronically.</p>	
<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p>	<p>These amendments make changes to clarify that waiver or modification requests related to compliance with the Every Student Succeeds Act shall not be honored, the changes institute formal deadlines by which School Code waiver requests must be filed and provide definitions for "waiver" and "modifications."</p> <p>Additionally, these amendments make changes in response to PA 100-0465, which made significant changes to physical education participation requirements. The proposed amendments remove all references to daily physical education and specify that pupils must participate "in a course of physical education for a minimum of three days per five-day week." The proposed amendments provide guidance to allow school districts, "on a case-by-case basis, [to] excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic</p>	<p>DIBR: December 13, 2017 Approval: February 14, 2018 Effective:</p>

	<p>program from engaging in physical education courses."</p> <p>Further, these amendments implement the change in PA 100-0013 allowing individuals who hold a valid career and technical educator, part-time, or provisional endorsement on an educator license with stipulations, but do not have a bachelor's degree, to substitute teach in any career and technical education classroom.</p>	
Part 27 (Standards for Endorsements in Specific Teaching Fields)	These amendments replaced the current state content area standards for all teaching fields with the national standards for each individual endorsement.	DIBR: October 18, 2017 Approval: January 17, 2018 Effective: March 15, 2018
Part 425 (Voluntary Recognition of Nonpublic Schools)	<p>These amendments clarified what necessary costs and fees are included for students receiving a scholarship as described in the Invest in Kids Act created in Public Act 100-0465.</p> <p>The definition of "necessary costs and fees" in the Public Act authorized ISBE to proscribe detailed provisions in rule for the computation of those necessary costs and fees.</p> <p>These amendments will be automatically repealed January 1, 2024.</p>	DIBR: October 18, 2017 Approval: January 17, 2018 Effective: March 15, 2018
Part 375 (Student Records)	These amendments made updates to the Student Records Act administrative rules to reflect changes made by Public Act 100-0222, which removed the requirement to place the scores on the state assessment on a student's transcript.	DIBR: October 18, 2017 Approval: January 17, 2018 Effective: March 15, 2018

	<p>School districts may allow the score to be placed on the academic transcript by the written request of the student, his or her parent, or the person who enrolled the student. School districts that choose to allow this addition must have a written policy that is communicated to students and parents.</p> <p>Additionally, class rank was removed from the academic transcript and gender designations were removed from the list of required directory information.</p>	
<p>Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)</p>	<p>These amendments updated the labels for certain account numbers to include changes made in Public Act 100-0465, which created the EBF formula. Additionally, the amendments removed obsolete account number entries and changed references from No Child Left Behind to the Elementary and Secondary Education Act.</p>	<p>DIBR: August 16, 2017 Approval: November 17, 2017 Effective: January 31, 2017</p>
<p>Part 650 (Charter Schools)</p>	<p>These amendments created provisions for the Charter School Revolving Loan Fund. These loans must be used to pay for startup costs to acquire educational materials and supplies, textbooks, electronic textbooks, furniture, technological equipment, and other materials. The amendments listed all the items that are required in the application. All funds will be distributed on a first-come, first-served basis upon receipt of a complete application. All loans must be paid back by the end of the initial charter contract.</p>	<p>DIBR: August 16, 2017 Approval: November 17, 2017 Effective: January 31, 2017</p>

<p>Part 30 (Programs for the Preparation of Principals in Illinois)</p>	<p>These amendments clarified the requirements for the receipt of the principal endorsement. Specifically, the rules removed the requirement that candidates must have a PEL endorsed in a teaching field or in school support personnel in order to be admitted into a principal preparation program.</p>	<p>DIBR: N/A Approval: September 14, 2017 Effective: November 3, 2017</p>
<p>Part 30 (Programs for the Preparation of Principals in Illinois)</p>	<p>These amendments clarified the requirements for the receipt of the principal endorsement. Specifically, the rules removed the requirement that candidates must have a PEL endorsed in a teaching field or in school support personnel in order to be admitted into a principal preparation program.</p>	<p>DIBR: N/A Approval: June 23, 2017 Effective: This rule was adopted via emergency rulemaking</p>
<p>Part 25 (Educator Licensure)</p>	<p>The amendments modified the current rules on short-term teaching assignments. In particular, the amendments allowed for a test only (and no coursework) for the purposes of assignability and stated that an individual has three years to complete the requirements for the endorsement. School districts can either use the nine-hour requirement or successful completion of an appropriate content test.</p> <p>The amendments also clarified the requirements for the receipt of the principal endorsement.</p>	<p>DIBR: N/A Approval: September 14, 2017 Effective: November 3, 2017</p>
<p>Part 25 (Educator Licensure)</p>	<p>The amendments modified the current rules on short-term teaching assignments. In particular, the amendments allowed for a test only (and no coursework) for the purposes of assignability and stated that an individual has three years</p>	<p>DIBR: N/A Approval: June 23, 2017 Effective: This rule was adopted via emergency rulemaking</p>

	<p>to complete the requirements for the endorsement. School districts can either use the nine-hour requirement or successful completion of an appropriate content test.</p> <p>The amendments also clarified the requirements for the receipt of the principal endorsement.</p>	
Part 1 (Public Schools Recognition, Evaluation and Supervision)	These amendments modified this Part to state that a teacher who successfully completes a content test or nine credit hours in a content area may teach in that content area for up to three years, during which time the individual can complete the required coursework for the endorsement.	DIBR: N/A Approval: September 14, 2017 Effective: November 3, 2017
Part 1 (Public Schools Recognition, Evaluation and Supervision)	These amendments modified this Part to state that a teacher who successfully completes a content test or nine credit hours in a content area may teach in that content area for up to three years, during which time the individual can complete the required coursework for the endorsement.	DIBR: N/A Approval: June 23, 2017 Effective: This rule was adopted via emergency rulemaking
Part 75 (Agricultural Education)	These amendments addressed Public Act 99-0826, which created the Agriculture Education Teacher Grant Program. The amendments created a new formula grant to cover up to 50% 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% of this cost in the first two years of the program and 80% of the cost in years 3 and 4.	DIBR: June 14, 2017 Approval: September 14, 2017 Effective: November 3, 2017

Part 228 (Transitional Bilingual Education)	These amendments designated a new screener for determining placement for potential English Learners.	DIBR: May 24, 2017 Approval: August 16, 2017 Effective: September 26, 2017
Part 228 (Transitional Bilingual Education)	These amendments designated a new screener for determining placement for potential English Learners.	DIBR: N/A Approval: May 24, 2017 Effective: This rule was adopted via emergency rulemaking
Part 401 (Special Education Facilities Under Section 14-7.02 of the School Code)	These amendments created greater clarity and specificity to providers and public school districts attempting to serve special education students who are placed in nonpublic special education programs. The Part was revised with student safety, academic, and social emotional outcomes at the forefront consistent with ISBE goals. The changes outlined with greater specificity that Part 401 programs are to be considered and classified as a highly restrictive option when less restrictive options on the continuum of alternative placements have already been exhausted and are not appropriate for the student.	DIBR: March 15, 2017 Approval: December 13, 2017 Effective: March 21, 2018

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 13, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *YL*

Agenda Topic: Rulemaking Anticipated for FY 2019

Materials: Summary of Anticipated Rulemaking

Staff Contacts: Jeffrey Aranowski, Executive Director, Safe and Healthy Climate
Cara Wiley, Director, Regulatory Support and Wellness
Lindsay Bentivegna, Agency Rules and Waiver Coordinator

Purpose of Agenda Item

The purpose of this item is to provide a summary of the agency's anticipated rulemaking activities for the first six months of Fiscal Year 2019. A report summarizing the anticipated activity for the last six months of the current fiscal year was presented at the December Board meeting. No action is needed.

Background Information

The agency's rulemaking activities are summarized on a six-month basis and published in the *Illinois Register* to elicit public comment, as is required pursuant to Section 5-60 of the Illinois Administrative Procedure Act [5 ILCS 100]. This report summarizes the rulemakings published in the *Illinois Register* in the order in which they will be presented to the Board for initial review and authorization to release for public comment. Additionally, estimated dates of Board approval and anticipated effective dates are provided.

Please note that the dates presented for the Board's initial review are merely estimates. Competing Board priorities, complexity of rulemakings, progress of legislation, and other unanticipated circumstances may delay a rulemaking's drafting or cause it to be tabled.

Rulemaking Activities Anticipated for FY 2019

The chart below presents a summary of all rulemaking activities that are anticipated for the Board's initial review in the first six months of FY 2019. These are organized in chronological order of presentation to the Board. "DIBR" stands for "Date of Initial Board Review" (i.e., the month in which the State Board will authorize the initiation of the given rulemaking). All Part numbers refer to Title 23 of the Illinois Administrative Code unless otherwise noted.

Also included in the chart for the Board's planning purposes are any rulemakings that the Board will consider for adoption in the first months of FY 2019 that were initially reviewed in FY 2018.

For your ease of reference, a link is provided to the current rules on our agency's website, as applicable.

Title of the Part and Ill. Adm. Code Citation	Description	Anticipated Timeline
June Board Meeting <i>Initial Review</i>		
Part 227 (Gifted Education) https://www.isbe.net/Documents/227ARK.pdf	<p>This rulemaking will make updates to this Part in accordance with recently enacted Public Acts. Public Act 99-0706 updated the Section of the School Code that pertains to funding gifted education programs. The PA updated the assessment methods to identify students who are eligible for gifted education. This rulemaking will update those methods in the rules to be consistent with statute.</p> <p>PA 100-0421 specifies guidelines for school districts to develop accelerated placement policies to allow students early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement and a method of making that information available to the public.</p>	DIBR: June 13, 2018 Approval: September 11-12, 2018 Effective: October 2018

June Board Meeting Approval		
None.		
August Board Meeting Initial Review		
Part 25 (Educator Licensure) https://www.isbe.net/Documents/25ark.pdf	<p>This rulemaking will update the requirements for educators to receive subsequent endorsements. These changes will allow greater flexibility for educators who want to add additional teaching areas or grade levels to their licenses.</p> <p>Additionally, this rulemaking will make any updates to this Part that are needed pending the passage of HB 5627.</p>	DIBR: August 8, 2018 Approval: October 16, 2018 Effective: November 2018
August Board Meeting Approval		
Part 130 (Determining Special Education Per Capital Tuition Charge) https://www.isbe.net/Documents/130ARK.pdf	<p>This rulemaking will maintain consistency for special education program costs as Evidence-Based Funding (EBF) is implemented. The amendments will require that all full-time licensed personnel and full-time licensed paraprofessional staff and non-licensed personnel continue to be apportioned at the previously set statutory levels when computing special education per capita costs for billing other Local Education Agencies or filing claims under Section 14-7.03 or 14-7.02b of the School Code.</p>	DIBR: April 18, 2018 Approval: August 8, 2018 Effective: September 2018

<p>Part 226 (Special Education)</p> <p>https://www.isbe.net/Documents/226ark.pdf</p>	<p>This rulemaking will allow a Registered Nurse (RN) to delegate the administration of medication to a non-nurse if all of the listed conditions are met.</p> <p>Additionally, the amendments allow an RN to decline to delegate the administration of medication to a specific staff member and rescind the delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. An RN, Licensed Practical Nurse (LPN), or school administrator may administer the medication if that staff member can no longer perform the delegated task.</p>	<p>DIBR: February 14, 2018 Approval: August 8, 2018 Effective:</p>
<p>Part 1 (Public Schools Recognition, Evaluation and Supervision)</p> <p>https://www.isbe.net/Documents/ONEARK.pdf</p>	<p>This rulemaking will allow an RN to delegate the administration of medication to a non-nurse if all of the listed conditions are met.</p> <p>Additionally, the amendments allow an RN to decline to delegate the administration of medication to a specific staff member and rescind the delegated duties. The staff member to whom the task was delegated cannot re-delegate the task. An RN, LPN, or school administrator may administer the medication if that staff member can no longer perform the delegated task.</p>	<p>DIBR: February 14, 2018 Approval: August 8, 2018 Effective:</p>
<p>September Board Meeting <i>Initial Review</i></p>		
<p>Part 254 (Vocational Education)</p> <p>https://www.isbe.net/Documents/254ARK.pdf</p>	<p>This rulemaking repeals the current Part and replaces it with new Part to set forth the criteria and standards, including the grant process, to be used to award funding under the Vocational Education Act and the federal Carl D. Perkins Vocational Education Act (20 USC 2301 et seq.).</p>	<p>DIBR: September 11-12 2018 Adoption: November 16, 2018 Effective: December 2018</p>

September Board Meeting Approval		
<p>Part 227 (Gifted Education)</p> <p>https://www.isbe.net/Documents/227ARK.pdf</p>	<p>This rulemaking will make updates to this Part in accordance with recently enacted Public Acts. Public Act 99-0706 updated the Section of the School Code that pertains to funding gifted education programs. The PA updated the assessment methods to identify students who are eligible for gifted education. This rulemaking will update those methods in the rules to be consistent with statute.</p> <p>PA 100-0421 specifies guidelines for school districts to develop accelerated placement policies to allow students early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. Under the Act, ISBE is required to adopt rules to determine data to be collected regarding accelerated placement and a method of making that information available to the public.</p>	<p>DIBR: June 13, 2018 Approval: September 11-12, 2018 Effective: October 2018</p>
October Board Meeting Initial Review		
None.		

October Board Meeting Approval		
Part 25 (Educator Licensure) https://www.isbe.net/Documents/25ark.pdf	This rulemaking will maintain consistency for special education program costs as EBF is implemented. The amendments will require that all full-time licensed personnel and full-time licensed paraprofessional staff and non-licensed personnel continue to be apportioned at the previously set statutory levels when computing special education per capita costs for billing other Local Education Agencies or filing claims under Section 14-7.03 or 14-7.02b of the School Code.	DIBR: August 8, 2018 Approval: October 16, 2018 Effective: November 2018
November Board Meeting Initial Review		
None.		
November Board Meeting Approval		
None.		

December Board Meeting Initial Review		
<p>Part 1 (Public Schools Evaluation, Recognition and Supervision)</p> <p>https://www.isbe.net/Documents/ONEARK.pdf</p>	<p>This rulemaking will update the existing rules of the Competency-Based High School Graduation Requirements Pilot Program. Additionally, this rulemaking will implement the provisions of Public Act 99-0623, which authorizes ISBE to adopt administrative rules to administer the College and Career Pathway Endorsement programs prior to implementation of the interagency plan in 2018.</p> <p>This rulemaking will implement Public Act 98-1102, which required ISBE to determine school districts that fall in the top 20 percent of any of the listed discipline categories to submit a plan identifying how the school districts will reduce exclusionary disciplinary practices or racial disproportionality or both. The identified school districts must submit progress reports to ISBE.</p> <p>Finally, this rulemaking will update assessment rules to align to current practices. In addition, this rulemaking will change references to foreign language to world language.</p>	<p>DIBR: December 12, 2018 Adoption: February 2019 Effective: March 2019</p>
<p>Part 28 (Standards for Endorsements in Special Education)</p> <p>https://www.isbe.net/Documents/28ark.pdf</p>	<p>This rulemaking will update special education endorsement standards to align with national standards, where applicable. In areas where national standards do not exist, the current state standards will be reviewed and revised accordingly.</p>	<p>DIBR: December 12 2018 Adoption: February 2019 Effective: March 2019</p>
<p>Part 226 (Special Education)</p> <p>https://www.isbe.net/Documents/226ark.pdf</p>	<p>This rulemaking will update the requirements for obtaining a Learning Behavior Specialist I endorsement.</p>	<p>DIBR: December 12 2018 Adoption: February 2019 Effective: March 2019</p>

<p>Part 240 (Alternative Learning Opportunities Program)</p> <p>https://www.isbe.net/Documents/240ark.pdf</p>	<p>This rulemaking will update assessment procedures for students in alternative learning opportunities programs.</p>	<p>DIBR: December 12 2018 Adoption: February 2019 Effective: March 2019</p>
<p>44 Ill. Adm. Code 7200 (General Grantmaking)</p> <p>New Part</p>	<p>This rulemaking will incorporate, by reference, the rules of the Governor's Office of Management and Budget, Grant Accountability and Transparency Unit, regarding standards and criteria for awarding and monitoring state and federal grants.</p>	<p>DIBR: December 12 2018 Adoption: February 2019 Effective: March 2019</p>
<p>December Board Meeting Approval</p>		
<p>2 Ill. Adm. Code 5000 (Public Information, Rulemaking and Organization)</p> <p>https://www.isbe.net/Documents/5000ARK.pdf</p>	<p>Updates Appendix B to reflect the current organizational structure of the State Board of Education and the agency.</p>	<p>DIBR: Not applicable Adoption: December 12, 2018 Effective: March 2019</p>