

ILLINOIS STATE BOARD OF EDUCATION



100 N. First St.  
Springfield, IL

September 11-12, 2018

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

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September 11, 2018  
12:00 p.m.

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

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

**II. Welcome & Agenda Review**

**III. Student Advisory Council**

**IV. Teach Illinois-Strong Teachers, Strong Classrooms *pp. 3-29***

**V. Evidence-Based Funding Formula Review and Status Update**

September 12, 2018  
8:30 a.m.

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

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

**VII. Welcome & Celebrations**

**VIII. Whole Child, Whole School, Whole Community**

**IX. FY2020 Budget Planning Discussion *pp. 30-37***

**X. Public Participation (approximately noon)**

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

A. \*Approval of Minutes

1. Plenary Minutes: August 8, 2018 *pp. 38-42*

B. \*Rules for Initial Review

1. Part 1 (Public Schools Evaluation, Recognition and Supervision) *pp. 43-55*

C. \*Rules for Adoption

1. Part 227 (Gifted Education) *pp. 56-78*

D. \*Contracts & Grants Over \$1 Million

1. Request for Sealed Proposal (RFSP) – Illinois ePlan **pp. 79-81**
2. Healthy Community Investment Grants **pp. 82-88**

E. \*Fall 2018 Waiver Report **pp. 89-104**

***End of Consent Agenda***

**XII. 2019 Legislative Agenda pp. 105-106**

**XIII. 2018 Preliminary Statewide Assessment Results pp. 107-122**

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

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

**XVI. Announcements & Reports**

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

**XVII. Information Items**

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

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.

**XVIII. Closing Reflections**

**XIX. Adjourn**



2018

**TEACH ILLINOIS  
STRONG TEACHERS, STRONG  
CLASSROOMS**

POLICY SOLUTIONS TO ALLEVIATE TEACHER SHORTAGES IN ILLINOIS  
SEPTEMBER 2018

ILLINOIS STATE BOARD OF EDUCATION

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## Introduction

### Illinois State Board of Education’s Vision for Illinois Schools

Experience, research and intuition tell us that teachers are the cornerstone of a successful education, and in turn a thriving economy and healthy civic community. Unfortunately, Illinois, like many states, is struggling to ensure the state has a highly effective, diverse teaching corps to fill its P12 classrooms. Far too many bilingual, special education, rural and high-poverty classrooms lack a trained educator. If Illinois is to deliver on its commitment to equity and its promise to ensure all students are college-and-career ready, it must ensure every student has access to effective teachers.

Over the last four years, the Illinois State Board of Education (ISBE) has addressed teacher shortage issues through legislative and regulatory changes. Still, some school districts continue to struggle to staff classrooms. In September 2017—hearing from district and school leaders that the situation was critical—ISBE launched Teach Illinois to better understand staffing challenges and craft a holistic set of policy solutions to address them. The yearlong effort aimed to build off the work already underway across Illinois.

Teach Illinois, a partnership between ISBE and the Joyce Foundation, began with a “year of study,” which gave state board officials a chance to conduct over 40 focus group sessions and hear from more than 400 teachers, parents, students, principals, superintendents, college of education deans and other partners. ISBE staff heard challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers. ISBE officials also heard promising practices and thoughtful policy ideas about licensure, teacher leadership and teacher diversity.

*This report captures the work of Teach Illinois. It features takeaways from the year of study, highlights national research and best practices, and includes state data analysis. It culminates with a suite of recommendations for the Illinois State Board of Education and the Illinois Legislature to consider as they seek to ensure every Illinois student has a well prepared and highly effective teacher on day one of the school year.*

### The Teacher Shortage Defined

While Illinois’ teacher shortage is often thought of as a wholesale issue affecting all 852 school districts, the data show the problem strikes specific districts, subject areas and regions of the state. Illinois’ educator Supply and Demand [report](#) provides a more vivid and nuanced picture of the problem.<sup>1</sup>

<sup>1</sup> ISBE, [Educator Supply and Demand in Illinois](#). (2018).

### Teach Illinois Builds on Previous Policy and Legislative Initiatives

Illinois has been making steady legislative and regulatory progress toward alleviating teaching shortages. Recent initiatives include:

- Alleviated substitute teaching shortages by creating a short-term substitute teaching license and reducing barriers to gaining a substitute teaching license (e.g., reduced application fee)
- Allowed reciprocity for out-of-state educators who seek to teach in Illinois
- Expanded the short-term emergency approval for special education
- Created short-term approvals in other content areas to allow districts flexibility when filling vacant classrooms
- Changed regulations for the test of basic skills: allowed out-of-state tests and a super-scoring<sup>1</sup> on the ACT/SAT; required the test for initial licensure only (not endorsements)
- Created a provisional license for in-state educators who have not passed the edTPA
- Changed requirements for entry into an alternative licensure program: there is no longer the need to complete a certain number of hours of content coursework

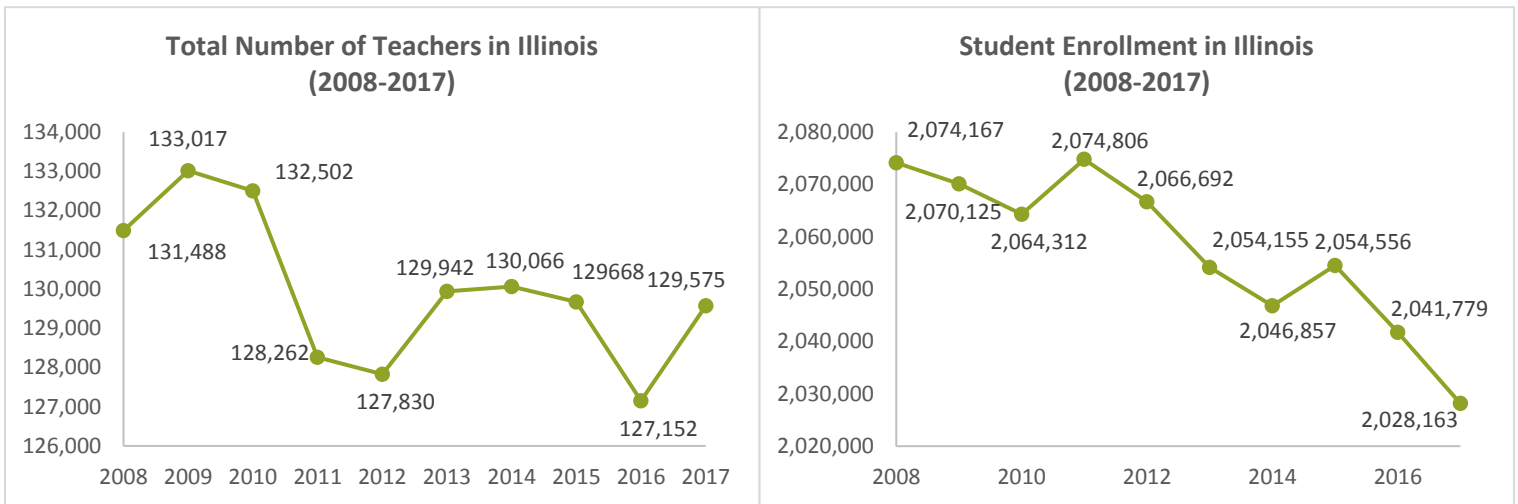
<sup>1</sup>Super-scoring means a student can take their highest math, science, reading and English scores achieved on tests taken from any date and average the scores together to get the highest possible composite score.

### Teacher Supply

The biggest supply of teachers for Illinois’ classrooms is returning educators, whose return rate typically hovers at about 90 percent. In the 2016-17 school year, about 89 percent of teachers were retained in the same position and four percent were retained in a different position.<sup>2</sup> The second biggest supply comes from teachers new to the profession. In 2015, about 4,750 people graduated from an Illinois teacher preparation program and received a teaching license. That number climbed to about 6,000 in 2015-16 but dropped to about 5,400 in 2016-17.<sup>3</sup>

It’s clear the teacher workforce problems begin early in the pipeline. The state and the nation have seen drops in the number of young people wanting to go into the profession. A [report released in early August 2018](#) by the American Association of Colleges for Teacher Education found that between 2008 and 2016, there was a 23 percent decline in the number of people completing teacher preparation programs nationwide.<sup>4</sup> And Illinois’ decline is even steeper: Between 2010 and 2016, the number of candidates enrolling in and completing teacher preparation programs decreased by 53 percentage points.<sup>5</sup>

Between 2008 and 2018, the state saw a 3.4 percent decrease in the total number of Illinois teachers. The number has fluctuated between about 127,000 teachers and 133,000 teachers in any given year.<sup>6</sup> Given there’s been a decline in student enrollment, a drop in the number of teachers is unsurprising. But the challenge lies in the numbers: The decline in the number of teachers outpaced the decrease in student enrollment (3.4 percent and 2.2 percent respectively).<sup>7</sup>



Source: ISBE, “Total Teachers FTE” (2018), Illinois Report Card. ISBE, “Student Report Card Data” (2018); ISBE, “Enrollment” (2018), Illinois Report Card.

<sup>2</sup> Ibid: 11.

<sup>3</sup> Ibid: 12.

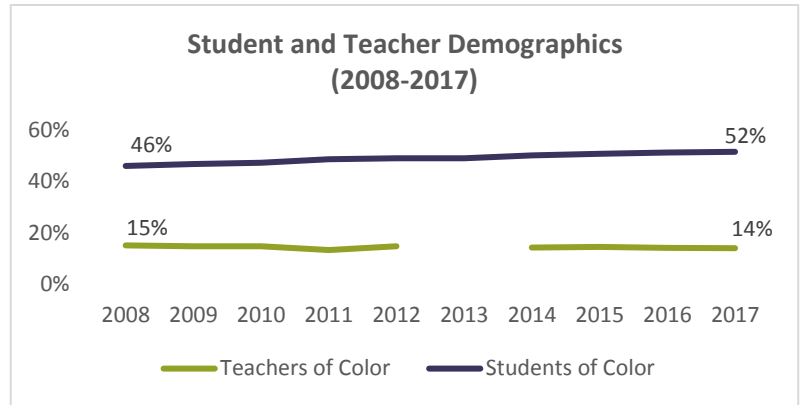
<sup>4</sup> American Association of Colleges for Teacher Education, [Colleges of Education: A National Portrait](#) (2018).

<sup>5</sup> Title II: Higher Education Act, “2017 Title II Reports, National Teacher Preparation Data: Illinois” (2017), accessed August 20, 2018, <https://title2.ed.gov/Public/Report/StateHome.aspx>.

<sup>6</sup> ISBE, “Total Teachers FTE” (2018), Illinois Report Card, accessed August 20<sup>th</sup>, 2018, <https://www.illinoisreportcard.com/State.aspx?source=teachers&source2=totalteacherfte&Stateid=IL>.

<sup>7</sup> ISBE, “Enrollment” (2018), Illinois Report Card, accessed August 20<sup>th</sup>, 2018, <https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&source2=enrollment&Stateid=IL>.

The diversity of the teaching pool also is cause for concern. The Illinois student population has become increasingly diverse while the teaching corps remains predominately white and female. Over the last ten years, the percentage of students of color in Illinois increased from 46 percent to 52 percent while the percentage of teachers of color remained static at around 15 percent. The challenge is reflected in college of education enrollment trends. In the 2015-16 school year, 72 percent of all teacher candidates in Illinois identified as white.<sup>8</sup> The state must be attentive to these trends, as a growing body of research shows that students, especially students of color, benefit greatly from a diverse teacher workforce.<sup>9</sup> The Illinois student body has also become more linguistically diverse, creating a greater demand for bilingual teachers than has been seen historically. The number of students whose native language is something other than English increased from 4.4 percent in 2014 to 10.1 percent in 2017.<sup>10</sup> Moreover, the number of students whose native language is Spanish decreased by 6.5 percentage points between 2013 and 2017, meaning there are English learners speaking a greater number of primary languages across the state.<sup>11</sup>

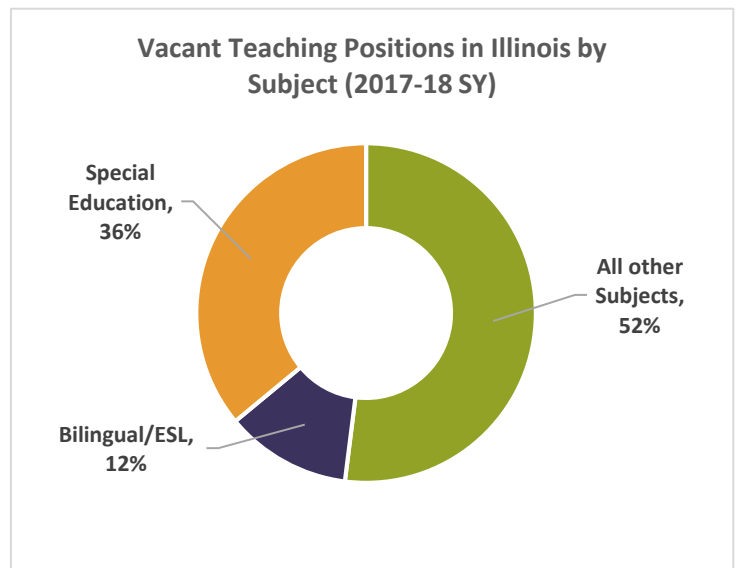


Source: ISBE, "Student Report Card Data" (2018); ISBE, "Enrollment" (2018), Illinois Report Card. Note: Source reflected a gap for 2013 data.

#### Teacher Demand

During the 2017-18 school year, there were 1,407 vacant teaching positions in Illinois.<sup>12</sup> To put this number in perspective, there are roughly 130,000 teachers in the state.<sup>13</sup> By looking closely into the 1,407 vacant positions, it is apparent that some districts and some subject areas are disproportionately impacted by the teacher shortage issue.

First, the teacher shortage is most pronounced in special education and bilingual education/English as a second language classrooms. As shown in the chart on the right, vacant positions for these subjects account for 48 percent of the total vacancies.



Source: ISBE, Supply and Demand Data (2018).

<sup>8</sup> Title II: Higher Education Act, "2017 Title II Reports, National Teacher Preparation Data: Illinois" (2017), accessed August 20, 2018, <https://title2.ed.gov/Public/Error.aspx>.

<sup>9</sup> David Figlio, *The importance of a diverse teaching force* (2017), <https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>.

<sup>10</sup> AIR, *Preparing Teachers and Staffing Schools: Patterns in Illinois' Teacher Licensure and Employment* (2018).

<sup>11</sup> Ibid.

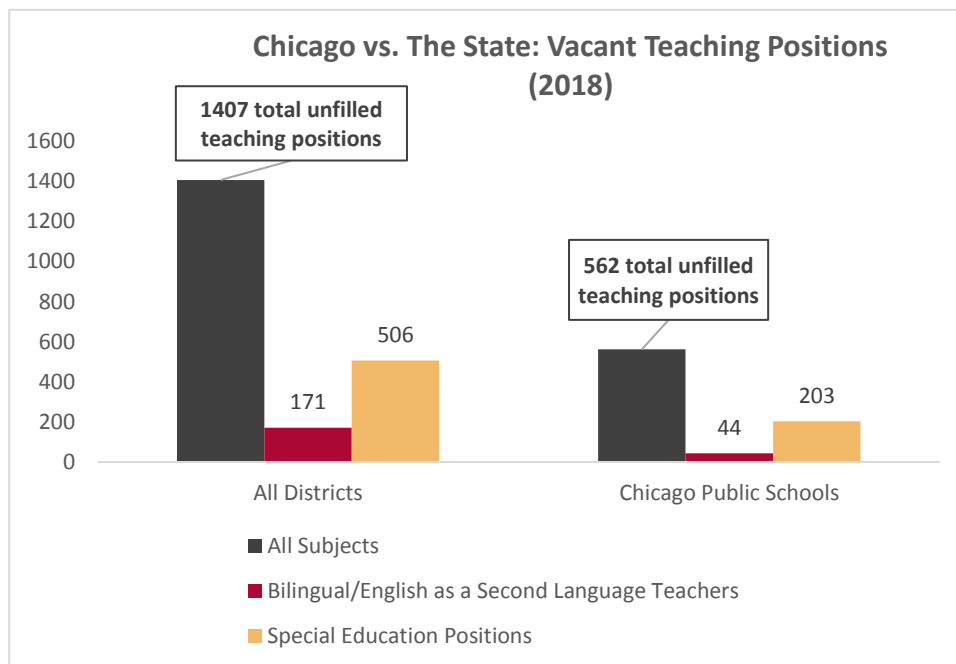
<sup>12</sup> ISBE, *Supply and Demand Data* (2018), accessed August 20<sup>th</sup>, 2018, <https://www.isbe.net/edsupplydemand>.

<sup>13</sup> ISBE, "Total Teachers FTE" (2018), Illinois Report Card, accessed August 20<sup>th</sup>, 2018, <https://www.illinoisreportcard.com/State.aspx?source=teachers&source2=totalteacherfte&Stateid=IL>.

Second, the city of Chicago faces greater challenges filling teaching positions as compared to other regions of the state. Data show 40 percent of the state’s unfilled teaching positions are in Chicago Public Schools (CPS).<sup>14</sup> Particularly, CPS encounters difficulty in recruiting and hiring special education teachers.

Third, the state’s rural areas find it difficult to supply classrooms with qualified educators. During ISBE’s year of study, many superintendents and principals working in rural districts expressed staffing challenges, with many noting they once had scores of applicants for teaching positions but now have just a few—or sometimes none. As one rural superintendent shared, “**How quickly the pipeline dried up is astonishing.**”

Finally, the Illinois teacher shortage is, for the most part, focused in under-resourced districts. According to Advance Illinois, a state advocacy and policy non-profit organization, 90 percent of the 2017 teaching vacancies were in districts funded below adequacy.<sup>15</sup> Likewise, 80 percent of vacant special education positions and 95 percent of vacant bilingual education positions are in districts funded below adequacy.<sup>16</sup> Those most directly impacted by the teacher shortage are special education students, English learners, students attending CPS—90 percent of whom are students of color<sup>17</sup>—and students living in rural areas.



Source: ISBE, *Supply and Demand Data* (2018).

<sup>14</sup> Teaching positions as defined here are coded as “instructional staff”, which is slightly different than how positions are reported to the Department of Education in the “Teacher Shortage” report. There are 1,401 unfilled teaching positions for that report.

<sup>15</sup> Advance Illinois, *Illinois Teacher Shortage Hits Vulnerable Students Hardest* (2018), accessed August 20<sup>th</sup>, 2018, <http://www.advanceillinois.org/datadesk-teachershortage/>.

<sup>16</sup> Ibid.

<sup>17</sup> ISBE, “*City of Chicago SD 299: Racial/Ethnic Diversity*” (2018), Illinois State Report Card, accessed August 20<sup>th</sup>, 2018, <https://www.illinoisreportcard.com/district.aspx?districtid=15016299025&source=studentcharacteristics&source2=studentdemographics>.



## Call to Action

The Illinois teacher shortage has become a rallying cry for practitioners and policymakers across the state. Illinois is ready for forward-thinking ideas that will ensure a highly trained, diverse teacher workforce, and bold solutions to guarantee every Illinois student has a top-notch educator.

The state must implement policies that attract Illinois' most talented people into the profession, prepare them for the complex classrooms they will face, and support them to excel in their jobs. These solutions should maintain high standards for recruitment and preparation, while also providing relief to districts facing acute challenges. Providing adequate funding to under-resourced districts is not only an enabling condition, it is paramount to this effort.

The time to act is now. Education leaders in Illinois can work together to ensure the state has a well-prepared and diverse teacher workforce that provides a high-quality education for every single student in the state. As State Superintendent Tony Smith stated: ***“Addressing the teacher shortage and changing the narrative about teaching in our state is a collective activity; it requires dialogue and active collaboration.”***

Teach Illinois builds on ISBE's [mission and vision](#) by proposing a set of policy solutions that address all facets of the teaching pipeline, spanning recruitment into the profession, preparation, licensure and retention.<sup>18</sup> The recommendations address teacher shortages for the state as a whole but also provide opportunities for targeted approaches to address challenges faced by regions and subject areas most affected by the teacher shortage. These policies are built on the foundational belief that the teaching workforce needs to be diverse, highly effective and representative of the students served in schools.

### ISBE will work with partners across Illinois to:

- I. Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession.
- II. Incentivize and create opportunities for P12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.
- III. Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.
- IV. Develop innovative, results-based approaches to educator preparation.
- V. Develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce.
- VI. Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.
- VII. Develop robust teacher mentorship and induction programs.

<sup>18</sup> ISBE, [Illinois State Board of Education](#) (2018).

# Teach Illinois Recommendations

## **Teacher Pipeline**

### **Recommendation I**

**ISBE will work with partners across Illinois to coordinate a statewide campaign to elevate the teaching profession and inspire people, especially those of color, to join the profession.**

Research by the Illinois Education Research Council found that only 3.2 percent of Illinois post-secondary students become Illinois public school teachers and they tend to be less diverse when compared with Illinois college graduates in other fields.<sup>19</sup> A coordinated statewide campaign has the potential to change public perceptions about the teaching profession, inspire individuals to pursue a career in teaching and build a high quality, diverse pipeline. The campaign can serve to both recognize and celebrate current teachers and encourage diverse individuals to enter the profession. Focus areas should include recruiting people of color and encouraging prospective candidates to enter into shortage areas, including special education and bilingual education.

ISBE will work with partners to:

1. **Elevate the teaching profession** by acknowledging the impact teachers have and celebrating successes of classroom practitioners.
2. **Coordinate stakeholders** by creating a coalition or council focused on promoting the profession.
3. **Elevate hard to staff teaching positions** by strategically advertising for them.
4. **Promote the benefits of teaching to groups under-represented in the profession (community outreach strategies)**, such as young men and young people from minority cultural backgrounds, by presenting teacher role models from these backgrounds, correcting misconceptions responsible for negative views of teaching and disseminating information about teaching.<sup>20</sup>
5. **Support districts** by providing guidance on how they can use social media to celebrate teachers in the region and inspire others to join the profession.
6. **Involve diverse communities** by encouraging grassroots, community-led organizations to participate in—and shape—the campaign.

### **From the Field**

***“My grandmother said she was proud to say her granddaughter was a teacher. For my generation, I’m not sure she’d say the same thing.”*** —Principal from a rural district in Southern Illinois

During the stakeholder meetings, ISBE heard from high school students who said they had not considered teaching as a profession because they thought it might be **“too stressful,”** and **“too big a responsibility.”** They also said they worried the pay was too low and that there were not good career ladders built into the profession that would allow them to move up the pay scale. As Illinois seeks to increase the number of applicants into the teaching profession there are a myriad of issues to consider—and the first may be this battle of perception. Today, a commonly understood narrative is that teachers are overworked and underpaid. The national discourse around effectiveness and teacher performance exacerbates this perception. These accounts impact the number of young people who have decided to make teaching a career.<sup>21</sup> Teacher preparation institutions in Illinois have witnessed

<sup>19</sup> Bradford White, Karen DeAngelis, Eric Lichtenberger, *The Student Has Become the Teacher: Tracking the Racial Diversity and Academic Composition of the Teacher Supply Pipeline* (Edwardsville: IERC, 2013): 14.

<sup>20</sup> OECD, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (2005): 9.

<sup>21</sup> Valerie Strauss, *“Why today’s college students don’t want to be teachers”* (Washington Post, 2015).

completion rates steadily decline over the years:<sup>22</sup> The top 25 teacher preparation institutions in the state have seen a decline of over 45 percent in the past decade, from over 8,000 graduates in 2008 to just over 4,000 graduates in 2016.<sup>23</sup> During stakeholder meetings, many participants called for ISBE to launch a coordinated statewide campaign to elevate the status of the teaching profession, seeing this as a way to draw more young people into the profession as well as curb shortages in rural and urban areas and specific content areas.

To accompany the campaign, ISBE will explore compensation issues statewide, as the link between perception and pay surfaced repeatedly in statewide focus groups.

“Compensation has a key role in driving the current situation. Because demands on teachers are high in comparison to the modest salary, many people don’t see it as a desirable career. To compound this, financially strapped districts simply can’t compete with the compensation offered in better resourced areas, and as a result of the disparity, they will continue to lose candidates. There needs to be a more equitable statewide pay structure.”

—Cross sector focus group participant

## Research & Exemplars

Countries with strong teacher pipelines actively promote the teaching profession. Singapore—a country known for its high-quality education system—uses various media platforms to “sell” teaching as an attractive career. Their advertisements inform the public about the value of the teaching profession and the many professional opportunities available within education.<sup>24</sup>

Similarly, charter schools across the United States often employ effective marketing strategies to recruit highly effective, diverse teachers. Research and interviews support that the most successful charter schools use online platforms to articulate their value proposition, build brand recognition and target specific candidates.<sup>25</sup> For example, IDEA Public Schools focuses its marketing efforts on building a strong brand awareness, using platforms such as YouTube, television commercials and billboards to highlight IDEA’s success.<sup>26</sup>

Many state departments of education have launched marketing campaigns to elevate the teaching profession:

State departments of education are beginning to follow suit. States such as Louisiana, Michigan and Arkansas use social media to celebrate the teaching profession and provide resources to prospective



Michigan | [#proudMeducator](#)  
Initiative that aims to acknowledge, elevate and celebrate the work of great educators in Michigan



Louisiana | [Be Irreplaceable. Be a Teacher.](#)  
Webpage that inspires individuals to teach in LA and provides resources for prospective teachers



Arkansas | [#TeachArkansas](#)  
Social media campaign encouraging educators to share their journey as a teacher

<sup>22</sup> 46 percent decline between 2012 and 2016 in the number of bachelor-level candidates completing their teacher preparation program; AIR, *Preparing Teachers and Staffing Schools: Patterns in Illinois’ Teacher Licensure and Employment* (2018).

<sup>23</sup> Advance Illinois, *Illinois Teacher Shortage Hits Vulnerable Students Hardest* (2018), accessed August 20<sup>th</sup>, 2018, <http://www.advanceillinois.org/datadesk-teachershortage/>.

<sup>24</sup> National Center on Education and the Economy, *Empowered Educators, Singapore: A Teaching Model for the 21st Century* (Washington DC: NCEE, 2016).

<sup>25</sup> National Alliance for Public Charter Schools, *National Best Practices: Teacher Recruitment and Pipelines* (2016).

<sup>26</sup> Ibid: 12.

teacher candidates. Although direct impact of these state-led campaigns is hard to measure, it is clear that teachers are being recognized and celebrated more regularly and on a wide-scale basis.

## Recommendation II

**ISBE will work with partners across Illinois to incentivize and create opportunities for P12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.**

A [2018 survey](#) by American College Testing (ACT), the organization that administers one of the nation's most common college entrance examinations, found that only five percent of test takers noted they were interested in teaching as a profession.<sup>27</sup> Teaching fell behind business, visual arts and "undecided" in the ranking of job interests. Researchers for ACT suggested that students might change their minds if they had an early experience with teaching and direct paths into the profession. Given that 50 percent of teachers in Illinois teach in the same county in which they graduated high school,<sup>28</sup> local pathways into the profession may help diversify the teaching corps and alleviate regional pipeline concerns.

ISBE will work with partners to:

1. **Incentivize pathways with small grants** to fund P12 and higher education to work together to create clear, smooth pathways into teaching.
2. **Create a community of practice**, similar to the [60 x 2025 Network](#), to help develop and spread best practices in teaching pathways.<sup>29</sup>
3. **Identify common postsecondary teacher preparation foundational courses** and facilitate additional dual-credit certification paths so these opportunities can be expanded statewide for interested students.

The state has an opportunity to build off the 2016 [Postsecondary Workforce Readiness \(PWR\) Act](#), which requires districts and state agencies to help students select and complete a postsecondary option that will lead to meaningful employment.<sup>30</sup> School districts can offer high school graduates the opportunity to earn a college and career pathway endorsement on their diploma in one of seven<sup>31</sup> career areas.<sup>32</sup> In four areas, public-private committees have identified competencies that reflect the knowledge and skills employers seek from entry-level employees. A recently formed [public-private committee](#) is now developing competencies for pathways into teaching.<sup>33</sup> Pathway endorsements also link to the state's ESSA plan, which holds schools accountable for ensuring students are college- and career-ready. Highlighting new opportunities for the pathway endorsement in teaching can be used to demonstrate readiness under the state's ESSA college- and-career-readiness indicator.

<sup>27</sup> Michelle Croft, Gretchen Guffy, Dan Vitale, [Encouraging more High School Students to Consider Teaching](#) (2018).

<sup>28</sup> National Governors Association, [Improving Teacher Preparation Policy and Programs: Building a High-Quality Teacher Workforce in the state of Illinois](#) (2017).

<sup>29</sup> 60 by 25 Network, "About" (2017), accessed August 20<sup>th</sup>, 2018, <http://60by25.org/about/>.

<sup>30</sup> Illinois Community College Board, "Academic Affairs and Career & Technical Education" (2017), accessed August 26<sup>th</sup>, 2018, [https://www.iccb.org/academic\\_affairs/?page\\_id=316](https://www.iccb.org/academic_affairs/?page_id=316).

<sup>31</sup> Pathways include: STEAM; Agricultural, Food & Natural Resources; Health Sciences; Information Technology; Business; Social Science & Public Services; Multidisciplinary.

<sup>32</sup> "College and Career Pathway Endorsements and State Honors: Recognizing Readiness for College & Careers in Illinois' Future Economy," accessed August 26<sup>th</sup>, 2018, <https://www.niu.edu/ilhstocollege/hr-477/career-pathways-endorsements/HR%20477%20Career%20Pathway%20Endorsements%20FINAL%2012.pdf>.

<sup>33</sup> Pathways to Prosperity, "Illinois Competency Mapping Resources" (2016), accessed August 20<sup>th</sup>, 2018, <https://ptopnetwork.jff.org/>.

The PWR Act is strengthened by the recent passage of the [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins Act).<sup>34</sup> Its emphasis on career exploration and career pathways beginning in late elementary school grades allows students to pursue exploratory and targeted experiences in teaching as well as earn dual credit.

### From the Field

***“We consider this investing in our own. We are confident that they will be ready to teach on Day One because we are the ones preparing them to be ready.”***—Associate Superintendent in suburban Chicago district, in reference to the district’s pathways program

For many educators, early hands-on teaching experience is what originally drew them into the profession. A positive experience in high school, through an internship or supported through a mentoring experience, can inspire and motivate students to pursue a career in teaching. Stakeholders in focus groups shared that the process of inspiring individuals to pursue a career in teaching must start early, even before individuals seek undergraduate degrees and enroll in teacher preparation programs. Currently, however, many Illinois high school students have limited access to and experience with the profession. The opportunities for exposure that do exist are often under-resourced, unsustainable, and few and far between.<sup>35</sup> While opportunities for early exposure to teaching as a profession are limited across Illinois, challenges are exacerbated in small rural districts, which may not have the infrastructure to design or offer career exploration opportunities due to a lack of teachers to support students in this work.

### Research and Exemplars

Kansas has a statewide [career pathways](#) framework that is similar to Illinois’ [career cluster framework](#)—both of which are aligned to the [16 nationally recognized career clusters](#).<sup>36</sup>

## High School Teaching Pathways in District 214

The Educator Prep Career Pathways initiative in Township High School District 214 aims to prepare today’s high school students to become tomorrow’s teachers. Educator Prep is fueled by a partnership between the district, local elementary school districts, and National Louis University and Northeastern Illinois University. District 214, in Chicago’s diverse northwest suburbs, and its higher education partners have built a deliberate pathway for students to move from high school, to college, to licensure to classroom teacher. The program begins with a sequence of high school courses—such as foundations for learning and development—that provide students an early feel for education as a career. Students who continue with the program earn early college credits in education-related courses while in high school. They also spend several days a week teaching lessons in K12 classrooms under the close supervision of a master teacher, who offers advice for improvement. Students can then continue in the Educator Prep program with a postsecondary partner and earn a bachelor’s degree and a teaching license with low-cost options. The district provides a network of supports for students while in college to increase the likelihood they graduate and become teachers. The district also guarantees a student teaching placement and first access to district teaching jobs. District 214, a national leader in the career pathways movement, offers programs of study in early childhood education, elementary and secondary education.

Laz Lopez, associate superintendent for teaching and learning in District 214, said nearly half of the students enrolled in the Educator Prep pathway are underrepresented minorities. ***“We consider this investing in our own,”*** he said. ***“We are confident that they will be ready to teach on Day One because we are the ones preparing them to be ready. And we know what makes a great teacher in our district.”*** The Educator Prep program was life changing for Jasmine Bautista, who graduated from District 214 in 2018. A first-generation college student, she was awarded a full-ride scholarship to National Louis University and intends to enroll in the teacher prep program and, eventually, become a special education teacher. She said the district’s program helped her ***“stay on track and keep focused on the one thing I always wanted to be—a teacher.”*** The early teaching experience she gained in high school confirmed—even heightened—her desire to become a teacher. The early college credits fast-tracked her to her dream. ***“I feel like they helped set me up to be a successful teacher.”***

Source: District 214 staff (July 2018).

<sup>34</sup> Congress.Gov, “H.R.2353 – Strengthening Career and Technical Education for 21<sup>st</sup> Century Act” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.congress.gov/bill/115th-congress/house-bill/2353>.

<sup>35</sup> Revolution Impact, Focus Groups (Illinois, 2018).

<sup>36</sup> Kansas State Department of Education, “Education and Training (CTE Career Cluster)” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Education-Training-CTE-Career-Cluster>; Office of Community College Research and Leadership, [Illinois Career Clusters, Pathways, and Programs of Study Guide](#) (Champaign, 2013); Pathways to College & Career Readiness, [Career Clusters](#) (nd).

In Kansas, districts use the state’s framework to build innovative career and technical education pathways for students. In 2013, Kansas City Public Schools (KCPS) began using the framework to create its “Diploma +” program, which offers middle and high school students robust career and technical education pathways.

KCPS’s Diploma+ program requires all sixth grade students attending Kansas City Public Schools to create individualized academic plans or “dashboards,” which help them track goals and accomplishments associated with career(s) they are interested in pursuing upon graduating from high school (the class of 2021 will be the first class to graduate under the requirements of the Diploma+ program).<sup>37</sup> Once students reach their sophomore year of high school, they use the dashboard to help them determine which “career and technical education pathway” they will enroll in for their remaining high school years.<sup>38</sup> One pathway the district offers is an “Educator Prep” pathway, which provides students the opportunity to participate in [Educators Rising](#), a program committed to cultivating highly skilled educators by guiding young people (including high school students) on a path to becoming accomplished teachers.<sup>39</sup> Participation in this program gives KCPS students the opportunity to learn foundational teacher training skills, acquire field-based experience in a classroom and earn an early childhood education certificate.<sup>40</sup> After a few short years of implementing the Diploma+ program, KCPS has seen success. As of May 2017, 53 percent of participants earned a high school diploma and one or more Diploma+ endorsements.

<sup>37</sup> Mid-America Regional Council, [Career & Tech Education in Grater Kansas City: Preparing High School Students for the Next Step](#) (2017).

<sup>38</sup> Mid-America Regional Council, [Career & Tech Education in Grater Kansas City: Preparing High School Students for the Next Step](#) (2017).

<sup>39</sup> Educators Rising, “Mission” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.educatorsrising.org/>.

<sup>40</sup> Kansas City Public Schools, “Career & Technical Education” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.kcpublicschools.org/Page/6323>.



## Teacher Preparation

### Recommendation III

**ISBE will work with partners across Illinois to support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.**

Investing in and encouraging partnerships between school districts and teacher preparation programs can create joint responsibility for the development of effective educators and produce robust and diverse teacher pipelines for local school districts. While research shows high-quality partnerships have positive and powerful effects on both the district and the preparation program, initiating partnerships can be a challenge due to competing commitments and limited resources. In collaboration with partners statewide, ISBE will work to create the conditions to support current partnerships and encourage new ones to form.

“We decided to focus on alternative licensure as a strategy to place more bilingual teachers in our classrooms—which led to the formation of the Portland Dual Language Teacher Fellows Program in 2016. By allowing dual language teacher fellows to pursue their degree and licensure while already working as classroom teachers, this approach helps build a solid bilingual teacher pipeline.”

Source: Alma Galicia, *Solving the Bilingual Teacher Shortage*

ISBE will work with partners to:

1. **Seek and provide funding** for a competitive grant program focused on data sharing and preparation alignment to workforce needs to districts and preparation programs pursuing partnerships.
2. **Facilitate data sharing** by developing or enhancing a data system that teacher preparation programs and districts can use to easily access, share, and align teacher supply and demand data.
3. **Serve as a hub of resources** by sharing reports, best practices and promoting lessons learned from current partnerships, including sharing lessons learned from the [Continuous Improvement Communities of Practice](#).<sup>41</sup>
4. **Support teacher preparation institutions** in developing approaches for the recruitment of diverse candidates to tightly align with what districts are seeking.<sup>42</sup>

### From the Field

**“My district is calling universities to ask if they have candidates and we’re being told there are very few... I have four vacancies right now and only two applicants.”** —Superintendent from rural district in Central Illinois referencing desire to have a stronger connection to preparation providers

Many districts in Illinois and across the country struggle to find highly effective teachers for every student on the first day of school.<sup>43</sup> Strategic partnerships between preparation programs and schools districts can combat these challenges and **“create a seamless experience where new teachers grow, thrive and advance student achievement.”**<sup>44</sup> Such partnerships are especially relevant in Illinois, as graduates of preparation programs have become increasingly more likely to obtain employment within

<sup>41</sup> ISBE, [Continuous Improvement Communities of Practice](#) (2018).

<sup>42</sup> ISBE, in collaboration with district and building leaders and higher education faculty, is participating in *The Diverse and Learner-Ready Teacher Initiative* (DLRT). DLRT is focused on: Increasing the racial diversity of the teacher workforce so it is representative of P12 student enrollment; and ensuring all teachers demonstrate culturally responsive practice by identifying opportunities for them to build these skills, practices, and dispositions along the continuum of the teacher pipeline.

<sup>43</sup> Education First, [Ensuring High-Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Teacher Preparation Programs are Transforming the Teacher Pipeline](#) (2016).

<sup>44</sup> Education First, [Ensuring High-Quality Teacher Talent: How Strong, Bold Partnerships between School Districts and Teacher Preparation Programs are Transforming the Teacher Pipeline](#) (2016): 3.

the state. These data provide a strong base to build local partnerships, thus allowing districts to share forecasts of openings with educator prep programs, and the educator prep programs to tailor outreach and preparation to the needs of partner districts.

“Homegrown programs are the way to go—[they] will create a workforce that is familiar with and already integrated in the community and culture.”

—Teacher of the year focus group participant

### Research and Exemplars

Across the country, there are many examples of successful partnerships between school districts and teacher preparation programs that have been, and continue to be, mutually beneficial in efforts to address shortages in specific content areas.<sup>45</sup> One such example comes from Oregon, where in the summer of 2016, Portland Public Schools (PPS) and Portland State University (PSU) created a bilingual teacher pipeline collaborative to recruit, develop and retain bilingual teachers. The partnership now provides 28 dual language teacher fellows the opportunity to work as full-time classroom teachers, substitutes or paraprofessionals while simultaneously earning a master’s degree in elementary education with a bilingual/English to Speakers of Other Languages endorsement or a degree in secondary education with a world language endorsement. To enter the program, individuals must gain admission to the teacher preparation program at PSU and acquire a teaching position at PPS.

After the first year of program implementation, the district has virtually eliminated its bilingual teacher shortage. The program—described as a “**resolute success**”—has not only resolved the district’s bilingual teacher shortage but has also put teachers into the classroom who principals describe as strong and engaged.<sup>46</sup> As the PPS Senior Director of Dual Language Immersion stated, “**The whole premise of this [program] was the belief that we had already tomorrow’s teachers...in our community. We just have to identify them and equip them.**”<sup>47</sup>

<sup>45</sup> Ibid.

<sup>46</sup> Amaya Garcia, [\*Building a Bilingual Teacher Pipeline: The Portland Public Schools and Portland State University Dual Language Teacher Partnership\*](#) (New America, 2017).

<sup>47</sup> Ibid.

## Recommendation IV

### **ISBE will work with partners across Illinois to develop innovative, results-based approaches to educator preparation.**

As enrollment in educator preparation programs declines nationwide, there is momentum to try new approaches to teacher training. Teacher preparation programs, themselves, have responded by working more closely with districts or changing curricula to better prepare candidates, according to a new report by the American Association of Colleges for Teacher Education.<sup>48</sup> Some states have gone even further, experimenting with [competency-based teacher preparation programs](#) that eliminate credit hour and course requirements and, instead, require students to show mastery in specific areas and subjects.<sup>49</sup> During its tour across the state, ISBE heard many stakeholders suggest more innovative paths into teaching could help close shortages, diversify the workforce and help districts—especially those in rural settings—hire the teachers they need.

ISBE will work with partners to:

1. **Study innovative approaches to educator preparation** and evaluate effectiveness.
2. **Review current statutes and rules** to support opportunities for expanded pathways approved as a statewide preparation route.
3. **Develop a multi-step process** for educator preparation programs to earn formal approval by providing data that demonstrate positive P12 outcomes. This process would align to outcome indicators and measures suggested by the [Partnership for Educator Preparation \(PEP\)](#).<sup>50</sup>
4. **Support collaboration** by encouraging educator preparation programs (EPPs) and local education agencies (LEAs) to co-design, develop and implement preparation routes that support the workforce needs of their communities and regions (e.g., preparing teachers in shortage areas and preparing a more diverse workforce).

Through the proposed study, ISBE will consider provisions that would allow programs to be authorized by the state (for five years) with annual monitoring and data reporting via the PEP Committee recommendations. Programs that demonstrate positive impact on P12 student outcomes would receive formal approval for another five years. Those that are not able to show improved P12 student outcomes would no longer retain approval. Additional recommendations for program approval may include allowing:

- Programs to extend preparation into the first few years of teaching before granting permission for licensure. “Intern” candidates would complete a year-long student teaching experience as co-teachers of record and continue for the following year(s) as “resident” teachers. Candidates would be evaluated on a competency rubric that would allow an individual to master the necessary skills to be an effective teacher.
- Through partnership between districts and IHEs, the design and implementation of a program that includes intensive clinical experiences focusing on improved P12 student outcomes.

ISBE’s proposal to study, with the intent to expand, criteria for program approval allows the opportunity to be responsive to stakeholder input and research around best practice for program design.

<sup>48</sup> American Association of Colleges for Teacher Education, *Where We stand: Clinical Preparation of Teachers* (2012).

<sup>49</sup> Nick Roll, *Green Light for Competency-Based Teacher Ed* (Inside Higher Ed, 2017), accessed August 20<sup>th</sup>, 2018, <https://www.insidehighered.com/news/2017/11/01/competency-based-teacher-education-program-receives-state-approval>.

<sup>50</sup> ISBE, “Partnership for Educator Preparation (PEP)” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.isbe.net/Pages/Partnership-for-Educator-Preparation.aspx>.

## From the Field

***“Do we need to rethink what that training looks like for teachers to be well prepared?”; “Prep routes can be more effective by incorporating more experiential learning that provides a real sense of what it means to be a teacher; is significant in length and level of responsibility; includes communication with students’ families; and places student teachers in high-need districts to build their skill to be effective and a connection that will lead them to consider a job there.” —Cross sector focus group participants***

During the stakeholder conversations around teacher preparation, group participants focused largely on the outcomes they wanted to see, rather than the structure of the programs. Stakeholders were less interested in talking about inputs (i.e. credit hour requirements) and more focused on outputs (i.e. effectiveness of the graduates who landed in classrooms). In general, they defined “quality” teacher preparation programs as those that offer students extensive clinical experience with skilled mentor teachers. There was unanimous agreement that a high quality field experience is the single best way for teacher candidates to develop effective pedagogical content, classroom management, and data driven decision-making practices. Focus group participants also noted that “quality” preparation programs equip teacher candidates with the content knowledge and pedagogical skills in the employment of culturally relevant practices to connect and build relationships with all students, regardless of race, class, gender and other differences. Overwhelmingly, they said teaching candidates should understand and be able to employ techniques of social emotional learning (SEL) and trauma informed instruction.<sup>51</sup>

## Research and Exemplars

Illinois would join the ranks of national leaders if it implemented a results-based approval process for teacher preparation programs. There are a handful of states paving the way toward innovative preparation and approval processes. Minnesota uses a portfolio-model as an alternative pathway to obtaining a teaching license. [Licensure via Portfolio](#) provides an alternative process to assess the knowledge, skills and competencies of individuals seeking a license who may not have completed an approved teacher preparation program in the licensure field being sought.<sup>52</sup>

No other state has taken a bolder approach than Louisiana. In line with how leading nations approach teacher preparation, Louisiana launched the nationally recognized [Believe and Prepare](#) pilot program in 2014. The program offers aspiring teachers a full year of practice under an expert mentor and a competency-based program design. In October 2016, the Louisiana Board of Elementary and Secondary Education (BESE), with support from the Louisiana Board of Regents (BoR), adopted landmark regulations to [expand yearlong residencies and competency-based curricula statewide](#).<sup>53</sup> Since 2014, BESE has awarded over \$9 million in grant awards to teacher preparation providers and their school system partners to advance this shift to full-year residencies for all aspiring teachers.

Tennessee’s approval process is noteworthy for its focus on diversity, its effort to align teacher supply and demand across subject areas, and its commitment to long-term results. In 2017, when the state

<sup>51</sup> Joyce Foundation and Advance Illinois, Teacher Summit (2018).

<sup>52</sup> Minnesota Professional Educator Licensing and Standards Board, “*Licensure via Portfolio*” (nd), accessed August 20<sup>th</sup>, 2018, <https://mn.gov/pelsb/aspiring-educators/portfolio/>.

<sup>53</sup> Louisiana Department of Education, “*Believe and Prepare*” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.louisianabelieves.com/teaching/believe-and-prepare>; Louisiana Department of Education, “*BESE Expands Full Year Classroom Residency for Teachers*” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.louisianabelieves.com/newsroom/news-releases/2016/10/12/bese-expands-full-year-classroom-residency-for-teachers>.

reorganized its approval process, Tennessee Department of Education set minimum performance standards for preparation programs in three key domains: candidate profile, employment and provider impact. While the employment domain is standard practice—measuring the provider’s performance in preparing educators—the candidate profile and provider impact domains are exemplary. The candidate profile domain evaluates the provider’s **“ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.”** This motivates teacher preparation programs to recruit diverse candidates and prepare candidates for high-need subjects. Additionally, the provider impact domain—a results-based metric—evaluates the effectiveness of program graduates once they are teaching full time.

## **Teacher Licensure**

### **Recommendation V**

**ISBE will work with partners across Illinois to develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce.**

To ensure every student in Illinois has a highly trained and effective educator, ISBE is committed to affirming the bar for entry into the profession has the appropriate rigor and the entry requirements reflect the work teachers are preparing to undertake. To that end, ISBE intends to review the assessments and exams the state requires for licensure. The guiding principles behind this work: maintaining a high standard for entry into the profession while ensuring the exams do not unduly prohibit or discourage applicants or interfere with efforts to diversify the teaching workforce.

ISBE will work with partners to:

1. **Authorize a study** on teacher licensure requirements to inform future policy recommendations.
2. **Evaluate approaches to the basic skills assessment** with a goal of maintaining a high standard for licensure while increasing flexibility and responsiveness to the field.
3. **Revise policy** by increasing flexibility to meet qualifications for endorsement areas. This may include allowing bilingual educators additional ways to receive foreign language or bilingual endorsements while ensuring expertise and fluency.<sup>54</sup>

### **From the Field**

In a recent letter to State Superintendent Tony Smith, the deans of the state's colleges of education offered to help the state review and modify the current testing and licensure qualifications. ***"The Deans of Illinois public and private colleges of education are committed to addressing the teacher shortage in the short-term and growing a diverse teacher pipeline in the long-term,"*** they wrote. ***"We welcome the opportunity to work with our legislators and the Illinois State Board of Education in this regard."***

During the stakeholder meetings, scores of participants spoke about the licensure bar. Some felt it should be removed or lowered, while few voiced support for keeping it as is. The majority of respondents requested either elimination or modification of scoring. As the agency and partners consider how to approach this work in a way that maintains a high bar for entry while addressing shortage areas, it will consider the following proposals:

- Discontinue the administration of the Test of Academic Proficiency (TAP.) Continue to allow teacher candidates the opportunity to use either the ACT or SAT for the purposes of demonstrating "basic skills."
- In collaboration with key stakeholders, develop a research framework for a multi-year study of basic skills testing approaches. One suggestion for the study design is to identify small pilot groups where teacher candidates use either the ACT/SAT, portfolio or general education (GE) requirements to demonstrate basic skills. Research questions could include: (1) Is there a difference between candidates who used the ACT/SAT, portfolio or GE requirements in regards to student teaching evaluations completed by the cooperating teacher? (2) Is there a relationship between candidates who used the ACT/SAT, portfolio and GE requirements to demonstrate basic skills and performance in student teaching and edTPA? (3) Is there a difference between candidates who used the ACT/SAT, portfolio and GE requirements to demonstrate basic skills in relation to first year teacher evaluations? (4) Is there a difference between candidates who used the ACT/SAT, portfolio and GE

<sup>54</sup> For example accepting the Seal of Bi-literacy or passing a test to prove language proficiency as an alternative to completing coursework.

requirements in retention once in a district? (5) Is there a difference between candidates who used the ACT/SAT, portfolio and GE requirements in retention as a teacher in Illinois schools?

### Research and Exemplars

All 50 states require testing for aspiring teachers (e.g., basic skills test, content area exam, etc.). Thirty-nine states and D.C. require a *basic skills assessment*, of which nine states require aspiring teachers pass before licensure; four states require aspiring teachers pass before student teaching; and 29 states offer ACT, SAT and/or GRE as an alternative (of which 24 accept ACT, including IL). Eleven states have no stand-alone, state-mandated basic skills exam, with two states leaving the decision to require a basic skills exam up to individual teacher preparation programs (AZ & ID); four states include additional testing requirements, just not a basic skills exam (IA, KS, NY, OH, OR); and five states have no basic skills exam requirement (AZ, CO, MT, OR, SD), but do require other forms of testing.

According to researcher Dan Goldhaber, there is a modest correlation between basic skills licensure tests scores and student achievement.<sup>55</sup> For example, a teacher's basic skills test scores are modestly predictive of his or her student's achievement in middle and high school math and highly predictive of his or her student's achievement in high school biology.<sup>56</sup> Correlation between incoming academic credentials and student learning outcomes is more evident when working with "at-risk" students<sup>57</sup> and SAT and ACT predictive validity are stronger when combined with high school GPA (and vice versa).<sup>58</sup> Additionally, research shows a moderate correlation between incoming academic credentials (e.g., GPA) and teacher effectiveness.<sup>59</sup> Of note, however, research shows teacher candidates of color tend to pass teacher licensure exams at a lower rate than their white peers.<sup>60</sup>

<sup>55</sup> As measured by student math test score gains in elementary grades; Dan Goldhaber, Trevor Gratz and Roddy Theobald, *What's in a teacher test? Assessing the relationship between teacher licensure scores and student STEM achievement and course-taking* (Seattle: CEDR, 2016).

<sup>56</sup> Dan Goldhaber, Trevor Gratz and Roddy Theobald, *What's in a teacher test? Assessing the relationship between teacher licensure scores and student STEM achievement and course-taking* (Seattle: CEDR, 2016).

<sup>57</sup> Charles Coble, Edward Crowe and Michael Allen, *CAEP Standard 3.2 Research, Study and Analysis* (TPA, 2016).

<sup>58</sup> Charles Coble, Edward Crowe and Michael Allen, *CAEP Standard 3.2 Research, Study and Analysis* (TPA, 2016).

<sup>59</sup> Chad Aldeman and Ashley LiBetti Mitchel, *No Guarantees: Is it Possible to Ensure Teachers Are Ready on Day One?* (Bellwether, 2016).

<sup>60</sup> Center for Education Data & Research; Matt Barnum, "Certification rules and tests are keeping would be teachers of color out of America's Classrooms. Here's how." (Chalkbeat, 2017), accessed March 1, 2018, <https://www.chalkbeat.org/posts/us/2017/09/12/certification-rules-and-tests-are-keeping-would-be-teachers-of-color-out-of-americas-classrooms-heres-how/>.

## **Teacher Recruitment and Retention**

### **Recommendation VI**

**ISBE will work with partners across Illinois to promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.**

Teacher turnover and attrition are costly in both human and financial costs. A [study](#) by the Alliance for Excellent Education estimated the cost at \$2 billion annually.<sup>61</sup> More troubling, a TNTP report, "[The Irreplaceables](#)," found that half of teachers in the top 20 percent of effectiveness left their school within five years.<sup>62</sup> Teachers leave for many reasons, but the lack of career advancement opportunities is a primary factor, according to a [report](#) by the teacher policy and voice group, Teach Plus.<sup>63</sup> In a [2018 survey](#) conducted by another teacher voice group, Educators for Excellence, 92 percent of teachers said they wanted more opportunities to advance their careers and professional skills while remaining in the classroom as teachers.<sup>64</sup> As schools become more complex organizations, there has been a national push to adopt staffing structures that allow for teacher leadership opportunities and more distributive leadership within schools.

ISBE will work with partners to:

- 1. Promote innovative approaches to teacher leadership**, including providing support for the teacher leadership pilot program and sharing findings with districts statewide.
- 2. Expand current teacher leadership opportunities** by allowing entities outside of higher education (including districts) to offer leadership endorsements through the demonstration of competencies.
- 3. Encourage districts to consider incentives** and other types of recognition for teachers in leadership roles.
- 4. Develop statewide consortiums** of districts, regional offices of education and educator preparation programs to articulate and support career pathways aligned to leadership options including state licensure, the Illinois teacher leadership endorsement and nationally recognized teacher certificate.<sup>65</sup>
- 5. Advocate for adequate funding** for all districts.

ISBE has already embraced teacher leadership as a critical position in schools and districts. In 2017-18, for example, ISBE collaborated with stakeholders across Illinois to build a fund focused on teacher leadership into the state's Every Student Succeeds Act (ESSA) plan. The state is in the process of designing and disseminating a teacher leadership pilot grant program that will allow districts to compete for grants that fund research and investigate problems of practice related to teacher leadership. As stated in the ESSA plan, "***This work will be used to increase clarity on the roles and work of a teacher leader.***"<sup>66</sup> Moving forward ISBE will work with partners such as the Teacher Leadership Effectiveness Committee of the Illinois P20 Council to ensure the new efforts capitalize on previous state work focused on teacher leadership and build on learnings from the pilot program.

<sup>61</sup> Alliance for Excellent Education, "[Teacher Attrition Costs United States Up to a \\$2.2 Billion Annually, Says New Alliance Report](#)" (2014), accessed August 20<sup>th</sup>, 2018, <https://all4ed.org/press/teacher-attrition-costs-united-states-up-to-2-2-billion-annually-says-new-alliance-report/>.

<sup>62</sup> TNTP, [The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools](#) (2012).

<sup>63</sup> Teach Plus, [How to Retain Effective Teachers Through Teacher Leadership](#) (nd).

<sup>64</sup> Educators for Excellence, [Voices from the Classroom: A Survey of America's Educators](#) (2018).

<sup>65</sup> Task Force on Program Accountability, Assessment, Accreditation and Policy, [Illinois Leading the Way: Multiple Pathways to Enhancing the Profession](#) (2018).

<sup>66</sup> ISBE, [Consolidated State Plan Under the Ever Student Succeeds Act](#) (2018).



Conversations with stakeholders around the state reinforced the concept that long-term, sustainable funding is a significant challenge for districts hoping to implement teacher leadership opportunities. Currently in Illinois, adequately funded districts possess the resources needed to support more opportunities for teachers, while underfunded districts do not. To address this opportunity—and support district-led teacher leadership and career pathways—ISBE must continue advocating for adequate funding for all districts in Illinois as a top priority.

### From the Field

***“The number one thing that made teachers happy, according to recent research, was time to work with their peers, and authentic collaboration. [Teachers want to] feel like a professional and know they have a voice that is valued.”—Cross sector focus group participant***

Focus group participants reinforced the trends shown in research, regarding the importance of teacher leadership opportunities, stating that such opportunities promote retention and prevent burnout among teachers.<sup>67</sup> Teacher leadership/career ladders were a prime focus of discussion during the Teach Illinois Summit, hosted by Advance Illinois and the Joyce Foundation. The participants suggested the state should provide adequate funding for districts to implement teacher leadership pathways and promote pathways that provide added compensation for added duties. Additionally, teacher leadership programs and policies continue to be a main focus of the Teacher Leadership Effectiveness (TLE) subcommittee of the P20 Council. The Committee is committed to promoting differentiated leadership and career pathways to meet all teachers’ goals and aspirations. The three main pathways consist of: (1) a pathway to acquire skills for a future job within school and district administration; (2) a pathway to offer teachers the opportunity to stay in the classroom *and* participate in leadership and/or advocacy roles; (3) a pathway to become a formal teacher leader or instructional coach.<sup>68</sup>

### Research and Exemplars

Over the last decade, more and more states have implemented policies and dedicated resources to ensure all teachers have the ability to develop leadership skills and advance their career.

Tennessee, for example, started building more robust teacher leadership opportunities as early as 2011 when the State Board of Education adopted Teacher Leader Model Standards.<sup>69</sup> In 2013, the state [revised these standards](#) and developed a Teacher Leader Network in order to develop adaptable leadership models for implementation in districts across the state.<sup>70</sup> Between 2013 and 2016, 28 districts—representing geographic socioeconomic and demographic diversity of the state—participated in the Teacher Leader Network and created innovative, exemplary teacher leadership

#### For Tennessee educators, creating a strong group of teacher leaders has multiple benefits:

- Increased student achievement and growth through the development of a shared leadership structure at the school level
- Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration
- Stronger and more positive school and district culture through the development and retention of highly effective teachers

Source: Tennessee Department of Education, “*Teacher Leadership*” (2018).

<sup>67</sup> Revolution Impact, Focus Groups (Illinois, 2018).

<sup>68</sup> Teacher Leadership Effectiveness Committee, *2018 Recommendations to ISBE* (2018).

<sup>69</sup> Tennessee Department of Education, “*Teacher Leadership*” (2018), accessed August 20<sup>th</sup>, 2018, <https://www.tn.gov/education/teaching-in-tennessee/teacher-leader-guidebook.html>.

<sup>70</sup> Tennessee Department of Education, *Revised Tennessee Instructional Leadership Standards* (2013); Tennessee Department of Education, *Tennessee Teacher Leader Network 2015-16 Guidebook* (2016).

models.<sup>71</sup> While the state provided guidance and support, it was ultimately up to each district to determine the type of teacher leadership model to implement and how to incentivize participation (e.g., additional compensation).<sup>72</sup> To ensure noteworthy practices were shared broadly across the field, state leaders published three Teacher Leader Guidebooks, providing districts and schools with **“different [teacher leadership] models that are grounded in these [state teacher leader] standards, yet illustrate distinct pathways for our schools and districts to consider when attempting to leverage the power and potential of teacher leader development.”**<sup>73</sup>

In recent years, many other states have followed suit. During the 2017 Legislative session, nine states<sup>74</sup> enacted legislation supporting teacher advancement and leadership.<sup>75</sup> Arkansas, for example, enacted a House Bill 142, permitting the State Board of Education to create a tiered system of licensure, which will include a teacher leader license or endorsement and allow districts to differentiate teacher compensation.<sup>76</sup>

## TEACHER LEADERS IN ILLINOIS

Chicago Public Schools is one of several Illinois districts focused on teacher leadership as a recruitment and retention strategy. In 2017, the district launched seven Opportunity Culture schools to extend the reach of excellent educators, provide them with paid leadership opportunities and, ultimately, boost student achievement. Each Opportunity Culture school uses a team of teachers and administrators to decide how to reallocate their school’s budget and redesign the schedule so teacher leaders have added time to coach, plan and collaborate with a small team. These multi-classroom leaders—who have a record of high student achievement—lead data analysis for their team. And, they continue to classroom teach. For taking on the added responsibilities, these teacher leaders receive added pay—in Chicago they get between \$7,500 and \$11,000 per year. Matt Lyons, Chief Talent Officer for Chicago Public Schools, shared that he launched the Opportunity Culture schools after hearing top-notch educators complain about a lack of leadership/career advancement options in the district. These teachers wanted to remain in the classroom, but also longed to stretch their minds and talents. Lyons launched the effort in seven high-need schools and plans to expand it to seven more next year. **“We saw this as a way to let great teachers continue to grow professionally, while also providing additional supports for new teachers,”** he said. The Opportunity Culture model operates in more than 225 schools in over 20 school districts nationwide. A 2018 [study](#)<sup>1</sup> by the American Institutes for Research found that Opportunity Culture schools using the multi-classroom leadership model raised student achievement.

[A recent study](#)<sup>2</sup> by the UChicago Consortium on School Research found that principals use teacher leadership to establish strong learning climates. Liz Meyers, principal at Phillip Randolph Elementary School in Chicago, said she opted into the Opportunity Culture program because she recognized the power of teacher leaders. She also saw it as a way to retain her best teachers, who are recruited by other schools. **“These teachers want a way to impact change outside their individual classrooms,”** she said. **“I want to keep them in the building so they can use all the talents they have to impact the school.”**

Sources: <sup>1</sup>Ben Backes and Michael Hansen, *Reaching Further and Learning More? Evaluating Public Impact’s Opportunity Culture Initiative* (AIR & Brookings Institution, 2018); <sup>2</sup>Elaine Allensworth and Holly Hart, *How do Principals Influence Student Achievement?* (UChicago Consortium on School Research, 2018).

<sup>71</sup> Tennessee Department of Education, [Tennessee Teacher Leader Network 2015-16 Guidebook](#) (2016).

<sup>72</sup> National Council on Teacher Quality, *Leadership Opportunities: Tennessee* (2017), accessed August 20<sup>th</sup>, 2018, <https://www.nctq.org/yearbook/state/TN-Leadership-Opportunities-79>.

<sup>73</sup> Tennessee Department of Education, [Tennessee Teacher Leader Network 2015-16 Guidebook](#) (2016): 2.

<sup>74</sup> Arkansas, Florida, Indiana, Maine, Minnesota, Montana, Nevada, North Carolina, Oregon.

<sup>75</sup> Education Commission of the States, [Teacher Development and Advancement](#) (2018).

<sup>76</sup> Education Commission of the States, [Teacher Development and Advancement](#) (2018).

## Recommendation VII

### **ISBE will work with partners across Illinois to develop robust teacher mentorship and induction programs.**

There is a growing body of research suggesting high-quality induction and mentorship programs positively impact teacher retention and student outcomes. ISBE will work with school districts and other organizations to support and encourage locally led new teacher induction and mentorship programs.

ISBE will work with partners to:

1. **Provide research-based guidelines** for how and why schools and districts should implement new teacher induction and mentorship programs, ensuring the guidelines are not a one-size fits all approach.
2. **Identify, document and share** effective new teacher induction and mentorship models and practices. This may include convening peer-learning networks across districts and regions.
3. **Encourage districts to use Federal Title Program funds** to support new teacher induction and mentorship programs.
4. **Advocate for adequate funding** to ensure all districts have the resources needed to implement a new teacher induction and mentorship program.

In 2015, State Superintendent Tony Smith requested state funds to support a new teacher induction and mentoring program. Grant money (\$750,000)—funded through ISBE’s Teacher Licensure fund—was awarded for fiscal years 2016 and 2017. This funding stream was exhausted by 2018, but 12 districts launched new induction and/or mentoring programs or supported existing programs.<sup>77</sup> These data continue to reinforce the cry for adequate funding, as adequately funded districts have the flexibility to re-allocate funds to support leadership initiatives, while inadequately funded districts face serious constraints in this area. ISBE will continue to advocate for more state-level grant money to support new teacher induction and mentorship programs, but adequate funding for all school districts in Illinois is an enabling condition to sustain local teacher induction and mentorship programs.

#### **From the Field**

***“When I first started teaching, I had a mentor who observed me, gave feedback, and talked through practices. I also had a new teacher group that met regularly to share experiences. Those supports were so important, and kept me in the classroom longer than I might have otherwise stayed.”*** —  
*Partnership for Educator Preparation focus group participant*

Forty-four percent of new teachers in Illinois leave their initial school of employment within the first two years.<sup>78</sup> By the fifth year of teaching, 67 percent leave their initial school of employment and 25-30 percent leave the teaching profession altogether.<sup>79</sup>

Reflecting findings from state and national research, focus group participants in Illinois find mentorship programs for new teachers to be of great value. They noted that mentors for new teachers help districts recruit and retain teachers and improve student achievement. Advertising teacher support systems to

<sup>77</sup> Currently districts that want to implement a new program or sustain an existing one, must allocate their own funds.

<sup>78</sup> Karen DeAngelis and Jennifer Presley, [\*Leaving School or Leaving the Profession: Setting Illinois’ Record Straight on New Teacher Attrition\*](#) (IERC, 2007).

<sup>79</sup> Karen DeAngelis and Jennifer Presley, [\*Leaving School or Leaving the Profession: Setting Illinois’ Record Straight on New Teacher Attrition\*](#) (IERC, 2007).

potential district applicants is imperative, numerous focus group participants suggested, because many applicants value the supports provided as a new teacher over compensation.

Mentorship for new teachers was a key topic of conversation for teacher focus groups as well. Many participants recounted their own story, describing the positive influence a mentor teacher had on them at one point or another. As one participant claimed, her early career mentor “*shaped her as a teacher.*”

### Research and Exemplars

New teacher induction and mentorship programs can increase retention rates of new teachers, enhance teachers’ skills and increase student performance. According to national research, new teachers who do not receive mentoring and other supports leave at more than two times the rate of those who do.<sup>80</sup>

Additionally, a recent study on the [NTC mentoring program](#) found students whose teachers participated in a mentor program outperformed their grade level peers in both English/language arts and mathematics. The teachers produced gains of about two to three and a half additional months of learning in English language arts, and two to four and a half months in math.<sup>81</sup>

Under Race to the Top (RttT), North Carolina identified two high-priority needs to support the state’s lowest performing schools: (1) help teachers in North Carolina succeed during their initial years teaching; (2) retain qualified teachers across the state serving in high-need schools.<sup>82</sup> Based on these needs, North Carolina used RttT grant money to develop the [North Carolina New Teacher Support Program \(NC NTSP\)](#), which seeks to improve the instructional knowledge, skills, attitudes, effectiveness and retention of participating teachers. The program consists of multi-day trainings, instructional coaching and professional development.<sup>83</sup>

In 2015, the Education Policy Initiative at Carolina at University of North Carolina analyzed the effect the program had on teacher effectiveness and retention. Findings reveal what participants in the program already knew: NC NTSP was extremely effective, especially at increasing teacher effectiveness and retention.

#### Highlights from NC NTSP Evaluation

- NC NTSP evaluation sample teachers were significantly more likely to return to teaching in North Carolina public schools, to the same LEA and to the same low-performing school.
- NC NTSP evaluation sample teachers felt the program components had positively impacted their teaching, compared to similar services provided by their own school.
- Overall, NC NTSP evaluation sample teachers had significantly higher EVAAS (education value-added assessment system) estimates compared to other fifth and eighth grade science teachers.

<sup>80</sup> Anne Podolsky, Tara Kini, Joseph Bishop & Linda Darling-Hammond, [Solving the Teacher Shortage: How to Attract and Retain Excellent Educators](#) (Learning Policy Institute, 2016).

<sup>81</sup> Madeline Will, “*Mentors for New Teachers Found to Boost Student Achievement—by a Lot*” (EdWeek, 2017), accessed August 20<sup>th</sup>, 2018, [http://blogs.edweek.org/teachers/teaching\\_now/2017/06/new\\_teacher\\_center\\_mentor\\_study.html](http://blogs.edweek.org/teachers/teaching_now/2017/06/new_teacher_center_mentor_study.html).

<sup>82</sup> Kevin Bastian and Julie Marks, [North Carolina New Teacher Support Program: Final Race to the Top Evaluation Report](#) (Consortium for Educational Research and Evaluation: North Carolina, 2015).

<sup>83</sup> Ibid.

***Acknowledgments***

ISBE would like to thank the over 400 Illinoisans who participated in focus groups and shared ideas and resources throughout the year of study. Additionally, ISBE would like to recognize the Joyce Foundation for their generous support of this project, and Education First Consulting and Revolution Impact for technical support and content expertise.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Robert Wolfe, Chief Financial Officer *RW*

**Agenda Topic:** Budget Discussion

**Materials:** Exhibit A: Fiscal Year 2020 Budget Hearing Form

**Staff Contact(s):** Scott Harry, Director of Budget

**Purpose of Agenda Item**

The Board will have a discussion regarding the FY 2020 budget recommendation for the purpose of providing direction to staff in the development of the budget recommendation to be considered by the Board at its January 2019 meeting.

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

The budget is crucial for all aspects of the State Board's strategic plan and 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**

**Summary of Board's FY 2019 Budget Recommendation**

The Board's FY 2019 budget recommendation for general funds was nearly \$15.7 billion and was approximately a \$7.5 billion increase compared to FY 2018 appropriation levels. Approximately \$7.2 billion of the increase was to ensure every student in the state had fair access to a high-quality education as defined in the Evidence-Based Funding (EBF) statute that utilizes 34 cost factors. Additionally, the Board recommended appropriation levels for FY 2019 that fully funded the Mandated Categorical Reimbursements and called for a \$50 million increase for Early Childhood Education. The balance of the increase was attributable to advocate testimony received at the three public budget hearings and staff recommendations.

The Board's recommendation was established based on the following funding principles:

- **Equity** – Provide each child with the individualized supports he or she needs to achieve their potential and meet our common, high expectations.
- **Quality** – Recognize and nurture the individual strengths each student brings to the classroom and provide diverse pathways to success.
- **Community** – Addressing the state's deep opportunity gaps requires bridging services to meet the needs of the whole child.
- **Educator Recruitment and Recognition** – Expand and diversify the pipeline for recruitment and retention of Illinois' current teachers.

**Summary of FY 2019 Enacted Budget**

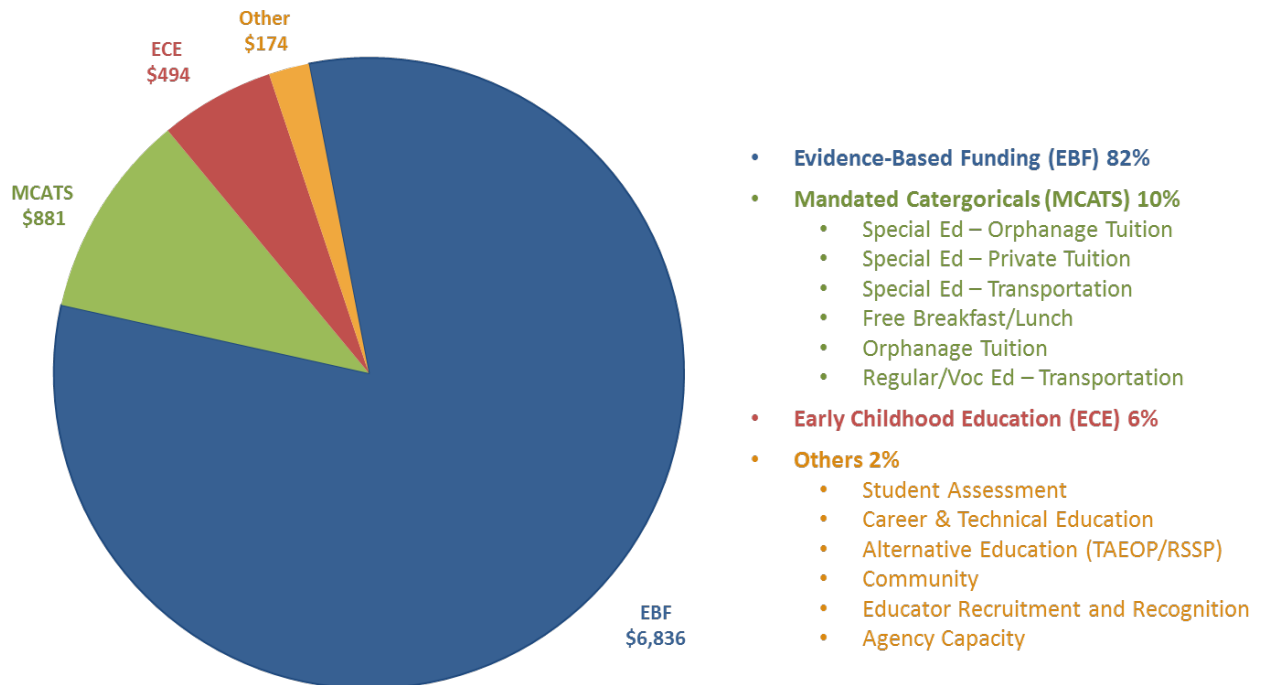
The following tables provide a summarized comparison of the appropriation levels for FY 2019 enacted budget to both the Board's FY 2019 recommended levels and the FY 2018 enacted budget.

(\$000's)	FY19 Board Recommended	FY19 Enacted Budget PA 100-586	\$ Diff	% Diff
General Funds	\$15,663,918.3	\$8,384,793.0	(\$7,279,125.3)	(46.5%)
Other State Funds	75,078.9	72,248.9	(2,830.0)	(3.8%)
Federal Funds	3,656,453.3	3,656,453.3	0.0	0%
<b>Total</b>	<b>\$19,395,450.5</b>	<b>\$12,113,495.2</b>	<b>(\$7,281,955.3)</b>	<b>(37.5%)</b>

(\$000's)	FY18 Enacted Budget PA 100-21 PA 100-586	FY19 Enacted Budget PA 100-586	\$ Diff	% Diff
General Funds	\$8,215,976.5	\$8,384,793.0	\$168,816.5	2.1%
Other State Funds	72,748.9	72,248.9	(500.0)	(0.7%)
Federal Funds	3,654,586.9	3,656,453.3	1,866.4	0.1%
<b>Total</b>	<b>\$11,943,312.3</b>	<b>\$12,113,495.2</b>	<b>\$170,182.9</b>	<b>1.4%</b>

The graph on the next page illustrates that approximately 98 percent of the FY 2019 general funds enacted budget for ISBE is allocated to Evidenced-Based Funding, Mandated Categoricals, and Early Childhood Education.

## Direct Education Funding General Funds Appropriations (FY 2019; \$ in millions)



Source: Illinois Office of the Comptroller – Public Act 100-586

### Evidence-Based Funding – 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.

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 Fiscal Year 2018 Bilingual Language funding.

The FY 2019 EBF funding of approximately \$6.84 billion resulted in the following impacts for districts and students:

- Tier 1 districts have an average growth of 2.15 percent in their adequacy target level as a result of the FY 2019 tier funding distribution;
- Adequacy ranged from 47 percent to 280 percent before FY 2019 tier distribution and ranged from 54 percent to 280 percent after tier distribution; and
- Eight out of 10 Illinois students attend a school that is below adequacy level.



Mandated Categorical Reimbursements (MCATs) – Aligned to Goals 1-5, 7

The FY 2019 enacted budget generally funded 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 and the additional dollar amounts needed to fully fund these lines.

<b>Program Name</b>	<b>FY 2018 Proration Level</b>	<b>FY 2019 Estimated Proration Level</b>	<b>Additional amount needed to fully fund in FY19</b>
Transportation-Regular/Vocational	84.1%	83.8%	\$80,890,200
Transportation-Special Education	91.0%	87.1%	\$57,517,400
Special Education-Private Tuition	89.9%	86.1%	\$21,834,500
Illinois Free Lunch/Breakfast	29.0% est.	28.7%	\$22,400,000

Early Childhood Education – Aligned to Goals 1-7

The FY 2019 enacted budget increases the funding for the Early Childhood Block Grant by \$50 million, which funds the Board’s recommendation for this program.

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. This allowed the state to carry out its plan to invest more in its Early Childhood Education Program, expanding access to quality services for children in Illinois. The grant proposal specified that, beginning in 2016, Illinois would provide an increase of \$50 million per year for five years to the Early Childhood Block Grant. FY 2019 will be Year 4 of that commitment.

**Board Discussion to Develop Principles and Values for FY 2020 Budget Development**

Discussing the FY 2020 budget recommendation in September will provide Board members with the opportunity to give staff and advocates direction in the development of budget materials and a budget recommendation that represents the values and principles of the Board. The budget development timeline is as follows:

<b>Budget Development Timeline</b>	<b>Budget Development Activities</b>
September through December	Staff recommendations developed and compilation of Budget Book information
October through December	Three public budget hearings
December	Budget discussions at the December Board meeting
January	Board acts on the Superintendent’s budget recommendation

Budget principles are a barometer for any organization in the development of a budget. Those principles can be translated into values that will guide an organization in its deliberations regarding resource allocation. The adoption of budget principles and values at the September Board retreat will direct the work of agency staff up to the January Board meeting and throughout the spring legislative session.

There is also an opportunity to request that advocates, through the Budget Hearing Request form (Exhibit A), provide information that allows agency staff and Board members to connect advocates' request(s) to the Board's principles and values.

Significant progress has been achieved in overall awareness for the need to develop a resource allocation plan to improve equity and ensure that every child has access and the opportunity for inclusion. That progress has been achieved through the enactment of Evidence-Based Funding, the ongoing implementation of the Every Student Succeeds Act, and through additional funding and an open competition for Early Childhood Education.

The gap to adequacy for all districts in Evidence-Based Funding, as per the FY 2019 EBF calculations, is \$7.35 billion. Preliminary estimate for the amount of funding required to ensure that each and every 3 to 5-year old child has access to a high-quality Early Childhood Education Program is approximately \$2 billion to \$3 billion without taking regionalized cost differences into account. This Early Childhood Education Program preliminary estimate also does not factor in statutory percentage requirements for amounts that must be allocated specifically to Chicago or the Prevention Initiative Program that provides services for children in the birth-to-3 age range. In addition, an additional \$182.6 million would be needed to provide full funding for all MCAT lines in FY 2019.

Lastly, the Board will hear testimony later this fall from advocates requesting inclusion of additional funding in programs that are not included in Evidence-Based Funding, such as high-cost special education, parent involvement and community programs, career and technical education, and supports for educator recruitment and retention.

Attainment of equity will require fully funding education opportunities for children. The Board will have to deliberate resource allocation until full funding is achieved. The development of principles and values will assist the Board in its deliberations and it will assist staff in the development and communication of the Board's ultimate recommendation through the 2019 Spring Legislative Session.

### **Superintendent's Recommendation**

This budget summary is for information and discussion purposes only to assist the Board in developing FY 2020 budget principles and values.

### **Next Steps**

Staff will use the Board's adopted budget principles and values to conduct public budget hearings, develop the Superintendent's budget recommendations, and compile the FY 2020 Budget Book.



# Illinois State Board of Education

100 North First Street, S-405  
Springfield, Illinois 62777-0001

**FY 2020  
BUDGET HEARING**

## BOARD SERVICES

NAME	DATE
TITLE	ORGANIZATION
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)
	E-MAIL

Program for which funding is requested:

Funding Levels	Current	Additional Requested	Total FY20
<i>ISBE Funding</i>			

In detail, please describe how prior year funding, if received, has been utilized to fund programming that meets the unique needs of your community and has supported academic and/or social development (include narrative, budgets, other metrics of success). If you need additional space, please attach additional pages.

**Please specify how your funding request directly contributes to one or more of the following ISBE goals. If you need additional space, please attach additional pages.**

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



# Illinois State Board of Education

100 North First Street, S-405  
Springfield, Illinois 62777-0001

FY 2020  
BUDGET HEARING

## BUDGET REQUEST FORM INSTRUCTIONS

- Date: Date of public hearing
- Name: Name of person providing testimony
- Title/Organization: Organization represented by person providing testimony Address:
- Address: (Street, City, State, Zip Code)
- E-Mail: E-Mail address
- Telephone: Telephone Number (Including Area Code)
- Program for funding is being requested: Purpose of funding which
- Prior Year: In detail, please describe how prior year funding, if received, has been utilized to fund programming that meets the unique needs of your community and has supported academic and/or social development.
- Funding Request: Provide current, additional requested and total requested funding amounts for the services described. Also provide a breakdown of the amount of the total current, additional requested and total funding provided by ISBE and the ISBE percentage of the total.
- ISBE Goals: Please specify how your funding request directly contributes to one or more of the following ISBE goals:
1. All kindergartners are assessed for readiness.
  2. Ninety percent or more of third-grade students are reading at or above grade level.
  3. Ninety percent or more of fifth-grade students meet or exceed expectations mathematics.
  4. Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
  5. Ninety percent or more of students graduate from high school ready for college and career.
  6. All students are supported by highly prepared and effective teachers and school leaders.
  7. Every school offers a safe and healthy learning environment for all students.

Please submit budget request forms to [ISBEFY20@isbe.net](mailto:ISBEFY20@isbe.net).

**Illinois State Board of Education Meeting  
via video conference**

August 8, 2018

**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor  
100 W. Randolph, Chicago, IL

**Springfield Location:** ISBE Video Conference, 3<sup>rd</sup> Floor  
100 N. First Street, Springfield, IL

**ROLL CALL** Vice Chairman Eligio Pimentel called the meeting to order at 9:08 a.m. Dr. Tony Smith was in attendance and a quorum was present.

**Members Present in  
Springfield**

Kevin Settle  
Susie Morrison  
Craig Lindvahl

**Members Present in  
Chicago**

Eligio Pimentel  
Lula Ford  
Cesilie Price

**Members Participating  
via Phone**

Ruth Cross

Lula Ford moved that the State Board of Education hereby permit the participation of Ruth Cross via phone. Cesilie Price seconded the motion and it passed unanimously with a roll call vote.

**PUBLIC  
PARTICIPATION**

Kenneth Newman, a member of the Hyde Park-Kenwood Community Action Council for Schools, expressed support for increasing the availability and quality of physical education facilities in schools. He also voiced concern about the absence of world history, geography, and culture in curricula.

**CONSENT  
AGENDA**

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

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

**Approval of Minutes**

The State Board of Education approves the minutes for the June 13, 2018, Board meeting.

**Rules for Approval**

**Part 1 (Public Schools Evaluation, Recognition and Supervision)**

This rulemaking adopts the World-Readiness Standards for Learning Languages as the world language standards as part of the Illinois Learning Standards.

The State Board of Education hereby approves the proposed rulemaking for Part 1 (Public Schools, Evaluation, Recognition and Supervision). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Part 130 (Special Education per Capita Tuition Charge)**

This rulemaking requires that full-time licensed staff, licensed paraprofessionals, and nonlicensed personnel continue to be appropriated at the prior statutory amounts to maintain consistency of special education program costs as Evidence-Based Funding is implemented. Additionally, this rulemaking will add and revise definitions. The threshold for depreciation of equipment is being increased to align to the federal definition for equipment. Finally, the unique Student Information System identification number is being included to the list of items that must be a part of tuition bills.

The State Board of Education hereby approves the proposed rulemaking for Part 130 (Determining Special Education per Capita Tuition Charge). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Contracts and Grants Over \$1 Million**

**Request for Sealed Proposal (RFSP) – Information Systems – SharePoint Software Developers**

This RFSP would acquire the services of two software developers to assist in the continued development and maintenance of various SharePoint applications. The initial term will begin January 1, 2019, and extend through June 30, 2021. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.7 million. The RFSP will be federally funded.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP to procure the services of two software developers to assist in the continued development and maintenance of various SharePoint applications.

**Request for Sealed Proposal – Information Systems – Data Warehouse Data Analysis**

This RFSP would acquire the services of two data analysts to provide data analysis support of agency initiatives revolving around the ISBE Data Warehouse and the implementation of the Every Student Succeeds Act (ESSA). The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible one-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$1.52 million. The RFSP will be funded with a combination of state and federal funds.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP to procure the services of two data analysts to provide data analysis support of agency initiatives revolving around the ISBE Data Warehouse and the implementation of the Every Student Succeeds Act.

**Election of Illinois Voting Delegate for National Association of State Boards of Education (NASBE) Annual Conference and Business Meeting 2018**

The National Association of State Boards of Education will be holding its annual conference and business meeting October 17-20 in Denver, Colorado. The Illinois State Board of Education is a NASBE member and may send a voting delegate. Lula Ford has volunteered to attend the conference and serve in this capacity.

The State Board of Education hereby designates Lula Ford as its voting delegate at the 2018 NASBE annual conference.

**END OF THE CONSENT AGENDA**

**ILLINOIS STATE  
EDUCATOR  
PREPARATION AND  
LICENSURE BOARD  
APPOINTMENTS**

The State Educator Preparation and Licensure Board (SEPLB) meets bimonthly and advises the State Superintendent of Education about licensure issues, such as license suspension and revocation, licensure criteria, and high-quality teacher preparation programs and systems. The members of the SEPLB are appointed by the State Board of Education as designated by law. Upon appointment, each individual will serve a three-year term (expiring June 30, 2021) and will be eligible for a second term.

Susie Morrison moved that the State Board of Education hereby appoint the below individuals to the SEPLB. Cesilie Price seconded the motion and it passed by unanimous voice vote.

- Dr. Tom Phillion
- Dr. Lindsey Hall
- Christine Murphy Judson
- Joseph Scanavino
- Lindsey Jensen
- Brandon Hentze
- Mylea Fossett
- Paula Barajas
- James Staros
- Spencer Saal

**ILLINOIS  
DEPARTMENT OF  
JUVENILE JUSTICE  
BOARD  
APPOINTMENTS**

Section 13-41 of the School Code requires that the State Board of Education appoint four members to the IDJJ Board of Education for a three-year term. The law requires that at least one of the members shall have knowledge of, or experience in, vocational education and one of whom shall have knowledge of, or experience in, higher and continuing education. The members appointed shall be selected so far as is practicable on the basis of their knowledge, or experience in, problems of education in correctional, vocational, and general educational institutions.

Kevin Settle moved that the State Board of Education hereby appoint the following individuals to the Illinois Department of Juvenile Justice Board of Education for three-year terms beginning August 8, 2018. Ruth Cross seconded the motion and it passed by unanimous voice vote.

- Dr. Heather Marie Dalmage
- John Patrick Griffin
- Dr. Shawn L. Jackson
- Jennifer D. Vidis

**DISCUSSION  
ITEMS**

**Legislative Update**

Amanda Elliott, director of Legislative Affairs, presented an overview of the past legislative year, as well as other updates. She highlighted the passage of the fiscal year 2019 budget by the General Assembly, which allocated an additional \$350 million to the school funding formula. She also updated the Board on additional allocated money for the Early Childhood Block Grant, which was distributed to entities that scored about 60 on their grant applications. Ms. Elliott presented on efforts to address the teacher shortage, including bills that are waiting to be signed and the Teach Illinois Report. She also highlighted legislation passed related to student health and wellness. Lastly, Ms. Elliott gave an overview of the hearings at which ISBE has been requested to testify.

**Budget Update**

Robert Wolfe, chief financial officer at ISBE, stated that vouchers have been transmitted for the first round of Evidence-Based Funding. He updated the Board on the existing Adequacy Target range for districts: 47 percent to 280 percent. He stated that 81 percent of public school students in Illinois attend districts with below



90 percent of adequacy. He highlighted that the dollar amount for adequacy will increase as the cost factors within the formula are updated each year. Mr. Wolfe also informed the Board that property tax relief grant information will be provided to districts soon.

Mr. Wolfe also highlighted that in accordance with PA 100-0465, all districts will submit a plan by September 30 to show how their funds are being utilized.

He provided further detail on the award of additional money to qualified applicants in the Early Childhood Block Grant competition that were not funded in the first round. He stated that an additional \$20 million went to those entities, with collaboration from the Department of Human Services. There was a discussion about the source of that additional funding, with clarification that the distributed money from ISBE came from the funds set aside for grantees in the case that funding became unavailable due to a lack of a state budget.

Mr. Settle reminded the Board members of the upcoming budget hearings and encouraged the Board to review the 2018 ISBE Progress Report to prepare for the September retreat.

### **Every Student Succeeds Act Update**

Dr. Libia Gil, chief education officer at ISBE, introduced Allison Sherman, the new executive director of IL-EMPOWER.

Dr. Jason Helfer, deputy superintendent for Teaching and Learning, informed the Board that the Carl D. Perkins Career and Technical Education Act (Perkins Act) was signed into law on July 31. He stated that Illinois will be required to submit a transitional plan by April 2019 and a final plan by 2020. Dr. Helfer informed the Board of an opportunity to align these plans with the Illinois ESSA State Plan.

Dr. Helfer updated the Board on the Fine Arts Indicator Working Group, which will submit a recommendation no later than December 2018. He stated that the Title I grant applications have been released, in addition to an electronic version of the IBAM rubric.

Allison Sherman presented on ongoing work to implement IL-EMPOWER statewide. She stated that ISBE is currently reviewing a report regarding the experiences of districts in the pilot of IL-EMPOWER. She provided a map of districts with schools eligible for comprehensive and targeted supports.

There was a discussion about the IL-EMPOWER school support managers, of which seven have been hired. Board members requested information about who will be supporting districts.

Susie Morrison asked if the focus for support will be on comprehensive schools. Ms. Sherman stated there will be a heavy support for comprehensive schools, but the support managers will be available for targeted schools.

Ms. Sherman also informed the Board about changes being made to the IBAM rubric by ISBE and the IBAM Advisory Committee, after the evaluation of the 31 pilot districts for IL-EMPOWER. Ms. Morrison requested to see the evaluations of the pilot districts and any resultant changes.

Superintendent Smith recognized Representative Raja Krishnamoorthi for leading a bipartisan effort to reauthorize of the Perkins Act.

## **ANNOUNCEMENTS AND REPORTS**

### **Superintendent's Report**

Superintendent Smith recognized Megan Griffin for her efforts regarding the successful Back to School Webinar for administrators. He also highlighted the Nutrition conference hosted by ISBE on August 6 and 7.

**INFORMATION  
ITEMS**

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

**MOTION FOR  
ADJOURNMENT**

Lula Ford moved that the meeting be adjourned. Cesilie Price seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 10 a.m.

**Respectfully Submitted,**

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

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education  
Stephanie Jones, General Counsel



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

**Materials:** Recommended Rules

**Staff Contact(s):** Mary Reynolds, Executive Director, Innovation and Secondary Transformation  
Jeffrey Aranowski, Executive Director, Safe and Healthy Climate  
Rae Clementz, Director, Assessment and Accountability  
Cara Wiley, Director, Regulatory Support and Wellness  
Lindsay M. Bentivegna, Agency Rules and Waiver Coordinator

**Purpose of Agenda Item**

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to authorize 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**

The proposed rules represent a holistic set of changes to the rules guiding assessment in response to a number of legislative changes. Numerous technical changes are being made to remove references to No Child Left Behind, update language to reflect the Every Student Succeeds Act, remove references to specific assessments, and align the effected Sections to current ISBE practices.

This rulemaking will remove the prohibition on promotion to grade 12 without having taken the grade 11 assessment. It adds guidelines for how a district may request a waiver of the requirement to take the state's final accountability assessment in order to graduate for a small number of students. School districts must provide ISBE with an explanation of why the student was unable to take the state accountability assessment, justification for granting the waiver, and evidence that granting the waiver does not represent systemic exclusion of students from accountability. Schools are limited to waiving 1 percent of the graduating class without providing additional evidence that granting the waiver does not contribute to systemic exclusion of groups of students from accountability.

Additionally, this rulemaking will allow ISBE to identify schools to participate in studies and pilot programs more frequently than once every four years as needed to ensure sufficient sample size. It clarifies that students with an Individualized Education Program who receive an alternative diploma must take the state's accountability assessment during the years of compulsory attendance; however, a student can be exempted after he/she takes the state's final accountability assessment.

Finally, Public Act 100-465 created the Invest in Kids Scholarship Program. Students who receive scholarships to attend nonpublic schools are required by PA 100-465 to take the state's accountability assessment. This rulemaking adds language clarifying that these students are required to take the state's accountability assessment.

Program staff have engaged a number of stakeholders over the course of the past year to solicit feedback regarding the changes to assessment processes in general, and the promotion to grade 12 and waiver changes specifically. Additionally, program staff reached out to a group of stakeholders who have worked closely on the Invest in Kids Act for their input. Three groups responded. The proposed amendments incorporate several recommendations from both sets of stakeholders.

### **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:

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

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* for 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 a: PUBLIC SCHOOL RECOGNITION

PART 1  
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

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

- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

#### SUBPART C: SCHOOL DISTRICT ADMINISTRATION

##### Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

#### SUBPART D: THE INSTRUCTIONAL PROGRAM

##### Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.423 Competency-Based High School Graduation Requirements Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.443 Illinois Global Scholar Certificate
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

#### SUBPART E: SUPPORT SERVICES

##### Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors
- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

#### SUBPART F: STAFF LICENSURE REQUIREMENTS

##### Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)

- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

### SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
  
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs
- 1.790 Substitute Teacher
  
- 1.APPENDIX A Professional Staff Educator Licensure
- 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review
- 1.APPENDIX C Glossary of Terms (Repealed)
- 1.APPENDIX D State Goals for Learning
- 1.APPENDIX E Evaluation Criteria – Student Performance and School Improvement Determination (Repealed)
- 1.APPENDIX F Criteria for Determination – Student Performance and School Improvement (Repealed)
- 1.APPENDIX G Criteria for Determination – State Assessment (Repealed)
- 1.APPENDIX H Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 24-24, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6, 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-21.4a, 10-22.43a, 21B-5, 21B-20, 22-30, 22-60, 26-13, 27-3.5, 27-6, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; emergency amendment at 40 Ill. Reg. 15957, effective November 18, 2016, for a maximum of 150 days; amended at 41



Ill. Reg. 126, effective December 27, 2016; amended at 41 Ill. Reg. 4430, effective April 5, 2017; amended at 41 Ill. Reg. 6924, effective June 2, 2017; emergency amendment at 41 Ill. Reg. 8932, effective June 28, 2017, for a maximum of 150 days; amended at 41 Ill. Reg. 14044, effective November 3, 2017; amended at 42 Ill. Reg. 11512, effective June 8, 2018; amended at 42 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

### Section 1.30 State Assessment

The State Superintendent of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/~~2-3.64~~]. In addition, school districts shall collaborate with the State Superintendent in the design and implementation of special studies.

a) Development and Participation

- 1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (~~20142013~~), published by the American Educational Research Association, 1430 K St., N.W., Suite 1200, Washington, D.C. 20005. (No later amendments to or editions of these standards are incorporated.)
- 2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.
- 3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot testing no more than once every four years, except that participation may be required more frequently as needed to ensure sufficient sample size for validity ~~twice every four years in the case of the Illinois Alternate Assessment~~.
- 4) *All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services* and students receiving scholarships to attend non-public schools under the Invest in Kids Act [35 ILCS 40] shall be required to participate in the State's accountability assessments ~~State assessment~~, whether by taking the regular assessment, with or without accommodations, or by participating in the State's approved alternate assessment ~~an alternate form of the assessment~~ (Sections 2-3.25a and 2-3.64 of the School Code). Assessments in English/language arts and mathematics are administered annually in

grades 3 through 11, and in grades 5, 8 and at least once in high school for science.

- A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance ~~(other than students with IEPs)~~ whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State's accountability~~State~~ assessment. Students with an IEP who receive an alternate diploma are required to participate in the State's accountability assessment during years of compulsory attendance. These student can be exempted only after participating in the State's final accountability assessment.
- B) It is the responsibility of each district or other affected entity (e.g., nonpublic school or special education co-operative) to ensure that all students required to participate in the State's accountability~~State~~ assessment do so. See also Section 1.50~~of this Part~~.

- 5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State's accountability~~State~~ assessment by students with disabilities, as reflected in those students' IEPs, ISPs, or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.

b) Assessment Procedures

- 1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)
- 2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the State's accountability-approved~~State~~ assessments, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.
- 3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully

investigate the validity of any ~~such~~ complaint and shall report to the State Superintendent the results of its investigation.

- 4) Districts shall administer the State's final accountability assessment or its approved alternate assessment the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), "grade 11" means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. ~~A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.~~
- 5) Districts shall ensure that students who have not taken the State's final accountability assessment at the highest grade or level assessed shall not graduate or receive a regular high school diploma. In accordance with Section 2-6.64a-5 of the School Code, districts may issue a regular high school diploma or graduate a student who has not met this requirement with approval from the State Board of Education.
- 6) To request approval to graduate a student who has not taken the State's final accountability assessment, the school must submit to the State Board:
  - A) Explanation of why the student was not able to be assessed on the State's final approved accountability assessment in either grade 11 or 12, or commensurate final stage of a competency-based program.
  - B) Justification that granting the exemption does not represent systemic exclusion from accountability based on gender, race, disability, English Learner status, income or other demographic factors.
- 7) Schools within a district that exercise this exemption for less than 1 percent of the graduating cohort of that school year (i.e., all students receiving a regular diploma from that school within a single school year) will have these exemption requests approved without requiring additional evidence.
- 8) Schools within a district that exercise this exemption for more than 1 percent of the graduating cohort of that school year will be asked to submit additional evidence in support of subsection (b)(6)(B), and may receive additional support, monitoring or audits.

c) Accommodations

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15 (Identification of Eligible Students), including students not enrolled in programs of bilingual education, may participate in an accommodated setting for the State's accountability State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the State's accountability State assessment when, in the judgment of the student's teacher, extra time is necessary in order for the student's performance to reflect his or her level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

d) Illinois Alternate Assessment

The 1 percent of students ~~Students~~ with the most significant cognitive ~~intellectual~~ disabilities whose IEPs identify the State's regular accountability State assessment as inappropriate for them even with accommodations shall participate in the State's approved alternative accountability assessment ~~Illinois Alternate Assessment (IAA)~~, based on alternate ~~achievement~~ standards aligned to the Illinois Learning Standards, for all subjects tested. See also Section 1.60(c) ~~of this Part~~.

e) Review and Verification of Information

Each school district, ~~and each~~ charter school and nonpublic school participating in the Invest in Kids Act shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State's accountability State assessment, including information about the participating students as well as the scores achieved.

1) Within 10 business days after the preliminary data from the accountability assessments ~~is for the Illinois Standards Achievement Test (ISAT) and the IAA are~~ made available and within five days after preliminary data for the PSAE are made available, each district or charter school shall make any necessary corrections to its demographic and score data and then use a means prescribed by the State Board to indicate either:

A) that both its demographic and preliminary data are correct; or

B) that it is requesting rescoring of some or all portions of the assessment for specific students, if available.

2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

- 3) At the end of the 21-day period discussed in subsection (e)(2)~~of this Section~~, all districts' and charter schools' data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95~~of this Part~~.
- f) Reports of ~~the State's Accountability~~State Assessment Results
- 1) Following verification of the data under subsection (e)~~of this Section~~, the State Board shall send each school and district a report containing final information from the results of each administration of the ~~State's accountability~~State assessment.
    - A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are ~~youth in care~~wards of the State, and all scores of students who have IEPs, shall be reported to the students' respective districts of residence and to the schools within those districts that they would otherwise attend.
    - B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.
    - C) The scores of students who were enrolled in a nonpublic school through the Invest in Kids Act scholarship program shall be reported to the students' nonpublic school of record.
  - 2) Each report shall include, as applicable to the receiving entity:
    - A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and
    - B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students' scores among the applicable proficiency classifications (see subsection (h) of this Section).

- g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school with respect to accountability and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. ~~These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.~~
- h) Classification of Scores  
 Each score achieved by a student on the State's a regular or alternate ~~State accountability~~ assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that "demonstrate proficiency".
- 1) Each score achieved by a student on a regular State assessment (~~i.e., the ISAT or the PSAE~~) shall be classified among categories such as "did not yet meet academic warning", "partially meet below standards", "approaching meets standards", "meet standards", or "exceeds standards". Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.
  - 2) Each score achieved by a student on the State's approved alternate accountability assessment IAA shall be classified among categories such as "emerging entry", "approaching foundational", "at target satisfactory", or "advanced mastery". Among these scores, those identified as "at target satisfactory" or "advanced mastery" shall be considered as demonstrating proficiency.
- i) Scores Relevant to Accountability Adequate Yearly Progress  
 For purposes of determining a school's annual summative accountability rating, whether a district or a school has made adequate yearly progress, scores achieved and measures of growth calculated from those scores achieved on the State's accountability a State assessment in reading or mathematics from students who attended the "same school within a local educational agency for at least half of a school year" (See Section 1111(c)(4)(F)(i) of the Elementary and Secondary Education Act (20 USC 6301 et seq.)), shall be "relevant scores". For schools without grades higher than 2 and 3 (that is, for schools where the State's accountability no State assessment is not administered, and administered such that student growth can be calculated for attending students), the "relevant scores" used to determine the annual summative accountability rating determination as to whether a school in this group has made adequate yearly progress shall be current year data of students who were enrolled at the impacted school in the nearest year to have current applicable assessment data (i.e., a kindergarten-Grade 3 school would map its 2016 grade 3 enrollments to use those students' 2017 grade 4 growth scores; A Prekindergarten-Grade 2 school would map its 2016 grade 2 enrollments to use those students' 2017 grade 3 English Language Arts and math proficiency scores, and would map its 2015 grade 2 enrollments to use those

students' 2017 growth scores) ~~the determination applicable to the school where the largest number of students go on into the third grade.~~

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



### Section 1.50 Calculation of Participation Rate

- a) A ~~district's or a school's~~ accountability score ~~adequate yearly progress~~ for a particular year is generally contingent upon participation in the State's Accountability State assessment by at least 95 percent of the district's or the school's students, both in the aggregate and within each subgroup represented. ~~However, a district or a school that has not achieved 95 percent participation in a given year shall be considered to have had a participation rate sufficient for adequate yearly progress if, for each affected subgroup or the entity as a whole, as applicable:~~
- ~~1) the average of the participation rate for the year in question and the participation rate for the immediately preceding year is at least 95%; or~~
  - ~~2) the average of the participation rate for the year in question and the participation rates for the two immediately preceding years is at least 95%.~~
- b) Students who, at the time of administration of the State's accountability State assessment, are participating in residential programs that provide psychological treatment or treatment for drug or alcohol abuse, are jailed or in a locked-down facility, are residing in or attending facilities out of state or out of country, or are hospitalized because of medical emergencies or procedures shall not be required to participate in the State's accountability State assessment. For students who are homebound, districts shall examine the circumstances of each case individually to determine whether administration of the State's accountability State assessment is feasible and appropriate. A student not tested pursuant to this subsection (b) may be excluded from the enrollment counts of the affected schools and districts for purposes of calculating ~~the participation rate~~ accountability ratings.

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

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Stephanie Jones, General Counsel 

**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  
Marci 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 approving 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.

The proposed amendments were published in the *Illinois Register* on, July 6, 2018, to elicit public comment; 15 comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes 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 approve the proposed rulemaking for:

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

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

**Next Steps**

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

## Summary and Analysis of Public Comment 23 Ill. Adm. Code 227

### Comment

Five commenters encouraged ISBE to fully capitalize on the data by reporting it to promote equity and support best-practice research by creating a dedicated page on the online Illinois School Report Card for each district's information regarding advanced students or advanced learning opportunities in each district.

### Analysis

ISBE appreciates the commenters' dedication to transparency of data collected. Public Act 100-421 requires ISBE to promulgate rules to make the information publicly available. Section 227.60(d) states ISBE will annually make the data available on our website. As data is collected and reported, ISBE staff will continue to discuss the best placement on our website to publish this information.

### Recommendation

No change will be made in response to this comment.

### Comment

Four commenters recommended that district policies and procedures developed in connection with the Accelerated Placement Act be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple exceptionally, English language proficiency, or socioeconomic background.

One commenter specifically requested including language that would help ensure that twice-exceptional students and dual language learners are assessed appropriately when evaluated for potential accelerated placement or other opportunities for gifted/advanced learners.

One commenter requested the inclusion of specific language to ensure that students who have been historically disadvantaged are not denied opportunities for enrichment.

One commenter requested this language be addressed in meaningful way to implement the Accelerated Placement Act.

One commenter proposed amending the definition of accelerated placement as follows to include the three types of acceleration included in PA 100-421: "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 includes, but need not be limited to, the following types of acceleration: early entrance to kindergarten or first grade, accelerating a child in a single subject, and grade acceleration. 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.)

A final commenter suggested amending the definition of accelerated placement to the following: "Accelerated placement is not limited to those children who have been gifted and talented, but rather is open to all children who demonstrate high ability, who may benefit holistically from

accelerated placement and have been assessed as socially, emotionally, and developmentally ready for placement with older-aged students. The commenter states in the current definition there are no alternatives, strategies or practices listed or defined which could be utilized to meet the needs of students who demonstrate high academic abilities. Enrichment opportunities meet students' academic and social-emotional needs by providing access to academically challenging content while allowing for necessary social interaction with students' peer groups. While students may demonstrate advanced knowledge of certain academic content, it may not be developmentally appropriate and/or beneficial for them to be placed in a setting with older students.

### **Analysis**

ISBE agrees the definition of accelerated placement should be clarified to better state accelerated placement includes early entrance to kindergarten or first grade, single subject acceleration, and grade acceleration. As the statute states and as reiterated in the definition in this Part, accelerated placement is open to all students who demonstrate a high ability. This implies students of every race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple extraordinary, English language proficiency, and socioeconomic background. ISBE declines to include those categories in the definition of accelerated placement at this time.

ISBE appreciates the comment regarding taking a holistic approach to assessing students for accelerated placement. At this time, ISBE is unaware of reliable valid social and emotional assessments that would be able to appropriately assess students.

### **Recommendation**

*"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 includes, but is not limited to, early entrance to kindergarten or first grade, single subject acceleration, and grade acceleration. 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.)*

### **Comment**

One commenter proposed amending the definition of early entrance to kindergarten to be aligned with Section 10-20.12 of the School Code. Additionally, the commenter states the current proposed definition does not take into account school districts that operate year-round:

"Early entrance to kindergarten" means the admission of a student to kindergarten who: (a) is assessed for and meets the admitting school district's readiness standards to attend school; and (b) will not yet be 5 years old by September 1 of that school year or, for school districts operating on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term.

"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: (a) is assessed for and meets the admitting school district's readiness standards to attend school; and (b) will attain the age of 6 years on or before December 31 of that school year or, for school districts operating on a year-round basis, within 4 months after the commencement of that school term. Such a student may, but is not required to, have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in

kindergarten by an appropriately certified teacher. 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.

One commenter wrote to express support for the proposed definition of early entrance to kindergarten.

One commenter wrote to express support for the proposed definition of early entrance to first grade.

One commenter stated the definitions of early entrance to kindergarten and early entrance to first grade could be confusing as currently written.

### **Analysis**

It was never ISBE's intent to confuse or be in conflict with the School Code. Upon review, the definitions of early entrance to kindergarten and early entrance to first grade can be clarified to ensure full alignment with all parts of the School Code. ISBE will revise the definitions to be in line with Section 10-20.12 of the School Code.

### **Recommendation**

“Early entrance to kindergarten” means the admission of a student to kindergarten who is assessed for and meets the admitting school district’s readiness standards to attend school and will not yet be 5 years old by September 1 of that school year or, for school districts operating on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term. (See Section 10-20.12 of the School Code.)

“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. These students shall be assessed for and meet the admitting school district’s readiness standards to attend school and will attain the age of 6 years on or before December 31 of that school year or, for school districts operating on a year-round basis, within 4 months after the commencement of that school term. (See Section 10-20.12 of the School Code.) Students may, but are not required, to have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. 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.

### **Comment**

Two commenters questioned the changes made in Section 227.20 regarding multiple assessment measures. One commenter suggested the following language for Section 227.20(a)(2)(A)(ii): multiple assessment instruments will be used for the purposes of identifying a student for accelerated placement and/or gifted education services.

The other commenter stated asked if districts would be required to request funding for accelerated placement programs or if the revisions were cleaned up? If the changes were made pursuant to the accelerated placement programs, they would impose additional mandates that ISBE is not authorized to promulgate. This commenter offered the following changes:

227.20(a)(2)(A)(ii)

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:

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 unrepresented groups;

3) 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:

E) local norms of score ranges on assessments are taken into consideration when identifying gifted and talented ~~students for accelerated placement.~~

### **Analysis**

The changes made to Section 227.20(a)(2) were made in response to changes made in Section 14A-30 of the School Code in PA 99-706. This Public Act amended the types of assessment measures for gifted programs that are funded through state grants. As such, ISBE is within its rights to promulgate administrative rule changes.

It is important to note that Section 227.20 specifically relates to the submission of proposals and plans for gifted programs that receive grants in response to a Request for Proposals (RFP). These grants have not been funded for several years, but ISBE is attempting to maintain the administrative rules with the current statute in order to promptly issue grants should funding become available in the future.

### **Recommendation**

No changes will be made in response to these comments.

### **Comment**

Two commenters expressed concern that the requirement of indicating the approaches used to identify students for accelerated placement in both kindergarten and first grades is an unauthorized mandate. Additionally, many school districts (specifically high school districts) do not have kindergarten/first grade. Requiring all school districts to have an accelerated placement policy that indicates approaches in grades not being offered is nonsensical. One commenter recommends removing this language.

Two commenters suggest revising the sentence on including identifying kindergarten and first-grade students to include acceleration to other grade levels and individual subject areas. One commenter stated this would help avoid any possibility that the language could be interpreted as meaning that early entrance to kindergarten and first grade are the only forms of acceleration to be addressed in local policies. The other commenter stated this would avoid misinterpretation.

### **Analysis**

ISBE received questions during the drafting process regarding whether the accelerated placement policies were required to include either early entrance to kindergarten or early entrance to first grade or both. In an effort to answer those questions, ISBE included the statement that school districts shall indicate approaches used to identify students for accelerated placement in kindergarten and first grade. It was assumed that school districts that do not have elementary programs would not include these approaches in their policies. As such, ISBE will clarify the statement in the rulemaking to avoid confusion.

**Recommendation**

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 that has kindergarten and first grade shall include early entrance provisions for those grades.

**Comment**

Two commenters expressed concern that Section 227.60(a) requires all school districts to have an accelerated placement policy. Both commenters stated that the statute does not require school districts to have such policies. One commenter also stated the statute does not require the policy to be posted on the school's website. One commenter proposed removing this Section from the proposed amendments.

One commenter suggested adding language to the proposed amendments requiring copies of the acceleration policies, referral forms for evaluation for possible early entry to kindergarten or first grade, whole grade acceleration, and individual subject acceleration be made available to district staff and parents at each school building and be published on the school district website.

One commenter stated the requirement of posting the acceleration policy on the website is an unauthorized mandate on school districts.

One commenter recommended all school districts publish their acceleration plans since that helps families new to the area make a decision on where to live.

One commenter supported the requirement that school districts publish their acceleration policies to help ensure that the decision to accelerate a student or not is based on a fair and valid consideration of a student's needs and abilities.

One commenter requested school districts publish acceleration policies and accurately track data on the number and demographic information of students receiving acceleration.

**Analysis**

Section 14A-32 states the following in part: Each school district shall have a policy that allows for accelerated placement. The statute then provides the four items the policy must include and three additional items the policy may include. If the General Assembly had intended for accelerated placement plans to be optional, it would have used permissive language in the statute.

Additionally, requiring schools districts to publish their acceleration policies promotes transparency and allows families to fully understand the process used to identify children for accelerated placement. Finally, as a commenter stated, having the policies on a district's website will allow families moving in to school districts the ability to make a fully informed choice regarding their children's education.

**Recommendation**

No changes will be made in response to these comments.

**Comment**

One commenter suggested ISBE define multiple persons, multiple referrers, and multiple evaluators as follows:

Multiple people would include parents, guardians, current teachers, gifted coordinator, gifted education specialist, guidance counselor, principal, or school psychologist.

Multiple possible referrers: The agreed upon intention behind the “multiple decision makers” concept was that this encompassed the idea of allowing “multiple referrers” as well as “multiple evaluators.”

The commenter stated that the foundation for this is the same: avoiding a single gatekeeper who controls whether a student is able to access accelerated placement and ensuring that a decision not to accelerate a referred student is not made before an appropriate opportunity for assessment is provided.

A child's parent or guardian, current teacher(s), gifted coordinator/gifted education specialist, guidance counselor, principal, or school psychologist shall be allowed to refer, but that doesn't preclude districts from allowing others. It may also be helpful to clarify that "multiple referrers" does NOT mean that more than one person has to refer in order for the process to be triggered.

Multiple evaluators: A diverse multi-person evaluation team is responsible for gathering relevant, reliable, and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student. Recommended team members include:

- Gifted coordinator or the appointed designee responsible for understanding the needs of an accelerated student.
- Principal/assistant principal from the student's current school.
- A current teacher of the student, if the student is currently enrolled in the district.
- Receiving teacher of the student, if appropriate.
- School psychologist and/or school social worker.
- Parent/guardian: A parent or legal guardian of the student shall be invited to participate in the evaluation process. The parent/legal guardian shall be allowed to invite an individual who is knowledgeable about the student's academic abilities. Accommodations should be made for parents with disabilities or who are not fluent English speakers to enable them to participate fully in the process.
- District Multi-Tiered System of Support (MTSS) representative. (NOTE: Any resulting accelerated placement and related supports should be incorporated into the MTSS agenda, plan, and actionable items.)

### **Analysis**

ISBE agrees there should be better clarity surrounding the definition of the terms “multiple persons” and “multiple referrers.” The term “multiple evaluators” is not used in either the statute or the administrative rules, so it is not appropriate to define it. As such, ISBE will provide a definition.

### **Recommendation**

"Multiple persons" as used in Section 14A-32(a)(2) of the School Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor, principal, and school psychologist.

"Multiple referrers" as used in Section 14A-32(b)(2) of the school Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted

education specialist, guidance counselor, principal, and school psychologist. Multiple referrers does not mean more than one person has to refer the student to begin the assessment process.

### **Comment**

One commenter suggested additional language be added to the Section regarding educator qualifications to align the administrative rules to the currently available assessment options. Specifically, this commenter asks if proof of enrollment is enough when no credits have been earned?

A second commenter recommended changing the self-assessment listed in this Section to add a statement limiting this qualification option to educators who have completed the self-assessment prior to the effective date of the rulemaking

### **Analysis**

The opening paragraph of Section 227.25 states 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. This would indicate that the coursework for the gifted teacher endorsement and the gifted specialist endorsement must be completed before the individual is considered qualified.

ISBE recognizes the second commenter's concern that the self-assessment is no longer available. As such, ISBE will clarify the rating of experienced or expert must be earned on the self-assessment before the effective date of the rulemaking.

### **Recommendation**

- 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 60074 and posted at [www.iagcgifted.org](http://www.iagcgifted.org); no later editions of or revisions to these standards are incorporated) with a rating of "experienced" or "expert" earned before November 15, 2018; and

### **Comment**

One commenter stated the timeline for reporting starting July 31 of the 2018-19 school year is unachievable as these proposed amendments cannot be submitted to JCAR until September 11 at the earliest. It suggested moving the deadline for reporting to the 2019-20 school year.

### **Analysis**

The data must be reported at the end of the 2018-19 school year. In general terms, the 2018-19 school year begins in August 2018 and ends in May/June 2019. These rules can be effective as early as November 2018. This will give school districts adequate time to gear up to collect the data that is required to be reported by July 31, 2019.

### **Recommendation**

No change will be made in response to this comment.

### **Comment**

One commenter recommended more specific guidance regarding multiple valid, reliable indicators. Specifically, the commenter suggested clarifying multiple indicators required for determining edibility for accelerated placement means that there are a multiple paths for demonstrating readiness to placement. Additionally, the commenter suggests valid, reliable indicators suggests ISBE recommend using the Iowa Acceleration Scale and review and



recommend other evaluation tools designed specifically to support possible accelerated in an individual subject area.

**Analysis**

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter recommend adding language to the proposed amendments stating that a district's decision to whole-grade accelerate a student shall be transferable to any future Illinois school district to which a student may transfer or matriculate. This is necessary to ensure that students can progress continuously in future years in the same district or if the student matriculates or transfers to a different district and are not required to repeat grades or courses they have already mastered.

**Analysis**

How school districts place students who matriculate to their schools is a local decision.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter requested ISBE issue guidance on the state's annual accountability assessment regarding students who have been accelerated.

One commenter requested further guidance on implementing individual subject acceleration. Specifically, the commenter recommends the appropriate course code be used for reporting students participating in accelerated placements in individual subject areas and that ISBE issue guidance to schools regarding the grade level of the state's accountability assessment that should be administered to a subject accelerated student so assure consistency in the state school accountability system.

**Analysis**

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter suggested ISBE include a requirement in the proposed amendments that the outcome of the evaluation process and the accelerated placement decision be documented in the school's records and provided in writing to the parent/guardian within a reasonable timeframe specified in local policies.

**Analysis**

This type of recordkeeping is a local decision.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter suggested adding language that identify procedures by stating that any accommodations or modifications students receive through Individualized Education Plans (IEPs) or 504 plans should be available when they are being evaluated for acceleration as well as in any accelerated setting. The commenter also states appropriate accommodations and modifications should be available for English Learners. This commenter further stated that specific language should be added to include in the plan who students who are eligible but are not accommodated in the gifted program will be appropriately challenged in the regular classroom.

**Analysis**

A student's IEP or 504 plan team would determine the nature, type, location, and duration of the assessment accommodations. Assessment accommodations, like any accommodation, are highly individualized. If the assessment accommodation is not included in the IEP or 504 plan, the IEP team/504 plan team would need to hold a revision meeting to add the accommodation. The student's parents/guardians can waive their right to the hearing because this is a change to the IEP/504 plan. A change to the IEP/504 plan can be accomplished quickly if the parent/guardian waives the hearing.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter recommended guidance to the district/schools as to the types of evidence that could be used to demonstrate the process designed to help identify gifted and talented students in an inclusive and equitable manner. Additionally, the commenter questions if the goal of the plan is to promote equity in the identification of students who have high abilities; this should be a requirement of all schools, not just schools requiring state funds.

**Analysis**

This type of guidance is outside the scope of this rulemaking. ISBE will take the suggestion under advisement and consider issuing information at an appropriate time.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter asked for clarification of the language in Section 227.10 (Purpose and Applicability). Is there a special process and/or application for districts or schools to apply for state funding for a gifted program? If Title I funds are used to identify and serve gifted students, does this Part apply to all schools received Title I funds?

**Analysis**

Gifted programs in the state had received funds through grants in the past. These grants have not been funded by the General Assembly for several years. This Part of the Administrative Code, among other things, establishes the criteria for review when an RFP is issued for the grant. Title I funds can be used to identify and serve gifted and talented students.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter suggested removing the Section regarding data collection for the Accelerated Placement Act in its entirety. The commenter is concerned on the impact the proposed amendments could have on schools' accelerated placement practices. The emphasis on accelerated placement may lead to the placement of students in contexts that are harmful to their social-emotional growth and well-being. The commenter recommends ISBE and stakeholders expend more time, energy, and resources to actualize the goal that all students have their academic and social-emotional needs met in developmentally appropriate contexts.

**Analysis**

Public Act 100-421 specifically states that ISBE promulgate administrative rules for the collection of data with respect to the Accelerated Placement Act. If we do not adopt administrative rules, ISBE will be out of compliance with the law. ISBE always welcomes feedback on administrative rules to review for potential amendments in the future.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter asked to include requirements specific to neurodiversity and twice-exceptional students.

**Analysis**

The Accelerated Placement Act requires school districts to create policies that allow opportunities for accelerated placement for all students. A school district should include of all students when creating its policy.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter requested providing language around maximum class size in gifted programs in Illinois.

**Analysis**

Limitations on class size is a local decision.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter requested ISBE to implement evidence-based approaches to identify and evaluate student needs.

**Analysis**

The evidence-based measures are already accounted for in PA 100-421 and reiterated in the proposed administrative rules.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter recommended utilizing standardized tests that allow for the evaluation of knowledge and skills beyond grade-level proficiency to identify gifted students and monitor the growth of all students in school.

**Analysis**

The type of assessment used to evaluate students is a local decision.

**Recommendation**

No change will be made in response to this comment.

**Comment**

One commenter fully supports the proposed changes.

**Analysis**

ISBE appreciates the support.

**Recommendation**

No change will be made in response to this comment.

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

PART 227  
GIFTED EDUCATION

Section

<u>227.5</u>	<u>Definitions</u>
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
<u>227.60</u>	<u>Accelerated Placement</u>

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 includes, but is not limited to early entrance to kindergarten or first grade, single subject acceleration and grade acceleration. 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 is assessed for and meets the admitting school district's readiness standards to attend school; and will not yet be 5 years old by September 1 of that school year or, for school districts operation on a year-round basis, will not yet be 5 years old within 30 days after the commencement of that school term (see Section 10-20.12 of the School Code).*

*"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. These students shall be assessed for and meet the*

admitting school district's readiness standards to attend school and will attain the age of 6 years on or before December 31 of that school year or, for school districts operating on a year-round basis, within 4 months after the commencement of that school term (See Section 10-20.12 of the School Code.) Students may, but are not required, to have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. 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.

"Multiple persons" as used in Section 14A-32(a)(2) of the School Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor principal and school psychologist.

"Multiple referrers" as used in Section 14A-32(b)(2) of the school Code includes, but is not limited to, the student's parent or guardian, current teachers, district gifted coordinator or gifted education specialist, guidance counselor principal and school psychologist. Multiple referrers does not mean more than one person has to refer the student to begin the assessment process. "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 an ~~a~~ 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](http://www.iagcgifted.org); no later editions of or revisions to these standards are incorporated) with a rating of "experienced" or "expert" earned before November 15, 2018; 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 MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*  
Melissa Oller, Chief Operating and Professional Capital Officer *MO*

**Agenda Topic:** Request for Sealed Proposal (RFSP) – Illinois ePlan

**Materials:** None

**Staff Contact(s):** Jeremy Mehochko, Director of Professional Capital

**Purpose of Agenda Item**

The first deputy superintendent requests the Board to authorize the State Superintendent to release an RFSP and award to the successful offeror a contract to acquire the services needed in order to design, develop, and implement a web-based interactive dashboard solution that will link to ISBE's existing web-based financial and educational applications to become a "one-stop shop" for school districts and ISBE. This proposed project is presently termed the Illinois ePlan. The project will require two interconnected elements: the technical build of the web-based interactive dashboard solution and outreach/research support to guide current and future development. The total award to the successful offeror will not exceed \$4,833,500 over a 4.5-year period.

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

The design, development, and implementation of the Illinois ePlan will deliver a web-based interactive dashboard solution that supports districts and the agency through improved access to information about available data, funding options, and areas that need improvement academically. The Illinois ePlan will better serve the whole child, enabling districts to develop more integrated and informed plans as a result. Accordingly, the scope of work described in this contract will 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.

**Background Information**

Illinois State Board of Education data systems are being transformed via a portfolio of projects into a comprehensive statewide data solution designed to provide a sustainable, cost-effective, integrated education analysis and reporting system. This initiative will protect data privacy while

also maintaining high data quality, security policies, and standards. These re-engineered systems and underlying data will support teachers, administrators, agency staff, parents, and policymakers by allowing them to make informed, efficient, and effective data-driven decisions to improve student achievement.

The Illinois ePlan is an acknowledgment of the critical role that data plays in enabling internal and external stakeholder decision-making in education. The objective of this project is to interface several of ISBE's major data systems into a user-friendly interconnected solution, improving ease of use and promoting a deeper integration of district programming and budget functions.

The desired purpose of this system will be to allow Illinois school districts and ISBE to easily navigate and access information from one central location. Extensive interfacing to ISBE's current data systems will result in the creation of a comprehensive interactive dashboard. The desired interactive dashboard will be visually interesting and logically organized, interfaced to ease navigation and reduce duplication for districts. Improved access to information about available data, funding options, and areas that need improvement academically means this system will better serve the whole child, enabling districts to develop more integrated and informed plans as a result.

The Illinois ePlan will require two interconnected elements: the technical build of the web-based interactive dashboard solution and outreach/research support to guide current and future development. At minimum, the project team should include one project manager, one business analyst, one developer, and two outreach coordinators to perform the scope of the work.

This contract will begin as deliverable-based and then transition to time and materials. The contract scope from upon execution of the contract to December 2, 2019, consists of meeting key deliverables related to the design, development, and implementation of the Illinois ePlan solution, along with related outreach and research. The project team will transition to time and materials after key deliverables are completed. The project team will then continue to assist with the overall augmentation and improvement of the Illinois ePlan solution, working with ISBE staff in the identification and implementation of system improvements as determined through outreach and research performed by the project team.

### **Financial Background**

The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$4,833,500. This RFSP will be federally funded.



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

	Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19		\$625,000	<b>\$625,000</b>
FY20		\$1,208,500	<b>\$1,208,500</b>
FY21		\$1,000,000	<b>\$1,000,000</b>
FY22		\$1,000,000	<b>\$1,000,000</b>
FY23		\$1,000,000	<b>\$1,000,000</b>
<b>Total</b>			<b>\$4,833,500</b>

**Business Enterprise Program (BEP)**

This RFSP has a Business Enterprise Program goal of 20 percent. The awarded contract will result in BEP spending of \$125,000 in FY 2019, \$241,700 in FY 2020, and \$200,000 each year for FY 2021, FY 2022, and FY 2023.

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

**Policy Implications:** None.

**Budget Implications:** This contract will be federally funded.

**Legislative Action:** None.

**Communications:** None.

**Pros and Cons of Various Actions**

The approval of this RFSP will bring the Illinois ePlan vision to reality and provide an invaluable technological solution to foster deeper integration of district programming and budget functions, resulting in more integrated and informed district plans.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:



The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the successful offeror a contract to procure the services needed in order to design, develop, and implement a web-based system that will link to ISBE’s existing web-based applications to become a “one-stop shop” for school districts and ISBE. The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon sufficient appropriation and satisfactory contractor performance in each proceeding contract year. The estimated contract total costs, including renewals, will not exceed \$4,833,500.

**Next Steps**

Upon Board authorization, agency procurement staff will present the RFSP to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will release an RFSP in accordance with the approved motion. After all proposals are evaluated, agency staff will award to the successful Offeror.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Stephanie Jones, General Counsel 

**Agenda Topic:** Healthy Community Investment Grants

**Staff Contact:** Jeffrey Aranowski, Executive Director, Safe & Healthy Climate  
Cara Wiley, Director, Regulatory Support and Wellness  
Kristy Jones, Supervisor, Regulatory Support and Wellness

**Purpose of Agenda Item**

To provide the Board information regarding funding available for Healthy Community Investment Grants and to request authorization to award grants to school districts and community organizations based upon a prescribed methodology and formula to be created in conjunction with program and fiscal areas.

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

Healthy Community Investment Grants will support the following agency goals:

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

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

**Background Information**

Public Act 99-0524 appropriated \$15 million in General Revenue Funds to provide grants to school districts and community organizations for after-school programming. Representatives from the four legislative caucuses and the Governor's Office of Management and Budget agreed to the Healthy Community Investment Grant Program after several discussions. This state line item continues to be funded for fiscal year 2019. The program design is as follows:

**School District Grant Allocations -- \$12.5 million**

School districts that are eligible based upon a prescribed formula will be awarded a base grant of \$25,000. In addition to the base grant, qualifying school districts will receive additional funding based upon a per pupil dollar amount weighted by percentage of capacity to meet expectations ensuring a greater amount of funding for districts the furthest away from adequacy. The purpose of the funding is to:

- Improve academic outcomes for students.
- Provide opportunities for enrichment activities in a safe and healthy environment.
- Provide opportunities to strengthen public, private, and philanthropic partnerships so that quality support services are more durable for students facing the greatest challenges.

### **Competitive Grant Allocations -- \$2.5 million**

Successful non-school district grant applicants will be awarded a base grant allocation of \$25,000, with the potential for additional funding based upon the applicants' proportional share of the total number of students served.

Eligibility criteria for non-school district applicants:

- Serving 90 percent or more low-income students (minimum 100 students)
- Documented success in raising academic outcomes
- Documented evidence of a strong relationship with the local school or school district
- Documented evidence of effective enrichment activities and increased student safety
- Documented evidence of effective grant management
- Registered under the Grant Accountability and Transparency Act
  - Current DUNS Number
  - SAM CAGE Code
  - Not be on the Federal Excluded Parties List
  - Be in good standing with the Illinois Secretary of State

The After School Matters Program will not be eligible due to the \$2.5 million appropriation provided in PA 99-0524.

Additionally, grantees will be made aware of opportunities for participation in the National School Lunch After School Snack Program and/or the Child and Adult Care Food At Risk Program (snack and supper) to augment offerings to students.

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

**Policy Implications:** Approval of the request will provide additional programming opportunities for children who reside in areas of a high concentration of poverty as well as provide additional funding to develop opportunities for alignment of services among various agencies within the community to support the whole child.

**Budget Implications:** The \$15 million has been appropriated from the General Revenue Fund.

**Legislative Action:** None.

**Communication:** Notify school districts and community partners about the opportunity for grants as well as issue a Notice of Funding Opportunity/Request for Proposals.

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

**Pros:** Additional opportunities to increase the academic achievement for students in need.

**Cons:** None.

### **Superintendent's Recommendation**

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

The State Board of Education hereby authorizes the State Superintendent to execute grant agreements, for fiscal year 2019 with identified school districts not to exceed a total of \$12.5 million and additionally release a Notice of Funding Opportunity/Request for Proposals and make awards not to exceed a total of \$2.5 million to successful community organization applicants based upon the eligibility criteria outlined in the memorandum. The State Board of Education also authorizes the State Superintendent to execute grant agreements within these parameters to any entity eligible to receive over \$1 million for a single award.

### **Next Steps**

Upon Board authorization, agency staff will proceed with the execution of grants and the release of a Request for Proposals. All grant awards, including those to grantees that are over \$1 million will not exceed the grant timeframe outlined for fiscal year 2019.

**Illinois State Board of Education  
FY19 HCG-LEA Allocations**

Total Allocation	\$	12,500,000.00			
Adequacy Dist.	\$	8,850,000.00			
Base Grant	\$	3,650,000.00	Total Weighted ASE	994,185.47	\$ 8,850,000.00
			Weighted \$ Per ASE	\$	8.90
					\$ 12,500,000.00

District Name	EBF LI %	Adjust to Max 100%	EBF ASE	EBF LI Count	% of Adequacy	Base Grant	Weighting Factor	Weighted ASE	Weighted Dist	Total
VENICE COMM UNIT SCHOOL DIST 3	1.4472	100%	87.54	126.33	157%	\$ 25,000.00	43%	37.4280	\$ 333.17	\$ 25,333.17
GEN GEO PATTON SCHOOL DIST 133	1.1669	100%	237.46	275.33	88%	\$ 25,000.00	112%	265.3625	\$ 2,362.19	\$ 27,362.19
W HARVEY-DIXMOOR PUB SCH DIST147	1.1338	100%	1,063.13	1,192.66	68%	\$ 25,000.00	132%	1,407.1032	\$ 12,525.69	\$ 37,525.69
FAIRMONT SCHOOL DISTRICT 89	1.1173	100%	288.75	319.00	63%	\$ 25,000.00	137%	395.5410	\$ 3,521.01	\$ 28,521.01
CAIRO UNIT SCHOOL DISTRICT 1	1.0897	100%	379.79	409.33	76%	\$ 25,000.00	124%	469.2149	\$ 4,176.84	\$ 29,176.84
DOLTON SCHOOL DISTRICT 148	1.0619	100%	2,054.25	2,168.33	66%	\$ 25,000.00	134%	2,747.1788	\$ 24,454.73	\$ 49,454.73
EAST ST LOUIS SCHOOL DIST 189	1.0489	100%	5,505.05	5,758.00	69%	\$ 25,000.00	131%	7,225.9482	\$ 64,323.65	\$ 89,323.65
CALUMET CITY SCHOOL DISTRICT 155	1.0144	100%	1,026.25	1,031.66	63%	\$ 25,000.00	137%	1,407.7377	\$ 12,531.34	\$ 37,531.34
PLEASANT VALLEY SCH DIST 62	0.9813	98%	450.71	435.00	61%	\$ 25,000.00	139%	626.0645	\$ 5,573.08	\$ 30,573.08
PEMBROKE C C SCHOOL DISTRICT 259	0.9752	98%	207.98	202.33	81%	\$ 25,000.00	119%	247.8794	\$ 2,206.56	\$ 27,206.56
HARVEY SCHOOL DISTRICT 152	0.9585	96%	1,935.05	1,846.00	68%	\$ 25,000.00	132%	2,550.9736	\$ 22,708.15	\$ 47,708.15
MADISON COMM UNIT SCH DIST 12	0.9518	95%	675.25	642.00	67%	\$ 25,000.00	133%	901.0069	\$ 8,020.55	\$ 33,020.55
CAHOKIA COMM UNIT SCH DIST 187	0.9497	95%	3,412.05	3,225.33	68%	\$ 25,000.00	132%	4,502.0650	\$ 40,076.30	\$ 65,076.30
LUDLOW C C SCHOOL DIST 142	0.9493	95%	75.47	71.33	91%	\$ 25,000.00	109%	82.4557	\$ 734.00	\$ 25,734.00
COMM CONS SCHOOL DIST 168	0.9440	94%	1,319.55	1,236.00	62%	\$ 25,000.00	138%	1,816.9263	\$ 16,173.84	\$ 41,173.84
CICERO SCHOOL DISTRICT 99	0.9339	93%	11,603.80	10,751.33	61%	\$ 25,000.00	139%	16,115.2694	\$ 143,454.25	\$ 168,454.25
MAYWOOD-MELROSE PARK-BROADVIEW-89	0.9339	93%	4,863.07	4,512.00	62%	\$ 25,000.00	138%	6,692.2664	\$ 59,572.95	\$ 84,572.95
BURNHAM SCHOOL DISTRICT 154-5	0.9134	91%	190.50	174.00	55%	\$ 25,000.00	145%	276.8922	\$ 2,464.83	\$ 27,464.83
POSEN-ROBBINS EL SCH DIST 143-5	0.9116	91%	1,498.64	1,361.33	64%	\$ 25,000.00	136%	2,038.9464	\$ 18,150.21	\$ 43,150.21
CHICAGO HEIGHTS SCHOOL DIST 170	0.9098	91%	3,028.38	2,739.00	63%	\$ 25,000.00	137%	4,140.1327	\$ 36,854.47	\$ 61,854.47
BELLWOOD SCHOOL DIST 88	0.9050	91%	2,371.50	2,126.33	61%	\$ 25,000.00	139%	3,302.5371	\$ 29,398.39	\$ 54,398.39
CALUMET PUBLIC SCHOOLS DIST 132	0.8967	90%	1,054.23	939.00	67%	\$ 25,000.00	133%	1,406.0606	\$ 12,516.41	\$ 37,516.41
ZION ELEMENTARY SCHOOL DISTRICT 6	0.8903	89%	2,544.07	2,241.00	58%	\$ 25,000.00	142%	3,607.2303	\$ 32,110.70	\$ 57,110.70
AURORA EAST UNIT SCHOOL DIST 131	0.8883	89%	13,863.28	12,244.00	58%	\$ 25,000.00	142%	19,738.1080	\$ 175,703.89	\$ 200,703.89
CENTRALIA SCHOOL DIST 135	0.8703	87%	1,286.38	1,098.00	65%	\$ 25,000.00	135%	1,739.5831	\$ 15,485.35	\$ 40,485.35
MERIDIAN C U SCH DISTRICT 101	0.8666	87%	451.22	387.33	74%	\$ 25,000.00	126%	569.8520	\$ 5,072.69	\$ 30,072.69
LARAWAY C C SCHOOL DIST 70C	0.8619	86%	399.38	339.00	142%	\$ 25,000.00	58%	230.2073	\$ 2,049.25	\$ 27,049.25
THOMASBORO C C SCHOOL DIST 130	0.8607	86%	154.21	130.66	65%	\$ 25,000.00	135%	207.9122	\$ 1,850.78	\$ 26,850.78
DOLTON SCHOOL DISTRICT 149	0.8595	86%	2,636.90	2,262.00	65%	\$ 25,000.00	135%	3,562.9656	\$ 31,716.66	\$ 56,716.66
HAZEL CREST SCHOOL DIST 152-5	0.8502	85%	974.25	823.00	58%	\$ 25,000.00	142%	1,381.1531	\$ 12,294.69	\$ 37,294.69
LINCOLN ELEM SCHOOL DIST 156	0.8436	84%	928.97	780.33	60%	\$ 25,000.00	140%	1,301.3563	\$ 11,584.36	\$ 36,584.36
SUMMIT SCHOOL DIST 104	0.8436	84%	1,691.13	1,417.66	60%	\$ 25,000.00	140%	2,372.3061	\$ 21,117.70	\$ 46,117.70
THORNTON TWP H S DIST 205	0.8417	84%	5,186.99	4,365.66	64%	\$ 25,000.00	136%	7,061.9623	\$ 62,863.89	\$ 87,863.89
KANKAKEE SCHOOL DIST 111	0.8380	84%	4,809.11	4,001.00	62%	\$ 25,000.00	138%	6,624.6146	\$ 58,970.73	\$ 83,970.73

District Name	EBF LI %	Adjust to Max 100%	EBF ASE	EBF LI Count	% of Adequacy	Base Grant	Weighting Factor	Weighted ASE	Weighted Dist	Total
DECATUR SCHOOL DISTRICT 61	0.8373	84%	8,437.12	6,999.00	64%	\$ 25,000.00	136%	11,514.3217	\$ 102,497.72	\$ 127,497.72
JOLIET SCHOOL DIST 86	0.8366	84%	11,182.30	9,279.33	59%	\$ 25,000.00	141%	15,784.1010	\$ 140,506.27	\$ 165,506.27
WAUKEGAN C U SCHOOL DIST 60	0.8313	83%	16,259.70	13,448.00	56%	\$ 25,000.00	144%	23,413.4082	\$ 208,420.53	\$ 233,420.53
BROOKLYN UNIT DISTRICT 188	0.8289	83%	123.61	102.33	70%	\$ 25,000.00	130%	160.1102	\$ 1,425.26	\$ 26,425.26
NORTH CHICAGO SCHOOL DIST 187	0.8259	83%	3,368.11	2,768.33	60%	\$ 25,000.00	140%	4,712.2448	\$ 41,947.27	\$ 66,947.27
COMMUNITY CONS SCH DIST 180	0.8221	82%	584.46	475.00	114%	\$ 25,000.00	86%	502.1556	\$ 4,470.07	\$ 29,470.07
PEORIA SCHOOL DISTRICT 150	0.8128	81%	12,882.55	10,366.00	66%	\$ 25,000.00	134%	17,281.0573	\$ 153,831.82	\$ 178,831.82
MARQUARDT SCHOOL DISTRICT 15	0.8110	81%	2,453.72	1,968.00	71%	\$ 25,000.00	129%	3,156.0734	\$ 28,094.61	\$ 53,094.61
CHANEY-MONGE SCH DISTRICT 88	0.8095	81%	449.72	361.00	58%	\$ 25,000.00	142%	639.4093	\$ 5,691.87	\$ 30,691.87
PROVISO TWP H S DIST 209	0.8084	81%	4,521.48	3,655.00	69%	\$ 25,000.00	131%	5,903.5104	\$ 52,551.63	\$ 77,551.63
ROCKFORD SCHOOL DIST 205	0.8037	80%	26,349.50	20,994.00	61%	\$ 25,000.00	139%	36,714.9957	\$ 326,828.06	\$ 351,828.06
DANVILLE C C SCHOOL DIST 118	0.8033	80%	5,586.04	4,452.00	63%	\$ 25,000.00	137%	7,637.6091	\$ 67,988.16	\$ 92,988.16
HOOVER-SCHRUM MEMORIAL SD 157	0.8030	80%	876.05	699.00	61%	\$ 25,000.00	139%	1,219.3840	\$ 10,854.66	\$ 35,854.66
PARK FOREST SCHOOL DIST 163	0.8010	80%	1,758.37	1,401.00	63%	\$ 25,000.00	137%	2,411.9087	\$ 21,470.23	\$ 46,470.23
J S MORTON H S DISTRICT 201	0.7996	80%	8,295.15	6,633.00	53%	\$ 25,000.00	147%	12,171.5997	\$ 108,348.65	\$ 133,348.65
SANDRIDGE SCHOOL DISTRICT 172	0.7939	79%	363.50	287.00	65%	\$ 25,000.00	135%	491.5758	\$ 4,375.89	\$ 29,375.89
MOUNT VERNON SCHOOL DIST 80	0.7915	79%	1,398.38	1,093.00	63%	\$ 25,000.00	137%	1,910.0058	\$ 17,002.41	\$ 42,002.41
RHODES SCHOOL DIST 84-5	0.7907	79%	651.73	510.00	89%	\$ 25,000.00	111%	725.3279	\$ 6,456.69	\$ 31,456.69
RANTOUL CITY SCHOOL DIST 137	0.7847	78%	1,625.25	1,265.00	61%	\$ 25,000.00	139%	2,263.1690	\$ 20,146.19	\$ 45,146.19
CARBONDALE ELEM SCH DIST 95	0.7801	78%	1,423.25	1,100.00	75%	\$ 25,000.00	125%	1,778.1250	\$ 15,828.44	\$ 40,828.44
BLOOM TWP HIGH SCH DIST 206	0.7759	78%	3,067.83	2,380.33	58%	\$ 25,000.00	142%	4,354.1032	\$ 38,759.18	\$ 63,759.18
FREEPORT SCHOOL DIST 145	0.7757	78%	3,928.39	3,029.00	61%	\$ 25,000.00	139%	5,445.7606	\$ 48,476.85	\$ 73,476.85
BERWYN NORTH SCHOOL DIST 98	0.7741	77%	2,995.54	2,291.00	62%	\$ 25,000.00	138%	4,148.2714	\$ 36,926.91	\$ 61,926.91
LASALLE ELEM SCHOOL DIST 122	0.7714	77%	884.13	673.00	64%	\$ 25,000.00	136%	1,206.3140	\$ 10,738.32	\$ 35,738.32
FORD HEIGHTS SCHOOL DISTRICT 169	0.7706	77%	407.50	314.00	68%	\$ 25,000.00	132%	537.1419	\$ 4,781.51	\$ 29,781.51
CITY OF CHICAGO SCHOOL DIST 299	0.7675	77%	364,916.05	279,037.00	64%	\$ 25,000.00	136%	495,109.9645	\$ 4,407,349.88	\$ 4,432,349.88
PRAIRIE-HILLS ELEM SCH DIST 144	0.7651	77%	2,594.00	1,974.00	58%	\$ 25,000.00	142%	3,693.7359	\$ 32,880.75	\$ 57,880.75
SPRINGFIELD SCHOOL DISTRICT 186	0.7523	75%	13,927.04	10,343.33	71%	\$ 25,000.00	129%	18,006.9604	\$ 160,293.63	\$ 185,293.63
CREVE COEUR SCHOOL DISTRICT 76	0.7492	75%	590.72	438.00	65%	\$ 25,000.00	135%	795.5634	\$ 7,081.91	\$ 32,081.91
SOUTH HOLLAND SCHOOL DIST 151	0.7486	75%	1,532.00	1,141.66	64%	\$ 25,000.00	136%	2,086.3073	\$ 18,571.81	\$ 43,571.81
ROUND LAKE AREA SCHS - DIST 116	0.7465	75%	7,076.94	5,239.00	57%	\$ 25,000.00	143%	10,093.9365	\$ 89,853.80	\$ 114,853.80
EAST ALTON SCHOOL DISTRICT 13	0.7460	75%	720.06	531.00	60%	\$ 25,000.00	140%	1,004.6981	\$ 8,943.58	\$ 33,943.58
CHICAGO RIDGE SCHOOL DIST 127-5	0.7446	74%	1,359.25	1,000.00	55%	\$ 25,000.00	145%	1,973.9892	\$ 17,571.98	\$ 42,571.98
BERKELEY SCHOOL DIST 87	0.7434	74%	2,660.30	1,952.00	59%	\$ 25,000.00	141%	3,746.1329	\$ 33,347.17	\$ 58,347.17
SHAWNEE C U SCH DIST 84	0.7432	74%	328.38	242.00	92%	\$ 25,000.00	108%	353.3519	\$ 3,145.45	\$ 28,145.45
COOK COUNTY SCHOOL DIST 130	0.7383	74%	3,384.13	2,468.33	60%	\$ 25,000.00	140%	4,740.3859	\$ 42,197.78	\$ 67,197.78
RIDGELAND SCHOOL DISTRICT 122	0.7364	74%	2,187.00	1,591.00	59%	\$ 25,000.00	141%	3,086.9556	\$ 27,479.34	\$ 52,479.34
CARBON CLIFF-BARSTOW SCH DIST 36	0.7325	73%	276.56	200.33	71%	\$ 25,000.00	129%	356.7075	\$ 3,175.32	\$ 28,175.32
ROCK FALLS ELEMENTARY SCH DIST 13	0.7320	73%	964.96	695.33	64%	\$ 25,000.00	136%	1,307.9054	\$ 11,642.66	\$ 36,642.66
CENTRAL STICKNEY SCH DIST 110	0.7290	73%	375.63	272.00	120%	\$ 25,000.00	80%	300.9886	\$ 2,679.33	\$ 27,679.33
WEST CHICAGO SCHOOL DIST 33	0.7254	73%	4,132.71	2,955.66	59%	\$ 25,000.00	141%	5,826.2648	\$ 51,864.01	\$ 76,864.01
NORTH WAMAC SCHOOL DISTRICT 186	0.7195	72%	145.06	103.00	64%	\$ 25,000.00	136%	197.6709	\$ 1,759.62	\$ 26,759.62
SCHILLER PARK SCHOOL DIST 81	0.7154	72%	1,356.25	959.00	65%	\$ 25,000.00	135%	1,833.2995	\$ 16,319.59	\$ 41,319.59

District Name	EBF LI %	Adjust to Max 100%	EBF ASE	EBF LI Count	% of Adequacy	Base Grant	Weighting Factor	Weighted ASE	Weighted Dist	Total
KEWANEE COMM UNIT SCH DIST 229	0.7138	71%	1,851.00	1,308.00	57%	\$ 25,000.00	143%	2,647.8250	\$ 23,570.30	\$ 48,570.30
WILLOW SPRINGS SCHOOL DIST 108	0.7137	71%	402.75	283.00	59%	\$ 25,000.00	141%	566.3745	\$ 5,041.73	\$ 30,041.73
WORTH SCHOOL DISTRICT 127	0.7103	71%	1,086.25	755.00	59%	\$ 25,000.00	141%	1,531.3094	\$ 13,631.35	\$ 38,631.35
BETHEL SCHOOL DISTRICT 82	0.7097	71%	172.75	121.00	60%	\$ 25,000.00	140%	241.5003	\$ 2,149.78	\$ 27,149.78
INDIAN SPRINGS SCHOOL DIST 109	0.7052	71%	2,764.72	1,929.00	57%	\$ 25,000.00	143%	3,940.9953	\$ 35,081.79	\$ 60,081.79
RIVER GROVE SCHOOL DIST 85-5	0.7033	70%	723.50	506.00	55%	\$ 25,000.00	145%	1,050.3349	\$ 9,349.83	\$ 34,349.83
RANTOUL TOWNSHIP H S DIST 193	0.7006	70%	776.48	544.00	57%	\$ 25,000.00	143%	1,111.0299	\$ 9,890.12	\$ 34,890.12
BROOKWOOD SCHOOL DIST 167	0.6969	70%	1,119.14	776.00	62%	\$ 25,000.00	138%	1,543.9589	\$ 13,743.95	\$ 38,743.95
HARVARD C U SCHOOL DIST 50	0.6954	70%	2,556.50	1,765.00	53%	\$ 25,000.00	147%	3,751.7025	\$ 33,396.75	\$ 58,396.75
COUNTRY CLUB HILLS SCH DIST 160	0.6927	69%	1,217.25	835.00	60%	\$ 25,000.00	140%	1,709.8501	\$ 15,220.67	\$ 40,220.67
EAST MOLINE SCHOOL DISTRICT 37	0.6852	69%	2,678.55	1,817.00	60%	\$ 25,000.00	140%	3,750.0412	\$ 33,381.96	\$ 58,381.96
PLEASANT HILL SCHOOL DIST 69	0.6846	68%	226.62	154.00	64%	\$ 25,000.00	136%	308.5986	\$ 2,747.07	\$ 27,747.07
ARGO COMM H S DIST 217	0.6797	68%	1,945.00	1,322.00	57%	\$ 25,000.00	143%	2,776.0097	\$ 24,711.37	\$ 49,711.37
URBANA SCHOOL DIST 116	0.6792	68%	4,222.75	2,839.00	70%	\$ 25,000.00	130%	5,507.8281	\$ 49,029.36	\$ 74,029.36
EAST MAINE SCHOOL DIST 63	0.6792	68%	3,193.88	2,134.00	77%	\$ 25,000.00	123%	3,933.0657	\$ 35,011.21	\$ 60,011.21
NORTH PALOS SCHOOL DIST 117	0.6753	68%	3,135.50	2,104.00	59%	\$ 25,000.00	141%	4,418.2030	\$ 39,329.78	\$ 64,329.78
MURPHYSBORO C U SCH DIST 186	0.6750	67%	2,004.94	1,341.00	61%	\$ 25,000.00	139%	2,791.1034	\$ 24,845.73	\$ 49,845.73
ADDISON SCHOOL DIST 4	0.6747	67%	4,027.39	2,684.00	68%	\$ 25,000.00	132%	5,308.3753	\$ 47,253.88	\$ 72,253.88
STREATOR ELEM SCHOOL DIST 44	0.6736	67%	1,586.39	1,053.33	65%	\$ 25,000.00	135%	2,138.2616	\$ 19,034.29	\$ 44,034.29
SILVIS SCHOOL DISTRICT 34	0.6697	67%	594.22	395.00	61%	\$ 25,000.00	139%	826.3445	\$ 7,355.92	\$ 32,355.92
MANNHEIM SCHOOL DIST 83	0.6691	67%	2,568.55	1,697.00	91%	\$ 25,000.00	109%	2,806.4362	\$ 24,982.22	\$ 49,982.22
ASHLEY C C SCH DISTRICT 15	0.6690	67%	140.75	92.66	69%	\$ 25,000.00	131%	183.9969	\$ 1,637.90	\$ 26,637.90
STEGER SCHOOL DISTRICT 194	0.6687	67%	1,460.50	973.00	56%	\$ 25,000.00	144%	2,105.2176	\$ 18,740.14	\$ 43,740.14
GALESBURG C U SCHOOL DIST 205	0.6685	67%	4,240.27	2,820.00	63%	\$ 25,000.00	137%	5,825.0474	\$ 51,853.17	\$ 76,853.17
ST ANNE COMM H S DIST 302	0.6653	67%	237.98	158.33	63%	\$ 25,000.00	137%	325.7709	\$ 2,899.93	\$ 27,899.93
LINCOLN ELEM SCHOOL DIST 27	0.6630	66%	1,108.56	726.66	67%	\$ 25,000.00	133%	1,476.6723	\$ 13,144.98	\$ 38,144.98
SANDOVAL C U SCHOOL DIST 501	0.6600	66%	452.50	296.33	60%	\$ 25,000.00	140%	632.4527	\$ 5,629.94	\$ 30,629.94
BELLEVILLE SCHOOL DIST 118	0.6597	66%	3,644.39	2,372.00	60%	\$ 25,000.00	140%	5,114.3730	\$ 45,526.92	\$ 70,526.92
ROCKDALE SCHOOL DISTRICT 84	0.6591	66%	294.21	192.00	106%	\$ 25,000.00	94%	277.9962	\$ 2,474.66	\$ 27,474.66
DIAMOND LAKE SCHOOL DIST 76	0.6576	66%	947.72	614.00	81%	\$ 25,000.00	119%	1,127.7738	\$ 10,039.17	\$ 35,039.17
MEREDOSIA-CHAMBERSBURG CUSD 11	0.6576	66%	186.50	121.00	108%	\$ 25,000.00	92%	171.9541	\$ 1,530.69	\$ 26,530.69
LINDOP SCHOOL DISTRICT 92	0.6563	66%	389.75	253.00	84%	\$ 25,000.00	116%	451.8211	\$ 4,022.00	\$ 29,022.00
BURBANK SCHOOL DISTRICT 111	0.6515	65%	3,615.25	2,331.00	58%	\$ 25,000.00	142%	5,139.5929	\$ 45,751.42	\$ 70,751.42
ROCK ISLAND SCHOOL DISTRICT 41	0.6503	65%	6,184.36	3,992.00	63%	\$ 25,000.00	137%	8,491.7804	\$ 75,591.79	\$ 100,591.79
ZEIGLER-ROYALTON C U S DIST 188	0.6492	65%	576.75	372.33	63%	\$ 25,000.00	137%	791.3533	\$ 7,044.44	\$ 32,044.44
GRANITE CITY C U SCHOOL DIST 9	0.6473	65%	6,056.03	3,875.00	60%	\$ 25,000.00	140%	8,452.5735	\$ 75,242.78	\$ 100,242.78
HOOPESTON AREA C U SCH DIST 11	0.6430	64%	1,208.29	771.00	63%	\$ 25,000.00	137%	1,661.3635	\$ 14,789.06	\$ 39,789.06
WOOD DALE SCHOOL DISTRICT 7	0.6365	64%	953.79	600.00	105%	\$ 25,000.00	95%	909.5155	\$ 8,096.29	\$ 33,096.29
ELDORADO COMM UNIT DISTRICT 4	0.6295	63%	1,100.80	690.33	60%	\$ 25,000.00	140%	1,541.8364	\$ 13,725.06	\$ 38,725.06
WILLOW GROVE SCHOOL DISTRICT 46	0.6288	63%	151.25	94.00	62%	\$ 25,000.00	138%	209.2062	\$ 1,862.30	\$ 26,862.30
CARRIER MILLS-STONEFORT CUSD 2	0.6277	63%	421.79	261.00	60%	\$ 25,000.00	140%	588.4431	\$ 5,238.18	\$ 30,238.18
HILLSIDE SCHOOL DIST 93	0.6265	63%	489.30	304.33	105%	\$ 25,000.00	95%	467.2308	\$ 4,159.18	\$ 29,159.18
BERWYN SOUTH SCHOOL DISTRICT 100	0.6264	63%	3,719.79	2,316.66	58%	\$ 25,000.00	142%	5,296.0956	\$ 47,144.57	\$ 72,144.57

District Name	EBF LI %	Adjust to Max 100%	EBF ASE	EBF LI Count	% of Adequacy	Base Grant	Weighting Factor	Weighted ASE	Weighted Dist	Total
WHEELING C C SCHOOL DIST 21	0.6229	62%	6,044.37	3,725.00	82%	\$ 25,000.00	118%	7,122.6580	\$ 63,404.19	\$ 88,404.19
MONMOUTH-ROSEVILLE	0.6207	62%	1,595.71	986.00	61%	\$ 25,000.00	139%	2,224.7868	\$ 19,804.52	\$ 44,804.52
RACCOON CONS SCHOOL DIST 1	0.6204	62%	233.25	143.00	58%	\$ 25,000.00	142%	331.7421	\$ 2,953.09	\$ 27,953.09
FRANKFORT COMM UNIT SCH DIST 168	0.6196	62%	1,692.72	1,039.00	62%	\$ 25,000.00	138%	2,344.3555	\$ 20,868.89	\$ 45,868.89
LYONS SCHOOL DIST 103	0.6195	62%	2,328.54	1,421.00	62%	\$ 25,000.00	138%	3,212.3895	\$ 28,595.92	\$ 53,595.92
BARTONVILLE SCHOOL DIST 66	0.6167	62%	232.25	140.00	62%	\$ 25,000.00	138%	319.4308	\$ 2,843.50	\$ 27,843.50
NORTH GREENE UNIT SCHOOL DIST 3	0.6155	62%	821.00	501.00	65%	\$ 25,000.00	135%	1,110.6583	\$ 9,886.81	\$ 34,886.81
FRANKLIN PARK SCHOOL DIST 84	0.6132	61%	1,306.25	792.00	73%	\$ 25,000.00	127%	1,653.7138	\$ 14,720.96	\$ 39,720.96
MIDLOTHIAN SCHOOL DIST 143	0.6120	61%	1,736.00	1,052.66	57%	\$ 25,000.00	143%	2,477.6146	\$ 22,055.13	\$ 47,055.13
SPRING VALLEY C C SCH DIST 99	0.6102	61%	618.89	373.66	66%	\$ 25,000.00	134%	831.2041	\$ 7,399.18	\$ 32,399.18
CENTRAL CITY SCHOOL DIST 133	0.6102	61%	321.25	191.00	52%	\$ 25,000.00	148%	475.6034	\$ 4,233.71	\$ 29,233.71
UNION RIDGE SCHOOL DIST 86	0.6085	61%	585.71	352.00	74%	\$ 25,000.00	126%	739.7192	\$ 6,584.80	\$ 31,584.80
BENSENVILLE SCHOOL DISTRICT 2	0.6084	61%	2,139.25	1,285.33	83%	\$ 25,000.00	117%	2,511.5023	\$ 22,356.79	\$ 47,356.79
JOLIET TWP HS DIST 204	0.6074	61%	6,623.50	4,023.00	59%	\$ 25,000.00	141%	9,328.1346	\$ 83,036.81	\$ 108,036.81
DALLAS ESD 327	0.6058	61%	164.30	99.33	76%	\$ 25,000.00	124%	203.1233	\$ 1,808.15	\$ 26,808.15
JACKSONVILLE SCHOOL DIST 117	0.6051	61%	3,279.70	1,969.66	67%	\$ 25,000.00	133%	4,360.5346	\$ 38,816.43	\$ 63,816.43
HARMONY EMGE SCHOOL DIST 175	0.6049	60%	766.05	458.00	64%	\$ 25,000.00	136%	1,043.4393	\$ 9,288.45	\$ 34,288.45
BENTON COMM CONS SCH DIST 47	0.6039	60%	1,112.95	664.00	61%	\$ 25,000.00	139%	1,550.2430	\$ 13,799.89	\$ 38,799.89
ALTON COMM UNIT SCHOOL DIST 11	0.6039	60%	6,173.05	3,705.66	64%	\$ 25,000.00	136%	8,414.4179	\$ 74,903.12	\$ 99,903.12
ELMWOOD PARK C U SCH DIST 401	0.6031	60%	2,741.75	1,637.00	62%	\$ 25,000.00	138%	3,777.7036	\$ 33,628.21	\$ 58,628.21
PEORIA HGHTS C U SCH DIST 325	0.6030	60%	743.45	445.00	73%	\$ 25,000.00	127%	944.1827	\$ 8,404.89	\$ 33,404.89
LANSING SCHOOL DISTRICT 158	0.6029	60%	2,615.50	1,563.00	57%	\$ 25,000.00	143%	3,746.3258	\$ 33,348.89	\$ 58,348.89
EAST ALTON-WOOD RIVER C H S D 14	0.6026	60%	567.50	342.00	56%	\$ 25,000.00	144%	819.7179	\$ 7,296.93	\$ 32,296.93
SOUTH HOLLAND SCHOOL DIST 150	0.6021	60%	925.75	556.00	64%	\$ 25,000.00	136%	1,261.1942	\$ 11,226.85	\$ 36,226.85
EGYPTIAN COMM UNIT SCH DIST 5	0.6003	60%	419.78	251.00	68%	\$ 25,000.00	132%	556.2067	\$ 4,951.22	\$ 29,951.22
CENTRALIA H S DIST 200	0.6002	60%	897.49	538.66	58%	\$ 25,000.00	142%	1,274.9085	\$ 11,348.93	\$ 36,348.93



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Stephanie Jones, General Counsel *SJ*

**Agenda Topic:** Waiver Report to the General Assembly

**Materials:** Waiver Report

**Staff Contact:** 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 the agenda item is to inform the Board about requests for waivers and modifications received since the last report in February 2018 and to secure approval of the Fall 2018 Waiver Report for submission to the General Assembly before October 1, as required by law.

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

The waiver report is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

**Background Information**

The Fall 2018 Waiver Report is the 47th report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 43 requests that seek to waive mandates of School Code. These requests address:

- Non-resident tuition (28 requests);
- Physical education (four requests);
- Limitation of administrative costs (nine requests);
- Publication of a school district's annual statement of affairs (two requests).

The State Superintendent has approved one request that modifies State Board rules pertaining to driver education and one request that modifies the contracts provision in Article 34 of the School Code since the Spring 2018 Waiver Report. (Note: Unlike requests for waivers of School Code provisions, which must go to the General Assembly, requests for modifications of the School Code and waivers of State Board rules can be granted by the State Superintendent.)

**Analysis and Policy Implications**

The enclosed waiver report details each of the waiver requests submitted by eligible applicants. The enactment of Public Act 100-0465 means 105 ILCS 5/18-8.05 has sunset in its entirety after the completion of the 2016-17 school year. Therefore, applicants seeking waivers of 105 ILCS

5/18-8.05 were notified that their waiver requests were no longer needed. One waiver for this section of the School Code was received requesting school improvement/in-service training.

Public Act 100-0465 also made changes to the approval of statutory waivers by the General Assembly. The General Assembly will no longer approve entire waiver reports. Pursuant to the Act:

The report shall be reviewed by a panel of four members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide recommendations on waiver requests to the panel.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

### **Superintendent's Recommendation**

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

The State Board of Education hereby forwards the 44 waiver requests summarized in the Fall 2018 Waiver Report to the General Assembly without comment.

### **Next Steps**

Staff will submit the Fall 2018 Waiver Report as presented to the General Assembly before October 1, 2018.

## M E M O R A N D U M

**TO:** The Honorable John J. Cullerton, Senate President  
The Honorable William E. Brady, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

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

**DATE:**

**RE:** Fall 2018 Waiver Report | Requests to Waive School Code Mandates

As required by Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g], the following report provides summaries of requests for waivers of School Code mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all of the requests received, organized by Senate and House districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the School Code [105 ILCS 5/1A-4] and applications that have been returned to school districts or other eligible applicants.

Pursuant to Section 2-3.25g (d) of the School Code [105 ILCS 5/2-3.25g (d)]:

The report shall be reviewed by a panel of four members consisting of:

- (1) the Speaker of the House of Representatives;
- (2) the Minority Leader of the House of Representatives;
- (3) the President of the Senate; and
- (4) the Minority Leader of the Senate.

The State Board of Education may provide the panel recommendations on waiver requests.

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If three or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of

Education shall submit the waiver request to the General Assembly for consideration. If fewer than three panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The General Assembly may disapprove any waiver request submitted to the General Assembly pursuant to this subsection (d) in whole or in part within 60 calendar days after each house of the General Assembly next convenes after the waiver request is submitted by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 60 day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

To effectuate the law, memoranda detailing the following shall be submitted to the Illinois State Board of Education by each panel member:

- (1) Notice of specific waiver requests noticed for further consideration by the General Assembly; and
- (2) A statement indicating that all waiver requests included in the report, except for those listed above in (1), are returned to the State Board of Education for final action.

If you have any questions or comments, you may contact Cara Wiley, Director of Regulatory Support & Wellness, at (217) 782-5270.

cc: The Honorable Bruce Rauner, Governor  
John Hollman, Acting Clerk of the House  
Tim Anderson, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

## **Executive Summary**

The following report outlines waivers of School Code mandates that school districts, Regional Offices of Education, or special education or area vocational centers have requested since the last report, which was transmitted in February 2018. Pursuant to Section 2-3.25g of the School Code, these requests must be sent to the General Assembly before October 1, 2018.

Section I summarizes the 43 requests received for waivers of School Code mandates pursuant to Section 2-3.25g for consideration by the General Assembly. They are presented alphabetically by topic area. The largest number of applications received — 28 requests — seeks waivers from the requirements for non-resident tuition. Nine requests are related to administrative cost cap limitations. Four requests are related to daily physical education. Two requests are related to the publication of a school district's annual statement of affairs.

This document contains an additional section beyond what is required under Section 2-3.25g of the School Code. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of School Code mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the School Code. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 44 waiver requests for the General Assembly's consideration and is organized by Senate and House districts.

Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This report is the 47<sup>th</sup> report submitted pursuant to Section 2-3.25g of the School Code, which requires that State Board of Education staff compile and submit requests for waivers of School Code mandates to the General Assembly before March 1 and October 1 of each year.

**Summary of Applications for Waivers and Modifications**  
**Volume 47 – Fall 2018**

<b>Topic</b>	<b>Approved</b>	<b>Denied by SBE</b>	<b>Transmitted to GA</b>	<b>Withdrawn or Returned</b>
Contracts	1	0	0	0
Driver Education	1	0	0	0
Limitation of Administrative Costs	0	0	9	1
Non-resident Tuition	0	0	28	1
Physical Education	0	0	4	0
School Improvement/ In-service Training	0	0	0	1
Statement of Affairs	0	0	2	0
<b>Petition Summary</b>	<b>2</b>	<b>0</b>	<b>43</b>	<b>3</b>
<b>TOTAL NUMBER OF APPLICATIONS:</b>		<b>48</b>		

## SECTION I

### Applications Transmitted to the General Assembly

#### Limitation of Administrative Costs

*Fox River Grove CUSD 3 – McHenry (SD 26/HD 108) / Expiration: 2017-18 school year WM100-6506 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district withdrew from the Special Education District of McHenry County (SEDOM) effective July 1, 2018. As a result, the district no longer has access to the SEDOM special education director. The district must hire its own special education director. The costs resulting in the hiring this director resulted in the district's budgeted administrative costs for fiscal year 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*Fairmont SD 89 – Will (SD 43/HD 85) / Expiration: 2018-19 school year WM100-6511 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time superintendent with benefits for the 2017-18 school year. During the 2016-17 school year, the district hired an interim superintendent without benefits. A full-time superintendent will improve the district's academics and behavioral services to students. In addition, the district hired a new administrative assistant. These two situations resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*Deerfield PSD 109 – Lake (SD 29/HD 58) / Expiration: 2018-19 school year WM100-6430 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In order to maintain high-quality administrative staff, the district and board concurred that a market adjustment for salaries for junior administrators was necessary for retention. The district entered into a two-year agreement in order to perform high-quality research into the district's scheduling practices and to perform critical evaluations of several of its program offerings. This situation resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*Oak Grove SD 68 – Peoria (SD 46/HD 91) / Expiration: 2017-18 school year WM100-6514 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district previously had a single person in a combined superintendent/principal role. Starting with the 2017-18 school year, the district employs a superintendent and a principal as two separate positions. This situation resulted in the district's budgeted administrative costs for FY 2018 exceeding those for FY 2017 by more than the 5 percent limitation.

*Western CUSD 12 – Pike/Adams (SD 50/HD 100) / Expiration: 2017-18 school year WM100-6516 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. Since the 2013-14 school year, the district has used retired superintendents as interim superintendents and did not pay for benefits. The district did not have to pay in to the Teachers' Retirement System (TRS) for the interim superintendents. At the start of the 2017-18 school year, the district hired a full-time superintendent and took on the cost of

benefits and TRS for that person. The district's costs for FY 2018 exceeded those for FY 2017 by more than the 5 percent limitation.

*Pleasant Hill SD 69 – Peoria (SD 46/HD 92) / Expiration: 2017-2018 school year WM100-6524 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a retired superintendent with only 100 allowable work days. The district budgeted a salary of \$50,000 (\$500/day) for the year. The superintendent worked fewer than the allowable 100 days, bringing the salary down to \$47,500. When the district budgeted for the 2017-18 school year, it did not know the exact number of days the superintendent would work and again budgeted \$50,000. This salary caused the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*CUSD 4 – Adams (SD 47/HD 94) / Expiration: 2017-18 school year WM100-6535 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district hired a full-time superintendent to replace a previous part-time superintendent. The hiring of the full-time superintendent will better allow the district to accomplish its goals of providing a safe, productive, and enjoyable atmosphere for students and staff. For this reason, the district's budgeted administrative costs for FY 2018 exceeded those for FY 2017 by more than the 5 percent limitation.

*Nashville CHSD 99 – Washington (SD 54/HD 108) / Expiration: 2017-18 school year WM100-6536 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district negotiated an agreement in September 2017 resulting in the retirement of the superintendent. The superintendent worked approximately three months and was paid \$63,540. A second payment of \$54,000 was made to the retired superintendent to eliminate the possibility of future litigation. In addition to these payments, the district had to hire an interim superintendent. The cost for the interim superintendent was \$50,000 (\$500/day). For these reasons, the district's budgeted administrative costs for FY 2018 to exceed those for FY 2017 by more than the 5 percent limitation.

*West Harvey-Dixmoor SD 147 – Cook (SD 15/HD 30) / Expiration: 2018-19 school year WM100-6536 – Waiver of School Code* (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. The district added an assistant superintendent, which will allow the district to better stimulate innovation and improve student academic performance. The addition was necessary for the upcoming school year as administrative roles were realigned and streamlined. This addition caused the district's budgeted administrative costs for FY 2019 to exceed those for FY 2018 by more than the 5 percent limitation.

### **Non-resident Tuition**

*Forrestville Valley SD 221 – Ogle (SD 45/HD 89) / Expiration: 2022-23 school year WM100-6502 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Waltham CCESD 185 – LaSalle (SD 38/HD 76) / Expiration: 2022-23 school year*



**WM100-6503 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*North Wamac GS 186 – Clinton/Marion/Washington (SD 54/HD 108) / Expiration: 2022-23 school year* **WM100-6504 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Edinburg CUSD 4 – Jefferson (SD 58/HD 115) / Expiration: 2022-23 school year* **WM100-6505 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Taylorville CUCD 3 – Christian (SD 48/HD 95) / Expiration: 2022-23 school year* **WM100-6507 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Warren CUSD 205 – Jo Daviess (SD 45/HD 89) / Expiration: 2022-23 school year* **WM100-6509 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Bartonville Grade SD 66 – Peoria (SD 46/HD 92) / Expiration: 2023-24 school year* **WM100-6510 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full- and part-time employees of the district to attend its schools free of charge.

*Ramsey CUSD 204 – Fayette (SD 54/HD 107) / Expiration: 2022-23 school year* **WM100-6513 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools for less than 110 percent per capita tuition.

*LeRoy CUSD 2 – McLean (SD 51/HD 101) / Expiration: 2022-23 school year* **WM100-6515 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers, administrators, and support staff of the district to attend its schools free of charge.

*CUSD 3 – Fulton (SD 46/HD 91) / Expiration: 2022-23 school year* **WM100-6517 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time teachers and staff of the district to attend its schools free of charge.

*Woodlawn USD 209 – Jefferson (SD 58/HD 115) / Expiration: 2024-25 school year* **WM100-6521 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Woodlawn USD 209 – Jefferson (SD 58/HD 115) / Expiration: 2023-24 school year* **WM100-6522 – Waiver of School Code** (Section 10-20.12a) request to enable the district

to allow students who reside in the district for either elementary or high school to attend Woodlawn schools for their entire career to pay less than 110 percent per capita tuition.

*Rome CCS 2 – Jefferson (SD 58/HD 115) / Expiration: 2023-24 school year WM100-6523 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*East Alton-Wood River CHSD 14 – Madison (SD 56/HD 111) / Expiration: 2023-24 school year WM100-6526 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Giant City CSD 130 – Jackson (SD 58/HD 115) / Expiration: 2023-24 school year WM100-6527 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Silvis SD 34 – Rock Island (SD 36/HD 71) / Expiration: 2023-24 school year WM100-6528 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*CUSD 7 – Champaign (SD 51/HD 102) / Expiration: 2022-23 school year WM100-6529 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified employees of the district to attend its schools free of charge.

*Reavis HSD 220 – Cook (SD 12/HD 23) / Expiration: 2023-24 school year WM100-6530 (renewal) – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools at 25 percent tuition.

*Schuyler-Industry SD 5 – Schuyler (SD 47/HD 93) / Expiration: 2020-21 school year WM100-6531 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Central CUSD 3 – Adams (SD 47/HD 94) / Expiration: 2022-23 school year WM100-6532 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*East Alton SD 13 – Madison (SD 56/HD 111) / Expiration: 2022-23 school year WM100-6533 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

*Sparta CUSD District 140 – Randolph (SD 58/HD 116) / Expiration: 2023-24 school year WM100-6537 – Waiver of School Code* (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to

attend its schools free of charge.

*Unity Point CCSD 140* – Jackson (SD 58/HD 115) / **Expiration: 2023-24 school year WM100-6538 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to pay less than 110 percent per capita tuition.

*Galva CUSD 224* – Henry (SD 37/HD 74) / **Expiration: 2023-24 school year WM100-6539 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

*Field CUSD 3* – Jefferson (SD 58/HD 115) / **Expiration: 2023-24 school year WM100-6540 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Abingdon-Avon CUSD 276* – Knox/Fulton (SD 47/HD 33) / **Expiration: 2022-23 school year WM100-6544 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are teachers of the district to attend its schools free of charge.

*Newark CCSD 66* – Kendall (SD 38/HD 75) / **Expiration: 2022-23 school year WM100-6545 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full- and part-time certified staff of the district to attend its schools free of charge.

*North Wayne CUSD 200* – Wayne (SD 55/HD 109) / **Expiration: 2023-24 school year WM100-6544 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

### **Physical Education**

*Community HSD 99* – DuPage (SD 41/HD 81) / **Expiration: 2023-24 school year WM100-6520 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students from participation in physical education courses during the semester students are enrolled in driver education. If approved, the waiver will allow the district to achieve improved student performance.

*DuPage HSD 88* –DuPage (SD 39/HD 77) / **Expiration: 2023-24 school year WM100-6525 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to exempt students in ninth through 12th grades from physical education who are enrolled in multiple academic intervention programs in the areas of reading, math, and English language arts. If approved, the waiver will allow the district to achieve improved school improvement efforts at both high schools in the district.

*O'Fallon CCSD 90* – St. Clair (SD 57/HD 114) / **Expiration: 2023-24 school year WM100-6534 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to provide 40 minutes of physical education per week for students in grades K-5. Physical education will be taught by an Illinois state-certified physical education instructor.

At the K-5 level, students will have 30 minutes of recess daily to provide physical activity that promotes cardiovascular health, muscle fitness, and fun. The physical education planning schedule will allow the district to provide physical education to all elementary students equitably. In addition, the 40-minute planning period each week will stimulate discussion and practice of innovative strategies to improve student performance. If approved, this physical education waiver will allow the district additional time to consider other options related to the structure of its school day, staffing commitments, and potential for physical plant expansion.

*SD Unit 46 – Kane (SD 22/HD 43) / Expiration: 2023-24 school year WM100-6543 – Waiver of School Code (Section 27-6)* request to allow the district to expand academic programming options beginning in the 2019-20 school year at the high school level. The district seeks to make physical education an elective for 11th and 12th grades to allow these students to opportunity to enroll in these expanded class options, which will greatly enhance students' readiness for post high school careers and/or college. The district would like to make fine arts course options available at the middle school level (seventh and eighth grades) beginning with the 2019-20 school year. Currently, statutory language would not allow for a student to participate in these courses because a fine arts option is not one of the enumerated exceptions. If approved, the waiver will increase course options of students at an earlier age, allowing students and parents additional academic programming options.

#### **Statement of Affairs**

*Newark CHSD 18 –Kendall/Grundy/LaSalle (SD 38/HD 75) / Expiration: 2022-23 school year WM100-6518– Waiver of School Code (Section 10-17)* request to allow the district not to publish in the newspaper a “statement of affairs,” thus saving the district approximately \$1,200. The district will instead publish its annual statement of affairs summary on the district’s website and have copies available at the main office. The district states that the money saved through this waiver would be used for instructional purposes leading to improved student performance.

*Plainfield CCSD 202 – Will/Kendall (SD 49/HD 97) / Expiration: 2023-24 school year WM100-6541– Waiver of School Code (Section 10-17)* request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$5,000. The district will instead publish its annual statement of affairs summary on the district’s website, maintain a bound copy at each school for public review, and publicly display a bound copy at the District Administrative Center.

## SECTION II

### Waiver and Modification Database

Requests received during this waiver cycle are presented numerically by Senate and House district and then alphabetically by school district or eligible applicant. The “action” to be taken or already taken for each request is noted; that is, requests for waivers upon which the General Assembly must act are noted as “GA Action”; modifications already acted upon by the State Superintendent of Education in accordance with Section 1A-4 of the School Code are noted as “Approved/SBE” or “Denied/SBE”; and requests that were returned for one or more of the following reasons: “Returned”, “Ineligible,” “NWN” (no waiver needed),” or “Withdrawn.”

Legislative Districts	Number	School District	County	Code Citation <sup>1</sup>	Description	Action	Subject	Expiration <sup>2</sup>
3/5	6501	Chicago 299	Cook	34.21.3	Contracts: Reduces the time a CPS Board member must wait until he or she can work in Chicago Public Schools.	Approved/ISBE	Contracts	2019
12/23	6530	Reavis HSD 220	Cook	10-20.12a	Tuition: 25% percent for children of full-time employees.	GA Action	Tuition	2024
15/30	6546	West Harvey-Dixmoor SD 147	Cook	17-1.5	Admin Cap: Add an assistant superintendent, which will allow the district to better stimulate innovation and improve student academic performance. The addition was necessary for the upcoming school year as administrative roles were realigned and streamlined. The addition will increase the district's administrative costs over 5%.	GA Action	Admin Cap	2019
22/43	6543	SD U-46	Kane	27-6(b)	PE: Make PE an elective for grades 11 and 12 in order for students to participate in expanded academic options. These options will enhance student's readiness for post high school careers and/or college. At the middle school level (grades 7 and 8), fine arts courses will be made available in place of PE. Statute does not allow fine arts as an option to be exempted from PE.	GA Action	PE	2024
26/52	6506	Fox River Grove CSD 3	McHenry	17-1.5	Admin cap: Add full-time director of SPED. School district desires to withdraw from SPED co-op. Cost to hire director will push the administrative costs over the 5% cap.	GA Action	Admin Cap	2018
29/58	6512	Deerfield PSD 68	Lake	17-1.5	Admin cap: Market adjustment for junior administrators and entered into agreement with District Management Group. The increased salaries will cause the district's administrative costs to go over the 5% cap.	GA Action	Admin Cap	2018
34/68	6508	Harlem CSD 122	Winnebago	18-8.05(F)(2)(d)(2)	School Improvement days, modify to full day instead of half day.	Returned/NWN	Inservice	2024

Legislative Districts	Number	School District	County	Code Citation <sup>1</sup>	Description	Action	Subject	Expiration <sup>2</sup>
36/77	6528	Silvis SD 34	Rock Island	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2024
37/74	6539	Galva CUSD 224	Henry	10-20.12a	Tuition: None for children of employees.	GA Action	Tuition	2024
38/75	6545	Newark CCSD 66	Kendall	10-20.12a	Tuition: None for children of full- and part-time certified staff.	GA Action	Tuition	2023
38/75	6518	Newark CHSD 18	Kendall/Grundy/ LaSalle	10-17	Statement of Affairs: Not prepare and publish a statement of affairs in the newspaper, but rather on its website and have copies available at the district office.	GA Action	Statement of Affairs	2023
38/76	6503	Waltham CCESD 185	LaSalle	10-20.12a	Tuition: None for children of employees.	GA Action	Tuition	2023
39/77	6525	DuPage HSD 88	DuPage	27-6	PE: None for students in grades 9-12 who are enrolled in multiple academic intervention programs in the areas of reading, math, and English language arts.	GA Action	PE	2024
41/81	6520	CHSD 99	DuPage	27-6	PE: None for the semester students who are enrolled in driver education.	GA Action	PE	2024
43/85	6511	Fairmont SD 89	Will	17-1.5	Admin Cap: Add full-time superintendent starting in the 2017-18 school year. This hire caused the district's administrative expenses to go above the 5% cap	GA Action	Admin Cap	2019
45/89	6500	Eastland CUSD 308	Carroll	252.20(b)	Driver Education: Offer only in summer months.	Approved/ISBE	Driver Ed	2023
45/89	6502	Forrestville Valley SD 221	Ogle	10-20.12a	Tuition: None for children of employees.	GA Action	Tuition	2023
45/89	6509	Warren CUSD 205	Jo Daviess	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2023
46/92	6510	Bartonville SD 66	Peoria	10-20.12a	Tuition: None for children of full- and part-time employees.	GA Action	Tuition	2024
46/91	6517	CUSD 3	Fulton	10-20.12a	Tuition: None for children of full-time teachers and staff.	GA Action	Tuition	2023
46/91	6514	Oak Grove School District 68	Peoria	17-1.5	Admin Cap: Starting in the 2017-18 school year, the district employed a separate superintendent and principal. These hires caused the district's administrative costs to go above 5%.	GA Actin	Admin cap	2018
46/92	6524	Pleasant Hill SD 69	Peoria	17-1.5	Admin cap: In the 2016-17 school year, the district hired a retired superintendent to work 100 allowable days and budgeted \$50,000. He worked fewer than the budgeted days and brought the salary down to \$47,500. Not knowing the exact number of days the superintendent will work in the 2017-18 school year, the district again budgeted \$50,000, pushing the administrative cost over 5%.	GA Action	Admin cap	2018

Legislative Districts	Number	School District	County	Code Citation <sup>1</sup>	Description	Action	Subject	Expiration <sup>2</sup>
47/93	6544	Abingdon-Avon CUD 276	Knox/Fulton	10-20.12a	Tuition: None for children of teachers.	GA Action	Tuition	2023
47/94	6532	Central CUSD 3	Adams	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2023
47/94	6535	CUSD 4	Adams	17-1.5	Admin cap: Hire full-time superintendent to replace a previous part-time interim superintendent. This hire caused the district's administrative expenses to go above the 5% cap.	GA Action	Admin cap	2018
47/93	6531	Schuyler-Industry SD 5	Schuyler	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2021
48/95	6505	Edinburg CUSD 6	Christian	10-20.12a	Tuition: None for children of employees.	GA Action	Tuition	2024
48/95	6507	Taylorville CUSD 3	Christian	10-20.12a	Tuition: Less than 110% for children of full-time employees.	GA Action	Tuition	2024
49/97	6541	Plainfield CCSD 202	Will/Kendall	10-17	Statement of Affairs: Not prepare and publish a statement of affairs in the newspaper, but rather on its website and have copies available at the district office and at each school.	GA Action	Statement of Affairs	2024
50/100	6516	Western CUSD 12	Pike/Adams	17-1.5	Admin Cap: In 2017-18, the district employed a full-time superintendent and incurred the costs of benefits and retirement. This hire will cause the district's administrative expenses to go above the 5% cap.	GA Action	Admin Cap	2018
51/102	6529	CUSD 7	Champaign	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2023
51/101	6515	LeRoy CUSD 2	McLean	10-20.12a	Tuition: None for children of full-time teachers, administrators, and support staff.	GA Action	Tuition	2023
54/108	6536	Nashville CHSD 99	Washington	17-1.5	Admin cap: The superintendent in 2017 retired and a retirement amount of \$63,540 was agreed to between the district and the superintendent. The retirement package also included an additional \$54,000 payment to eliminate potential litigation. After the superintendent retired three months into the school year, an interim superintendent was hired for 100 days at \$500 per day (\$50,000). This situation caused the district's administrative expenses to go above the 5% cap.	GA Action	Admin Cap	2018
54/108	6503	North Wamac GSD 186	Clinton	10-20.12a	Tuition: None for children of employees.	GA Action	Tuition	2023
54/107	6542	Patoka USD 100	Marion/Clinton /Fayette	17-1.5	Admin cap: Increase district bookkeeper salary from \$15.52 to \$20.52 per hour and the district administrative assistant from	Returned/Ineligible	Admin Cap	2018

Legislative Districts	Number	School District	County	Code Citation <sup>1</sup>	Description	Action	Subject	Expiration <sup>2</sup>
					\$11.38 to \$16.38 per hour. This is being done to be competitive with surrounding school districts. These increases, along with 3.84% increases to other district personnel, put the administrative cost over 5%.			
54/107	6513	Ramsey CUSD 204	Fayette	10-20.12a	Tuition: Less than 110% of per capita tuition for children of full-time employees.	GA Action	Tuition	2023
55/109	6547	North Wayne CUSD 200	Wayne	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2024
56/111	6533	East Alton SD 13	Madison	10-20.12a	Tuition: None for children of staff members.	GA Action	Tuition	2023
56/111	6526	East Alton-Wood River CHSD 14	Madison	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2024
57/114	6534	O'Fallon CCSD 90	St. Clair	27-6	PE: 1 time per week for 40 minutes for K-5, plus 30-minute recess; inadequate facilities.	GA Action	PE	2023
58/115	6540	Field CCSD	Jefferson	10-20.12a	Tuition: None for children of full-time employees	GA Action	Tuition	2024
58/115	6527	Giant City CSD 130	Jackson	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2024
58/115	6523	Rome CCD 2	Jackson	10-20.12a	Tuition, none for children of full-time employees.	GA Action	Tuition	2024
58/116	6537	Sparta CUSD 140	Randolph	10-20.12a	Tuition, none for children of full-time employees.	GA Action	Tuition	2023
58/115	6519	Trico CUSD 176	Jackson	10-20.12a	Tuition: None for children of full-time employees.	Returned/Ineligible	Tuition	2024
58/115	6538	Unity Point SD 140	Jackson	10-20.12a	Tuition: Less than 110% for children of full-time employees.	GA Action	Tuition	2024
58/115	6521	Woodlawn USD 209	Jefferson	10-20.12a	Tuition: None for children of full-time employees.	GA Action	Tuition	2024
58/115	6522	Woodlawn USD 209	Jefferson	10-20.12a	Tuition: Less than 110% of per capita tuition for students who reside in the district for either elementary or high school to attend Woodlawn schools for their entire career. Tuition will be pro-rated based on the district's expenditures per building.	GA Action	Tuition	2024



**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

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

*Ans*

*KJC*

**Agenda Topic:** 2019 Legislative Agenda

**Materials:** None

**Staff Contact(s):** Amanda Elliott, 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**

**2018 Veto Session**

The General Assembly will return to Springfield November 13-15 and 27-29 to take action on bills vetoed by the Governor.

**2019 Spring Session**

Legislative Affairs staff has been working with agency divisions over the past several months to develop legislative proposals for the 2019 Spring Legislative Session. These proposals are as follows:

**Subject:** Charter School Funding

**Division:** Legal

**Executive Summary:** This proposal would shift state-authorized charter school funding to an enrollment-based system and clarify issues related to charter school funding litigation.

**Subject:** Educator Misconduct

**Division:** Legal

**Executive Summary:** This proposal would clean up procedures regarding educator misconduct so the agency can prioritize and expedite action related to the most serious offenses. The proposal would include changes to background checks and language that will allow the agency to temporarily suspend a license before a conviction is made.

**Subject:** Compulsory School Age

**Division:** Superintendent

**Executive Summary:** This proposal would lower the compulsory school age from the age of 6 (on or before September 1) to the age of 5 (on or before September 1).

**Subject:** Districts of Innovation

**Division:** Superintendent

**Executive Summary:** This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new or create alternatives to existing instructional and administrative practices intended to improve student learning and student performance.

**Subject:** Licensure

**Division:** Educator Effectiveness

**Executive Summary:** This legislation will include licensure cleanup language and changes related to the Teach Illinois report.

**Subject:** School Construction Law

**Division:** School Business Services

**Executive Summary:** This initiative would incorporate changes into the School Construction Law to streamline and clarify the process for ISBE and districts.

**Subject:** Obsolete and Duplicative Bill

**Division:** Multiple

**Executive Summary:** This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

### **Superintendent's Recommendation**

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

The State Board of Education hereby authorizes the following legislative proposals to move forward as agency-initiated proposals for the 2019 Spring Legislative Session:



- Charter School Funding
- Educator Misconduct
- Compulsory School Age
- Districts of Innovation
- Licensure
- School Construction Law
- Obsolete and Duplicative Bill

### **Next Steps**

Staff will move forward with drafting all approved legislative proposals and will proceed with securing sponsors for the spring 2019 legislative session.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**September 11-12, 2018**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education   
Stephanie Jones, General Counsel 

**Agenda Topic:** 2018 Preliminary Statewide Assessment Results

**Appendix A:** Preliminary 2018 PARCC Data

**Appendix B:** Preliminary 2018 SAT Data

**Appendix C:** Preliminary 2018 ISA Data

**Staff Contact(s):** Mary Reynolds, Executive Director, Innovation and Secondary Transformation

A. Rae Clementz, Director, Assessment and Accountability

**Purpose of Agenda Item**

The Division of Assessment and Accountability is providing the following information regarding the 2017-18 preliminary statewide results of the Partnership for Assessment of Readiness for College and Careers (PARCC) exam, the SAT School Day test, and the Illinois Science Assessment (ISA) to the Board for informational purposes.

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

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

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of students graduate from high school ready for college and career.

**Background Information**

The state's accountability assessment of English language arts (ELA) and mathematics in the 2017-2018 school year was the PARCC exam for grades 3 through 8 and the SAT School Day test at grade 11. The Illinois Science Assessment is given at grades 5, 8, and to students in their first year of high school biology. There are decreases in the achievement gaps between student groups across each of the assessments.

**PARCC**

The preliminary statewide PARCC results for 2017-18 (Appendix A) show a decrease in the achievement gap in ELA at practically every grade level and between most student groups. There are also decreases in achievement gaps in math as well, if not as pronounced. The levels of students meeting expectations remain largely unchanged from previous years. This is the fourth administration of PARCC at grades 3 through 8. There are now four years of data, so it is tempting to see trends or patterns in the data that are more significant than their scale warrants. Math remains fundamentally flat, with modest gains in some grades offsetting minor declines in others. The largest difference from the 2017 results is less than 2 percent. In ELA, overall there

is a slight downward trend, but again, the largest difference from the 2017 is less than 1.5 percent, and the largest difference across all years is 4 percent.

The rate of online assessment remained steady. Approximately 87 percent of Illinois students took the assessment online in the 2017-18 school year. Scores were reported through the online portal on a rolling basis beginning in mid-May, and scoring was finalized by the end of June. Student score reports were mailed to districts beginning the week of August 27, 2018. Educators use reports like the Evidence Statement Reports and Content Standards Roster Reports to help analyze student data. There is still work to be done to improve the timeliness and utility of the assessment results, which is why the 3-8 assessment delivery Request for Sealed Proposals asked for vendors to return machine-scored results within one week, and human-scored results within one month of the end of the testing window. However, any changes to the assessment for the 2018-19 school year will maintain comparability with previous results, so that educators can continue to build on their successes from previous years.

### **SAT**

The preliminary statewide SAT results from 2017-18 (Appendix B) show a decrease in the achievement gap in both ELA and mathematics and between nearly every student group. There is a very slight decrease across all student groups in both ELA and mathematics from 2016-17. This is only the second statewide administration of SAT, so it is unclear whether or not this is a trend or an isolated data point in line with national trends. Given that the average decrease is around 2 percent, this is not yet a reason for concern.

Score reports for the vast majority of students were available in early May, with results available for educators about a week later. High schools have had a lack of consistent assessment data to guide their instruction. The College Board educator portal provides valuable data to drive instruction, including the release of all items on the test form and detailed student performance data.

Offering an expansion of a suite of aligned assessments at grades 9, 10, and 11 in 2018-19 will allow high schools to build on students' strengths, identify them for advanced coursework opportunities, and provide necessary supports.

### **ISA**

The preliminary statewide ISA results for 2017-18 (Appendix C) show a decrease in the achievement gap between English Learners and students with disabilities and their unidentified peers. There is a small decline at grades 5 and 8, with first-year high school biology results remaining flat. This year represents a significant improvement to reporting timelines. Score data became available through the IWAS system in July, and summary school and district reports will become available the final week of August. Individual student reports will be printed and shipped starting in early September. The lack of timely feedback has challenged schools and districts as they try to make informed changes to curriculum and implement the multi-dimensional Illinois Science Learning Standards aligned to the Next Generation Science Standards.

The next step for the Illinois Science Assessment is to revisit the test blueprint to ensure that a wider range of standards and subclaims are assessed in order to provide more detailed and actionable information to science educators. Additionally, science assessment at the high school level must be re-examined in order to expand beyond a single content area and reflect the full spectrum of science instruction in high school.

### **Future Support and Engagement**

Illinois has navigated significant shifts in education policy. The passage of Evidence-Based Funding and a new multi-measures accountability system means there are even more opportunities to increase equity and support for all students. It is imperative that our assessments continue to evolve and improve to support data-driven decision-making regarding curriculum and instruction. ISBE is committed to recognizing and celebrating the achievements of students and teachers throughout the state, both on our summative assessments and in all the ways that students demonstrate their readiness for career and postsecondary education.

ISBE will continue to highlight those schools and districts with the most promising practices and remain in deep engagement with the administrators and educators who work directly with students to continue to support their work. Finalized, detailed data will be published in the nationally recognized, redesigned Illinois Report Card at the end of October. The Report Card will contain both statewide and district/school-level results disaggregated by sub-group and will provide us with further opportunity for analysis and discussion in support of whole, healthy children attending strong schools in nurturing communities.

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

**Policy Implications:** The preliminary scores help us to analyze performance statewide for all students to determine areas of strength and improvement and areas for growth.

**Budget Implications:** None anticipated.

**Legislative Action:** None anticipated.

**Communication:** Preliminary results are communicated to schools and districts on a rolling basis as soon as they become available. Supporting resources include score interpretation guides, FAQs, and sample communication templates. Additional communications will be scheduled in conjunction with the release of the Illinois Report Card.

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

No action is required.

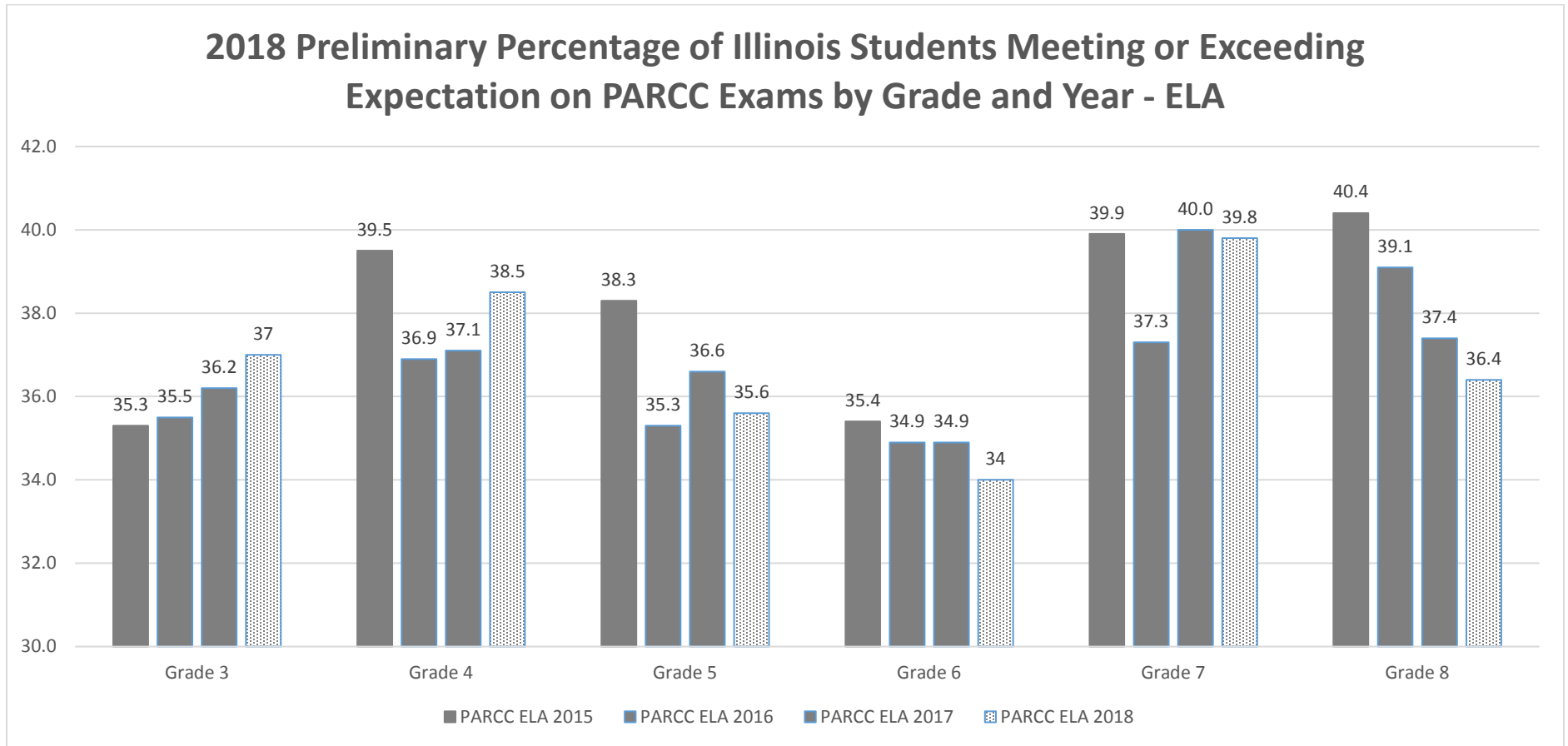
### **Superintendent's Recommendation**

No recommendation is required.

### **Next Steps**

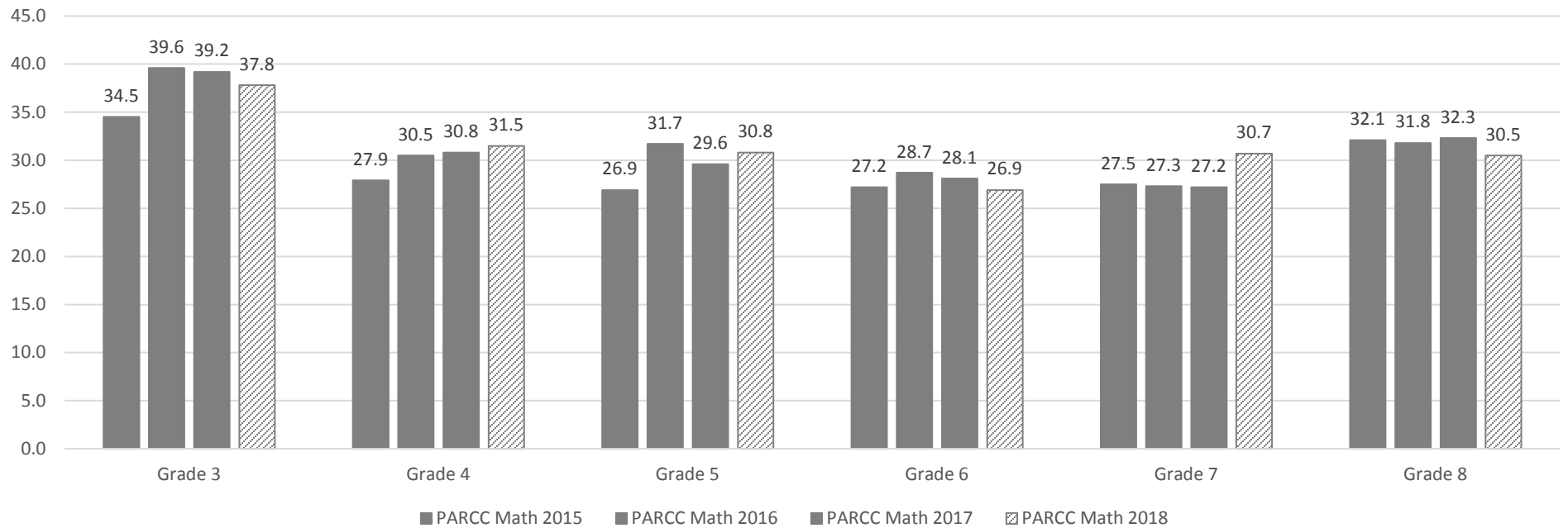
Agency staff will make the 2017-18 preliminary statewide scores available on September 13, 2018. Agency staff will also continue collaborative work with districts to correct and finalize the remaining school and district data for inclusion in the Illinois Report Card, which will be released at the end of October.

## Appendix A: 2018 PARCC Preliminary Results



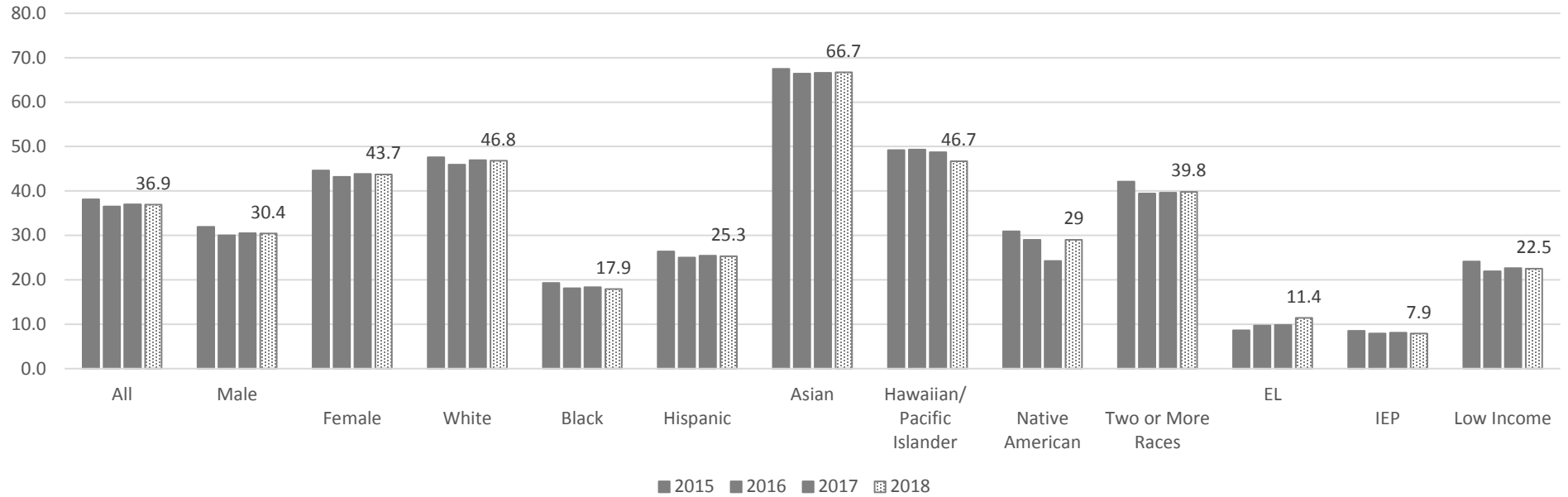
Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2015, 2016, and 2017 results are finalized and 2018 results are preliminary.

## 2018 Preliminary Percentage of Illinois Students Meeting or Exceeding Expectation on PARCC Exams by Grade and Year - Math



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2015, 2016, and 2017 results are finalized and 2018 results are preliminary.

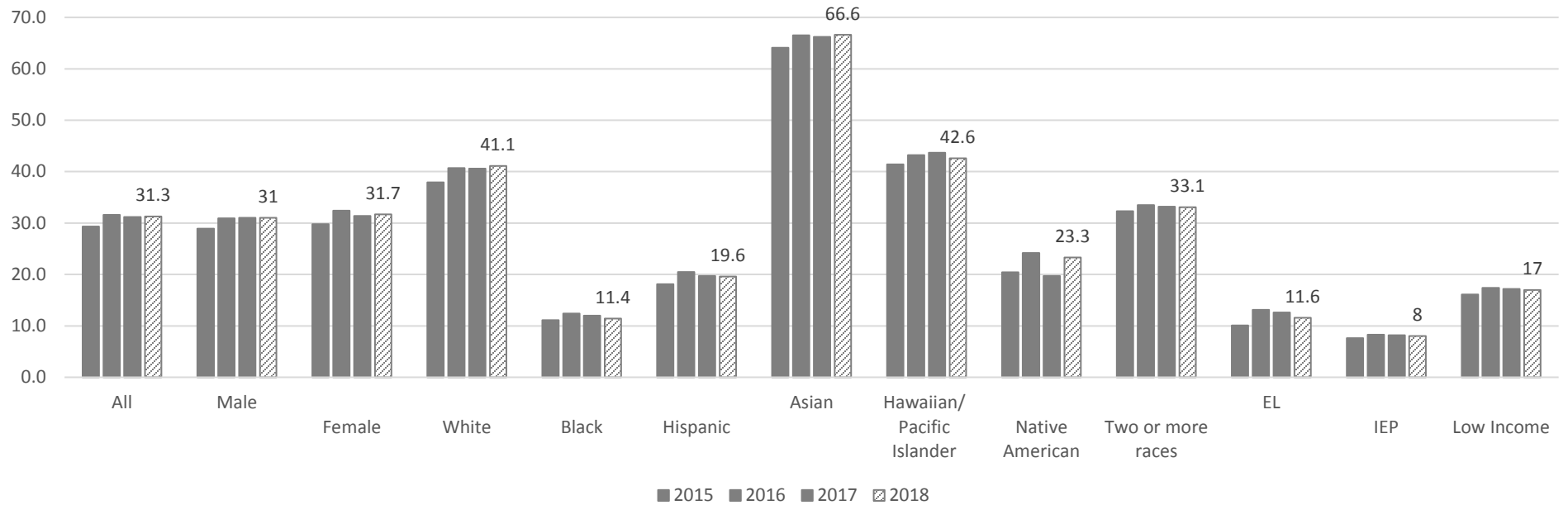
## 2018 Preliminary Percentage of Illinois Students in Grades 3-8 Combined Meeting or Exceeding Expectation on PARCC Exams by Student Group and Year - ELA



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2015, 2016, and 2017 results are finalized and 2018 results are preliminary. Only 2018 data labels are shown for readability.



## 2018 Preliminary Percentage of Illinois Students in Grades 3-8 Combined Meeting or Exceeding Expectation on PARCC Exams by Student Group and Year - Math



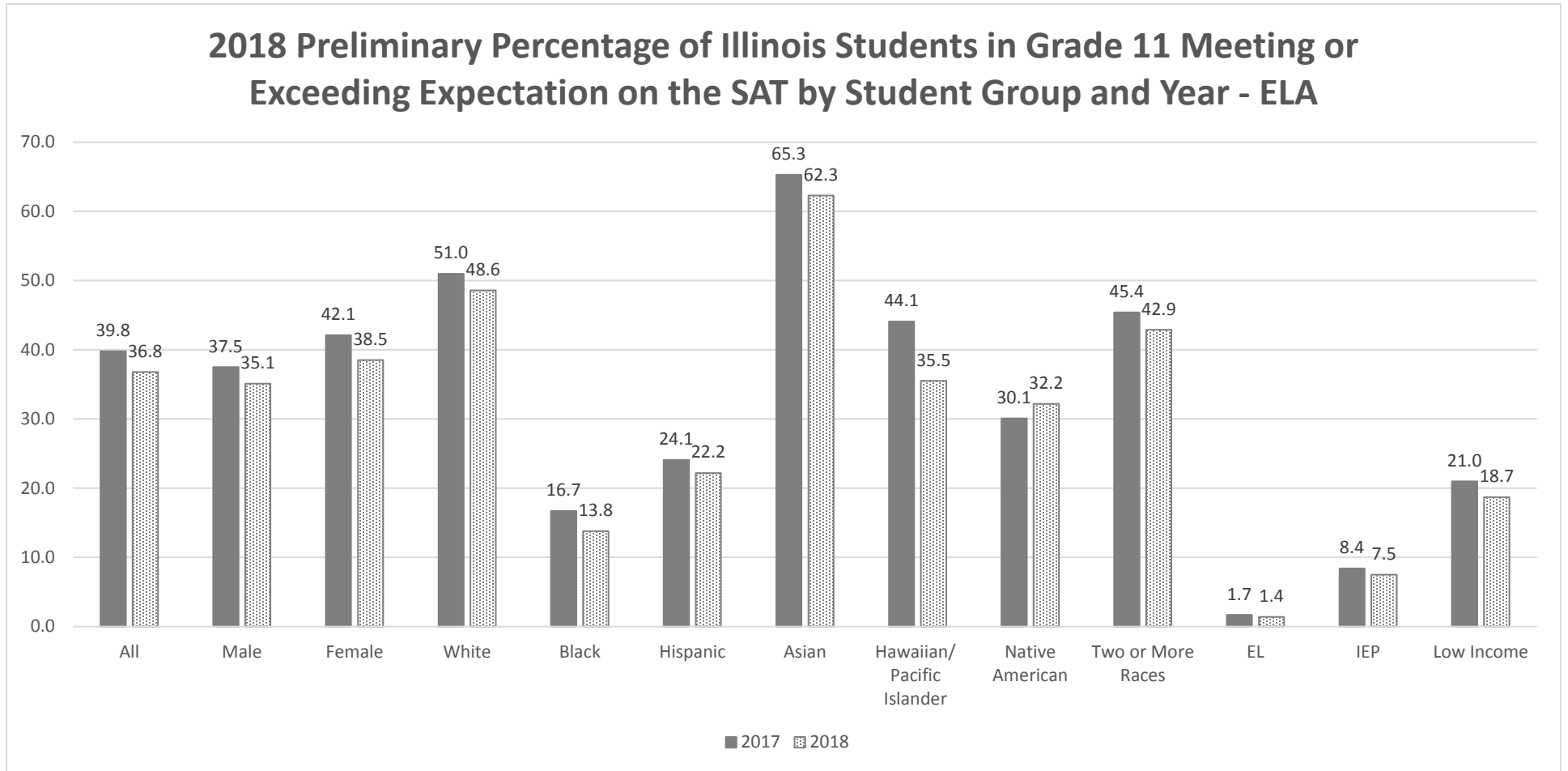
Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2015, 2016, and 2017 results are finalized and 2018 results are preliminary. Only 2018 data labels are shown for readability.

## Analysis of Gap Change in Grades 3-8 on PARCC Exams by Student Group and Subject

Grade	ELA					Math				
	Black/ White	Hispanic/ White	EL/ non-EL	IEP/ non-IEP	Low/ not Low	Black/ White	Hispanic/ White	EL/ non-EL	IEP/ non-IEP	Low/ not Low
3	-2.4	-3.1	-0.9	1.6	-2.7	2.2	1.1	1	2.7	0
4	-0.3	-1.3	-11.7	-0.6	-1.4	4.5	2	-3.3	2.2	1.1
5	4.3	3.5	-1.8	-1.7	1	5.1	3.5	4.2	3.3	2.7
6	1.9	1.9	0.1	-1.2	0.1	1.2	0.5	0.5	0.1	-0.3
7	1.3	0.9	0.9	0.7	0.2	4.5	2.4	4	3.7	2.8
8	-1	0.7	-2.8	-2.9	-1.3	0.2	0.9	-0.5	-0.7	0

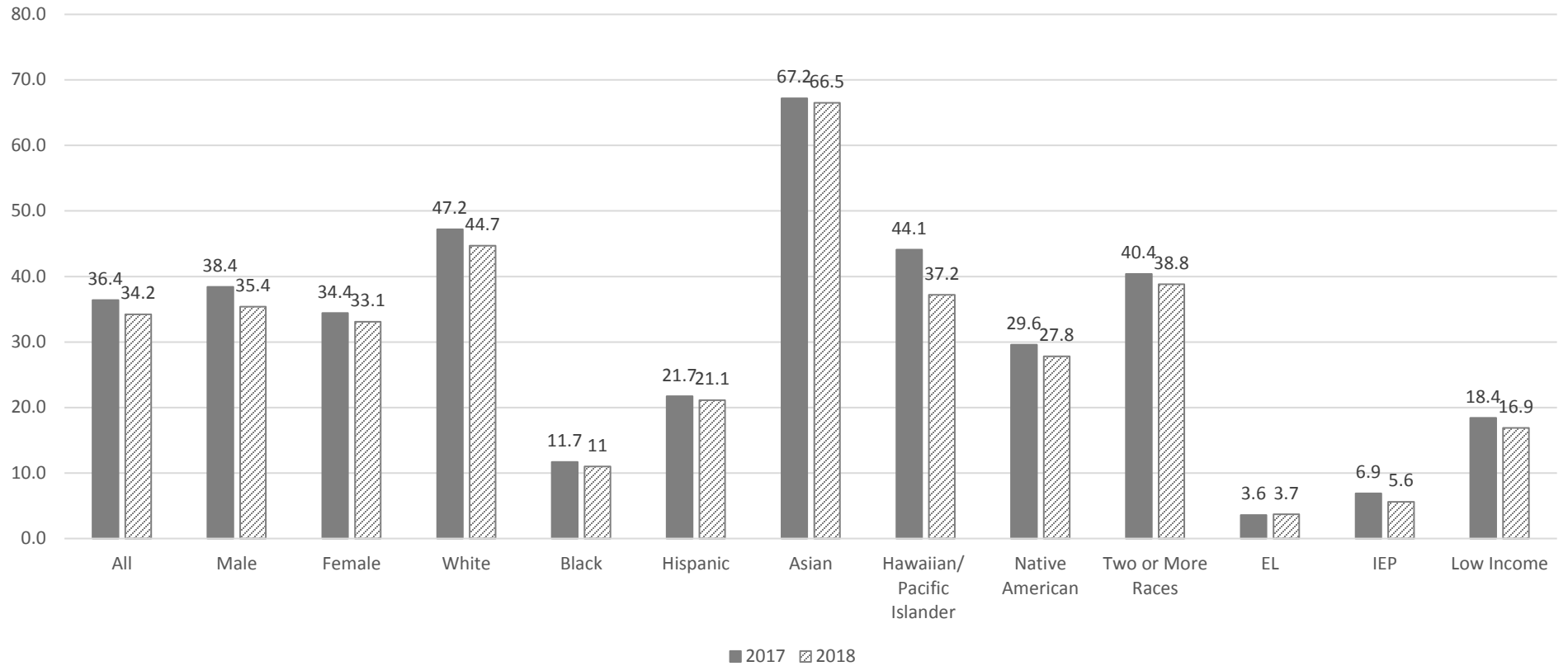
**Methodology:** (2018 gap – 2017 gap) + (2017 gap – 2016 gap) + (2016 gap – 2015 gap)

## Appendix B: 2018 Preliminary SAT Results



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2017 results are finalized and 2018 results are preliminary.

## 2018 Preliminary Percentage of Illinois Students in Grade 11 Meeting or Exceeding Expectation on the SAT by Student Group and Year - Math



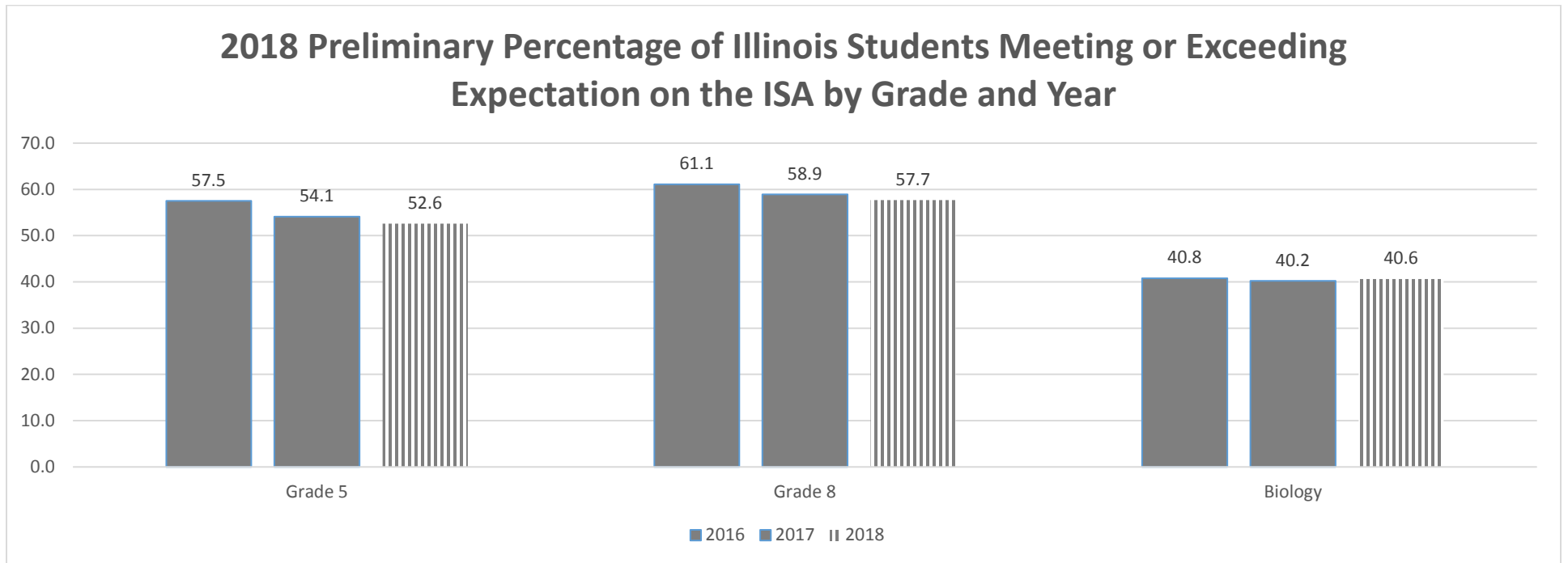
Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2017 results are finalized and 2018 results are preliminary.

## Analysis of Gap Change on the SAT by Student Group and Subject

Grade	ELA					Math				
	Black/ White	Hispanic/ White	EL/ non-EL	IEP/ non-IEP	Low/ not Low	Black/ White	Hispanic/ White	EL/ non-EL	IEP/ non-IEP	Low/ not Low
11	0.5	-0.6	-2.3	-2.3	-0.3	-1.8	-2	-1.8	-0.9	-0.4

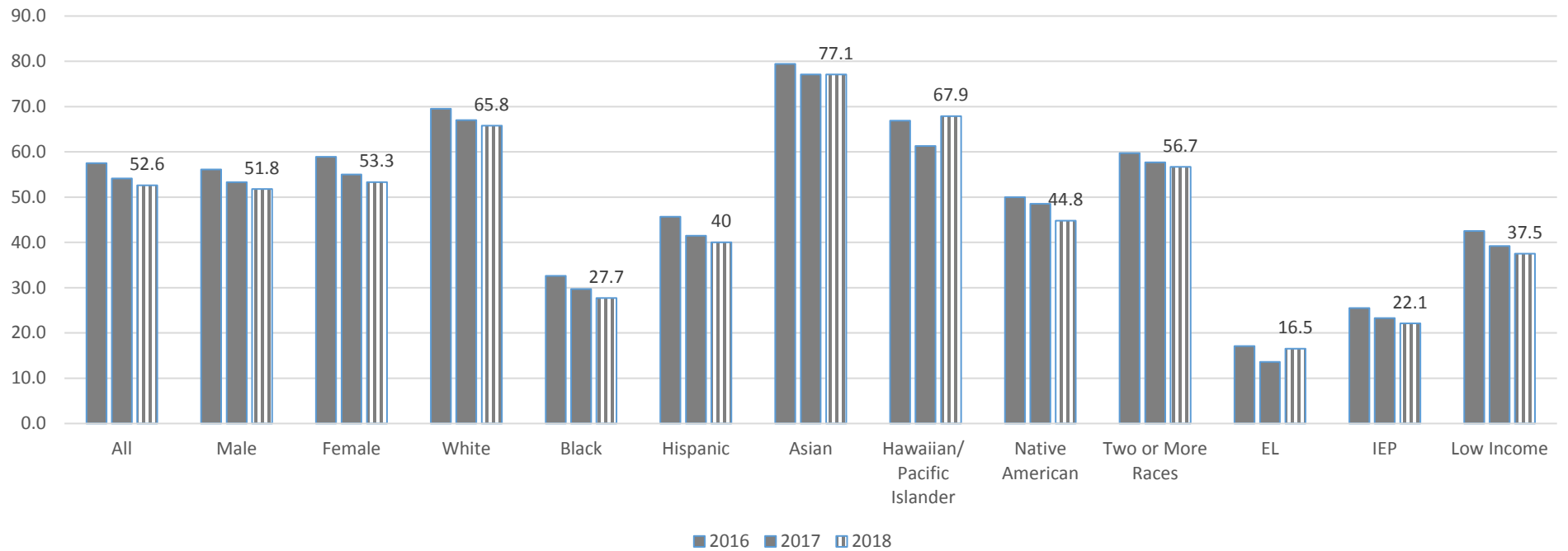
**Methodology:** (2018 gap – 2017 gap)

## Appendix C: 2018 Preliminary ISA Results



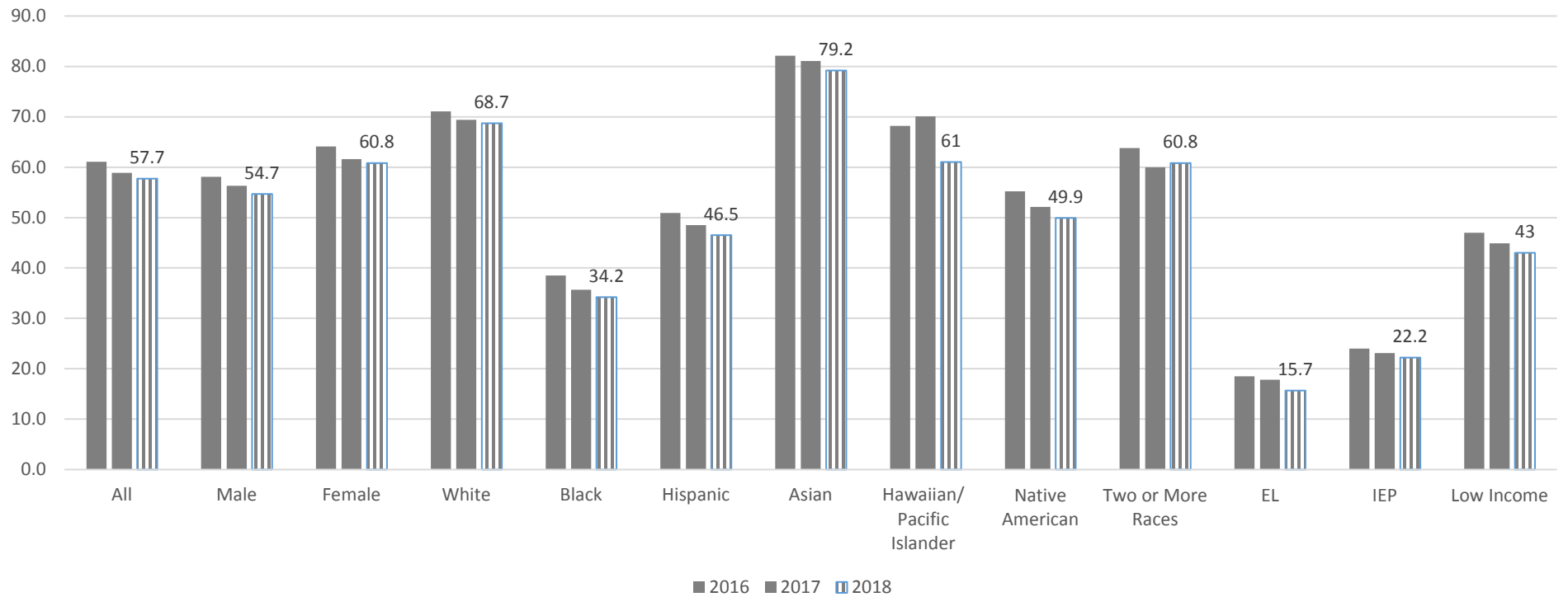
Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2016, and 2017 results are finalized and 2018 results are preliminary.

## 2018 Preliminary Percentage of Illinois Students in Grade 5 Meeting Expectations on the ISA by Student Group and Year



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2016, and 2017 results are finalized and 2018 results are preliminary. Only 2018 data labels are shown for readability.

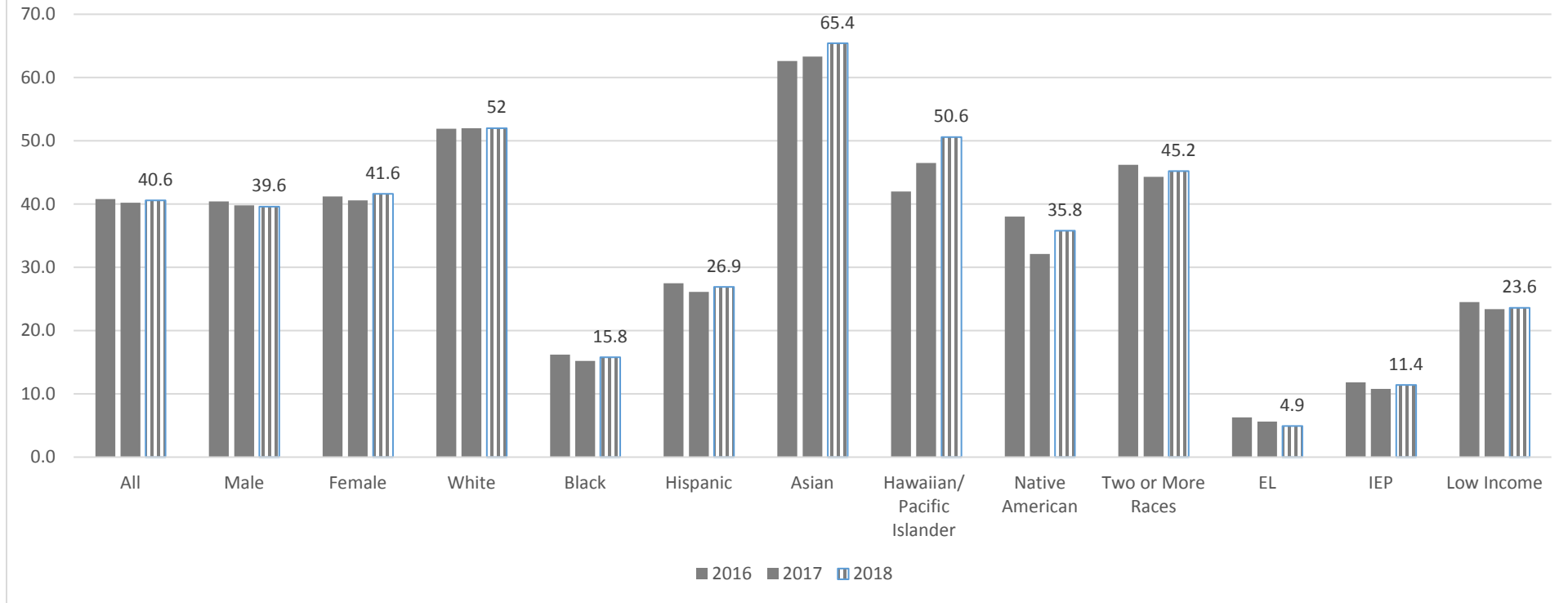
## 2018 Preliminary Percentage of Illinois Students in Grade 8 Meeting Expectations on the ISA by Student Group and Year



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2016, and 2017 results are finalized and 2018 results are preliminary. Only 2018 data labels are shown for readability.



## 2018 Preliminary Percentage of Illinois Students in First Year Biology Meeting Expectations on the ISA by Student Group and Year



Note: The difference in the solid and patterned bars in the chart above indicates the difference in the nature of the results: 2016, and 2017 results are finalized and 2018 results are preliminary. Only 2018 data labels are shown for readability.

## Analysis of Gap Change on the SAT by Student Group and Subject

	<b>Black/ White</b>	<b>Hispanic/ White</b>	<b>EL/ non-EL</b>	<b>IEP/ non-IEP</b>	<b>Low/ not Low</b>
<b>Grade 5</b>	1.2	2	-3.1	-1.7	1.4
<b>Grade 8</b>	1.8	1.9	-0.3	-1.6	1.7
<b>Biology</b>	0.5	0.8	1.5	0.4	1.6

**Methodology:** (2018 gap – 2017 gap) + (2017 gap – 2016 gap)