

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

Chicago Location: ISBE Video Conference Room, 14th Floor,
100 W. Randolph Street, Chicago, IL

Springfield Location: ISBE Video Conference Room, 3rd Floor,
100 N. First Street, Springfield, IL

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

**October 18, 2017
9:00 a.m.**

I. Roll Call/Pledge of Allegiance

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

II. Public Participation

III. Resolution Honoring Nell Wiseman pp. 2.1

IV. Presentations & Updates

- A. P-2 Indicator Subcommittee Update

V. Superintendent's Report - Consent Agenda

- A. *Approval of Minutes

- 1. Plenary Minutes: September 13-14, 2017 **pp. 3-10**

- B. *Rules for Initial Review

- 1. Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) **pp. 11-34**
 - 2. Part 375 (Student Records) **pp. 35-45**
 - 3. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) **pp. 46-50**

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

- 1. Request for Proposals Early Childhood Block Grant – Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5 **pp. 51-54**
 - 2. Request for Proposals for the 21st Century Community Learning Center Grants **pp. 55-59**
 - 3. Healthy Community Investments Grants **pp. 60-67**
 - 4. Amended Contract for American Institutes for Research (AIR) **pp. 68-70**

End of Consent Agenda

- D. SAT School Day Performance Levels and Threshold Scores **pp. 71-76**
- E. Qualified Zone Academy Bond Remaining Authorizations from 2015 Allocation **pp. 77-88**
- F. New Waiver Procedures **pp. 89**

V. Discussion Items

- A. District Oversight Update
- B. Legislative Update
- C. Budget Update
- D. ESSA Update
- E. Other Items for Discussion

VI. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

C. Member Reports

VII. Information Items

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

VIII. Closed Session (*as needed*)

IX. Adjourn

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

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

Illinois State Board of Education

RESOLUTION



RECOGNIZING NELL WISEMAN

WHEREAS, Nell Wiseman earned a Bachelor of Science in mathematics and English from Northern Illinois University, a Master of Science in education and English from Eastern Illinois University, and a Doctor of Education from the University of Illinois with a major in English.

WHEREAS, Nell Wiseman fulfilled her childhood goal of being a teacher when she began her career at Charleston High School in Charleston, Illinois, where she continued to teach for 58 years.

WHEREAS, Nell Wiseman served as an English teacher, cheerleading coach, and sponsor of the Charleston High School Press.

WHEREAS, Nell Wiseman served the Illinois State Board of Education by setting standards for state assessments and also served the College Board and Educational Testing Service by setting standards and reading and evaluating student examinations.

WHEREAS, Nell Wiseman had a passion for teaching students and mentoring teachers. She led with enthusiasm throughout her career and is fondly remembered by former students and colleagues.

WHEREAS, Nell Wiseman and her husband, Robert, were very active in serving the community. They are well known for their kindness and generosity.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to **Nell Wiseman** on this 18th day of October, 2017, for her commitment, passion, and enthusiasm for education.

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Lula Ford, Member

Craig Lindvahl, Member

Ruth Cross, Member

Kevin Settle, Member

Susie Morrison, Member

P-2 Indicator Group: Summary of Progress Through the September 25 Meeting

The P-2 Indicator group is charged with recommending to ISBE an indicator or indicators to place weight on the P-2 years in Illinois' accountability formula. The Every Student Succeeds Act (ESSA) requires Illinois to have a measure of school quality, and the State Board has chosen to include in its accountability system a measure of P-2 quality – which signals to districts the importance of those years. The ESSA has strict requirements for indicators to be included in the formula, the work group's charge requires it to recommend indicators that comply with those requirements.

At this point, the group's primary recommendation is that the indicator be an overweighting of chronic absenteeism in the K-2 years. The group is still considering two other possibilities that may be added to the final recommendation. This summary is a work in progress, and the group intends to consider a draft summary at its November meeting to reflect holistically on its recommendations.

The work group began its work by articulating critical values in P-2 education, with the idea that our measurements for those years should reflect our values. After identifying values the work group has considered each value individually, to determine whether there is a measurable indicator of that value that is appropriate for inclusion in an accountability formula. The table that begins on the following page summarizes the values identified by the work group, and then briefly notes the work group's initial thinking about whether or not the value can be reflected in the accountability formula.

When the group determined that a value could not be included in the accountability formula, it sometimes made recommendations of next steps for ensuring that the value is reflected elsewhere in the ESSA plan or in some other important Illinois policy. We felt strongly that these values are important, and hope that many of them will be expressed on data dashboards and in the school improvement process (both in rubrics and as part of state-provided supports). We recognize that there may be challenges to including some of the data on dashboards – for example, that formative or diagnostic data might be used as summative data – but hope that ISBE and other tables will continue to look for ways to ensure that these values are represented in the ESSA plan and can be acted upon at the local level.

As with other groups that have made recommendations in the ESSA process, the P-2 Indicator Group felt strongly that it was not appropriate to use indicators that are primarily a proxy for resources.

Our results also drive home the fact that the state of the art in P-2 indicators needs greater development. The group felt a strong mismatch between what it values in P-2 education and what ESSA allows into the accountability formula. While in time adjustments to the ESSA accountability formula might improve the situation to some degree, the more fundamental issue is that there is a need for better measurements of what occurs in the P-2 years. We hope that ISBE will be a voice for the development of better measures in the years to come.

Upcoming meetings: October 13 (P-2 Indicator group); November 6 (P-2 Indicator group); November 16 (P-20 Council Data, Assessment, and Accountability Committee); December 8 (P-2 Indicator group).

Value	Recommended?	Rationale	Next Steps
Academic Achievement (Grades)	No	Including grades in the accountability formula would taint the grading process	
Academic Achievement (Assessments)	No	<ul style="list-style-type: none"> • Current K-2 assessments are not designed for accountability purposes, nor are they implemented in a manner appropriate for use in accountability systems • Schools do not want the burden of additional required assessments 	
Access to Social-Emotional Development	No	Could not be measured in a manner that is consistent with ESSA requirements	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Support for Kindergarten Transition	No	Could not be measured in a manner that is consistent with ESSA requirements	P-20 Council’s Kindergarten Transition Advisory Committee will make recommendations on this subject
Teacher Retention	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in Illinois Balanced Accountability Measures (IBAM) proposed school improvement rubric	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Teacher Mentorship Supports	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in IBAM proposed school improvement rubric	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Strong Leadership	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in IBAM proposed school improvement rubric	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Access to Resources	No	Could not be measured in a manner that is consistent with ESSA requirements; group specifically sought to avoid using metrics that were just a proxy for resource levels given long-standing inequities in Illinois school funding	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric

Value	Recommended?	Rationale	Next Steps
Child-Led Learning	No	Could not be measured in a manner that is consistent with ESSA requirements	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Skilled Instruction	No	Could not be measured in a manner that is consistent with ESSA requirements	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Inclusionary Practice	No	Could not be measured in a manner that is consistent with ESSA requirements; measurement could potentially create the wrong incentives	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric
Well-rounded curriculum	No	Not well enough defined and could not be measured in a manner that is consistent with ESSA requirements	The group would like to see the state consider defining a “well-rounded curriculum” and providing better support for its implementation
Teacher/Student Ratio (Class Size)	No	Too much of a proxy for available resources	The group would like to see this data continue to be reported publicly as representing an important value
Access to wraparound services	No	Could not be measured in a manner consistent with ESSA requirements	The group would like to see continued exploration of how to measure these essential services, and would like to see this value reflected on data dashboards and in implementation of school improvement rubric
Survey data	No	Survey data is already in the formula. The group considered recommending overweighting the K-2 years but did not believe that survey participation was an important enough value to warrant overweighting	
Access to Enrichment	To be determined	Group was split at September meeting	Proponents and opponents are working together to frame a discussion for the November meeting

Value	Recommended?	Rationale	Next Steps
Dual language learners	To be determined	The group is considering whether growth on ACCESS could be included in the accountability formula.	A small group is following up offline to develop further details on how ACCESS growth might be included in the formula, and the issue will be revisited at the 11/6 meeting. Other indicators for DLLs may be reflected on data dashboards and in implementation of school improvement rubric
Chronic absenteeism	Yes	<ul style="list-style-type: none"> • Research shows that reducing chronic absenteeism in the early grades is correlated with improving numerous longer-term outcomes valued in the ESSA plan. • Strategies for reducing chronic absenteeism include activities that are consistent with key values identified by the group (such as wraparound services and family engagement). • Overweighting K-2 chronic absenteeism places an additional focus on the K-2 years, which is particularly important given the absence of other indicators for those years. • The group is aware that there are challenges with chronic absenteeism as a metric and hopes that ISBE will continue to study the impact of its inclusion in the accountability formula, and make any necessary adjustments in the future. 	

**Illinois State Board of Education
MINUTES**

**Annual Retreat and Board Meeting
September 13-14, 2017**

ISBE
100 North First St.
Springfield, IL 62777

**Wednesday,
September 13, 2017**

Chairman Meeks called the meeting to order at 12:08 p.m., followed by roll call and the recitation of the Pledge of Allegiance.

ROLL CALL

Board Members Present

James Meeks, Chairman
Eligio Pimentel, Vice Chairman
Craig Lindvahl
Lula Ford
Susie Morrison
Ruth Cross
Kevin Settle

Senior Staff Present

Superintendent Tony Smith
Karen Corken
Melissa Oller
Libi Gil
Robert Wolfe
Stephanie Jones

**INTRODUCTION OF
2016-17 STUDENT
ADVISORY COUNCIL**

Chairman Meeks welcomed the incoming and returning members of the Student Advisory Council (SAC) for the 2017-18 school year. The students introduced themselves and gave a brief description of their background and their aspirations for the Student Advisory Council. Kathleen Rock, a member of the council, informed the Board of the SAC's research will focus on postsecondary options for students, including affordability, accessibility, vocational programs, armed forces, and direct pathways to the workforce.

Superintendent Smith spoke about connecting the work of the SAC with related discussions about postsecondary options occurring in other committees and initiatives. He noted that SAC members will return and share their progress at ISBE's January Board meeting.

Chairman Meeks welcomed Susie Morrison, who was sworn in as a new Board member at the August meeting.

**STRATEGIC PLAN
UPDATE**

Celebration and Review

Chairman Meeks noted the passage of the school funding bill and thanked staff as well as Superintendent Smith.

Superintendent Smith thanked Chairman Meeks and the staff for their work. He spoke about the timeline leading up to the approval of Illinois' ESSA State Plan. He described how the organization of ISBE staff aligns to the plan and the Board goals. He briefly described the internal management framework being put into place at ISBE.

ECE and P-2 Indicator

Jason Helfer, deputy superintendent for Teaching and Learning, spoke about creating preschool and early childhood indicators, enumerating on six indicators for P-2 readiness that are under consideration in a collaboration with the Council of Chief State School Officers. ISBE will have a recommendation by December 31, 2017, so that the Student Information System can be modified. The Board discussed balancing the need to understand the climate of schools, the readiness of young children, and the purpose of the KIDS assessment as a tool in identifying the strengths of children and providing information to schools and communities. The Board recommended further research on reading inventories to the committee. Superintendent Smith also gave a brief update on the Governor's Children's Cabinet and its recommendations to support the early childhood workforce.

Full-Day Kindergarten

Superintendent Smith led a discussion on full-day kindergarten, noting that this discussion was originally in response to a question from Jason Barclay at the last meeting as to the number of schools with full-day kindergarten programs. He clarified the number from the last meeting, stating that not all schools within a district have full-day kindergarten, but some districts have both full-day and half-day kindergarten programs.

The Board discussed the age of compulsory education in the United States and in other countries, the process and results of potentially lowering the age of compulsory education to 5 years old, and the need to balance a child's time at home with the benefits of early education.

Review of Language

Superintendent Smith noted that ISBE had received feedback regarding the language in the Board's vision and mission statements. He proposed to change the word "citizens" in the vision to "people" in order to honor the original intent of the language and be more inclusive. Superintendent Smith also proposed to change the word "parents" in the mission of the Board to "families" in order to include students who may not have parents or whose parents are not present. Chairman Meeks expressed a desire to make it "parents and families," which was agreed upon by the Board. Both proposals received the consent of the Board.

Review of Goals to Align with ESSA

Libi Gil, chief education officer, provided clarification to the Board on the implications of the Board goals for English Learners (ELs). She spoke on the need for the same ambitious learning goals for all students with high expectations and high standards. However, she pointed out that ELs are unique in that students enter and leave classification status every year. When ELs reach the English proficiency target they are no longer considered ELs. Libi shared that the ESSA goal is that 90 percent of ELs in a school or district are making sufficient annual progress toward proficiency. There was a discussion about current data on EL proficiency and how stakeholders feel about the current goals. Kevin Settle expressed concern that the Board would feel pressure to add goals for all subgroups. The Board decided to revisit the proposed changes in a year due to the need to collect more data and learn more about stakeholder attitudes.

College and Career Readiness

Superintendent Smith introduced the discussion topic of college and career readiness as it relates to the purpose of the K-12 system. The Board members discussed their ideas about the skills and knowledge that students should have by the time they graduate. Superintendent Smith brought up the work of the Illinois Department of Employment Security to analyze employment and wage data from 2013 high school graduates. There was also a discussion of integrating technical and academic pathways in order to merge career and

technical education. The Board spoke about the agency's responsibility to provide resources for students so that they are aware of all of their postsecondary choices. There was also discussion about using or developing an indicator in order to understand college and career readiness.

IL-EMPOWER

Superintendent Smith introduced the work of IL-EMPOWER and framed the discussion as an opportunity for the Board to ask technical questions about progress in the work of IL-EMPOWER. He noted that IL-EMPOWER is officially launching in August of 2018. Claudia Quezada, executive director of Innovation Systems Support, and Jason Helfer, deputy superintendent of Teaching and Learning, presented, sharing the process and the timeline for Request for Applications reviews and proposed changes in the second phase of receiving applications. They also discussed the relationship between field service managers and the schools/districts and the process of receiving services through IL-EMPOWER. The Board discussed how field service managers would be distributed throughout the state and in Chicago, specifically.

Ruth Cross noted the importance of saying "inventory" rather than "audit." She also asked about using technology so that schools could communicate easily and with little expense. Superintendent Smith suggested inviting Jason Leahy, executive director of the Illinois Principals Association, to talk about the Ed Leaders Network at a future meeting. Susie Morrison suggested bringing on an external evaluator at the front end. She also asked about the evaluation from the last system of support, as well as the total dollar amount allocated through IL-EMPOWER. Jason Helfer responded that he will follow up with specific answers.

Chairman Meeks recommended that each board member look at three or four low-performing schools in their geographic areas and be responsible for monitoring schools and this process. The Board members agreed to this proposition.

RECESS MEETING

Chairman Meeks announced that the retreat would recess until the next morning at 8:30 a.m.

RECONVENE/ ROLL CALL

**Thursday,
September 14, 2017**

Chairman James Meeks reconvened the Board for the plenary session at 8:32 a.m., followed by roll call and the recitation of the Pledge of Allegiance. State Superintendent Tony Smith was also in attendance.

Board Members Present

James Meeks, Chairman
Eligio Pimentel, Vice Chairman
Cesilie Price, Secretary
Craig Lindvahl
Lula Ford
Susie Morrison
Ruth Cross
Kevin Settle

Senior Staff Present

Superintendent Tony Smith
Karen Corken
Melissa Oller
Robert Wolfe
Libi Gil
Stephanie Jones

Superintendent Smith thanked the Illinois Association of Regional School Superintendents for hosting a reception after the Board session the day before.

CONSENT AGENDA

Lula Ford moved that the State Board of Education hereby approve the consent agenda as presented. Kevin Settle seconded the motion and it passed with a roll call vote.

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

Rules for Adoption

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

The proposed rules that focus on assignment are modified to state that a teacher who successfully completes a content test will be able to be assigned to teach in that content area for three years during which time the individual can complete the required coursework for the endorsement.

The State Board of Education hereby adopts the proposed rulemaking for Public Schools Evaluation, Recognition, and Supervision (23 Illinois Administrative Code 1). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 23 (Standards for School Support Personnel Endorsements)

The rulemaking will introduce standards for the new "Marriage and Family Therapist" school support personnel endorsement. This endorsement will be valid for students of ages in prekindergarten through 21 and may be added to a professional educator license upon completion of an approved program. This rulemaking details the following seven subject areas in which Marriage and Family Therapists must be competent to be eligible for the endorsement: child and adolescent development, assessment and evaluation, school-based systems theory, intervention in schools and crisis intervention, consultation and collaborative relationships, diversity, and professional conduct and ethics.

The State Board of Education hereby adopts the proposed rulemaking for Standards for School Support Personnel Endorsements (23 Illinois Administrative Code 23). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 25 (Educator Licensure)

This rulemaking modifies Section 25.337 to clarify the requirements for receipt of the principal endorsement. Section 25.430 is being modified to include a test-only option (and no coursework) for the purposes of assignability and state that an individual has three years to complete the coursework requirements for the endorsement. Districts can either use the nine-hour requirement or successful completion of an appropriate content test in order to ensure that they have the greatest flexibility.

The State Board of Education hereby adopts the proposed rulemaking for Educator Licensure (23 Illinois Administrative Code 25). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 30 (Programs for the Preparation of Principals in Illinois)

This rulemaking clarifies the requirements for the receipt of the principal endorsement. Specifically, the rules removed the requirement that candidates must have a professional educator license endorsed in a teaching field or in school support personnel in order to be admitted into a principal preparation program.

The State Board of Education hereby adopts the proposed rulemaking for Programs for the Preparation of Principals in Illinois (23 Illinois Administrative Code 30). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Part 75 (Agricultural Education Program)

The proposed rules establish application procedures, including information regarding the teachers being paid under the grant and the initial requested funding level. Grant funds may be distributed on a prorated basis depending on the total amount eligible applicants request and the total amount appropriated for this grant. Grantees must show satisfactory progress in the previous grant cycle to be eligible for future grants. Only hours the teacher is representing the agricultural education program/chapter are eligible to be paid out under this grant. All grantees must report to ISBE the hours the teachers spend on approved activities. Finally, the proposed rules outline the terms of the grant. Terms include ensuring that the teacher being paid under the grant is a full-time agricultural education teacher, the number of agricultural education teachers being paid under this grant, details of the specific funded activities, and that teachers being paid under this grant do not work more than 400 hours outside their regular work time.

The State Board of Education hereby adopts the proposed rulemaking for Agricultural Education Program (23 Illinois Administrative Code 75). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Contracts and Grants Over \$1 Million **Abstinence Education RFP**

The Safe and Healthy Climate Division requests the Board to authorize the State Superintendent to enter into grant agreements in excess of \$1 million for Title V State Abstinence Education Grants. The total amount awarded will not exceed \$5,324,559.

The State Board of Education hereby authorizes the State Superintendent to award AMTC & Associates LLC \$2,769,115 for fiscal year 2018 and \$2,555,444 for FY 2019, not to exceed \$5,324,559 for the total grant ward.

High School Accountability Assessments **Culminating in a College Entrance Exam RFSP**

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) and award a contract to the lowest cost responsible offer or with the expertise in the administration, scoring, and reporting of large-scale assessments for the purposes of state and federal accountability in grades 9 through 11. The total award will not exceed \$75 million over a six-year period.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award to the highest scored responsible offer or for the purpose of entering into a contract for the provision, administration, scoring, and reporting of a suite of aligned assessments for grades 9, 10, and 11 that culminates in the development of a college entrance exam in grade 11. The contract would be a maximum six-year term (three-year initial contract with three optional one-year renewals) beginning in July 2018 and ending June 2024. Funding would be up to \$12.5 million for each year contingent upon a sufficient appropriation, with a maximum total not to exceed \$75 million.

Waiver and Modification Process

This item was tabled.

Fall 2017 Waiver Report

The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in February 2017 and to secure approval of the Fall 2017 Waiver Report for submission to the General Assembly before October 1, as required by law.

The State Board of Education hereby forwards the 40 waiver requests summarized in the Fall 2017 Waiver Report to the General Assembly without comment.

NASBE Annual Conference Voting Delegate

The Board will appoint a member to serve as the Illinois voting delegate at the NASBE business meeting to be held November 1-4, 2017, in Atlanta, Georgia.

The State Board of Education hereby designates Ruth Cross as its voting delegate at the 2017 NASBE annual conference.

End of Consent Agenda

LEGISLATIVE AGENDA FOR 2017 VETO SESSION AND 2018 SPRING SESSION

Sarah Hartwick, co-director of Government Relations at ISBE, provided a legislative update for the upcoming veto session and the next legislative year. Sarah informed the Board that ISBE will be pursuing proposals to allow school districts in Illinois to become Districts of Innovation; a redraft of House Bill 3784, which addresses supports for at-risk student support; as well as initiatives to streamline School Code provisions, the licensure process, and school construction and maintenance grants. ISBE also will put forward a proposal incorporating all the legislative changes necessary to implement Illinois' ESSA State Plan and a proposal for income tax exemption and student loan forgiveness for teachers.

Eligio Pimentel moved that the State Board of Education hereby authorized the following legislative proposals to move forward as agency-initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA-Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption and Student Loan Forgiveness for Teachers
- At-Risk Student Support
- School Construction and School Maintenance Grant Cleanup

Ruth Cross seconded the motion and it passed with a unanimous voice vote.

REMAINING QUALIFIED SCHOOL CONSTRUCTION BOND AUTHORIZATION

School Business Services requests the Board to authorize the State Superintendent to approve the unused Qualified School Construction Bonds (QSCB) authorization of \$12 million to West Aurora School District 129.

More than \$2 billion in QSCB authority was requested initially in 192 applications. These were prioritized and 29 districts were granted authority of \$495.6 million at the February 10, 2016, Board meeting to issue QSCB bonds. Chicago Schools District 299 received a direct allocation of \$511 million so it was excluded from applying for any of this authority.

The final prioritized district, West Aurora School District 129, requested \$50 million but was only authorized \$26,471,096, which was the remaining allocation after the first 28 prioritized applicants were funded. Districts had 18 months from the date of the Board meeting in which to issue the bonds. As of August 10, 2017, all districts have issued the bonds with the exception of West Harvey-Dixmoor School District 147 and Sandoval Community Unit District 501. The allocation from these two districts is \$12 million.

Pursuant to the provisions of Section 1521(a) of the American Recovery and Reinvestment Act of 2009, I move that ISBE approve the remaining 2009 and 2010 allocation of \$12 million QSCB authority to West Aurora School District 129 (\$2 million from the 2009 authority and \$10 million from the 2010 authority).

Ruth Cross moved that the State Board of Education hereby approve the above authorization as presented. Chairman Meeks seconded the motion and it passed with a roll call vote.

**PARCC PRELIMINARY
STATEWIDE RESULTS**

Rae Clementz, director of Assessments and Accountability at ISBE, presented on the latest results of the Partnership for Assessment of Readiness for College and Careers (PARCC) exam. There was a discussion about schools that administer the PARCC exam with pen and paper, rather than online, as well as barriers to online test-taking in schools.

**STANDARD-SETTING
METHODOLOGY FOR
SAT PERFORMANCE
LEVELS**

Rae described the proposed methodology for setting standards for the SAT in Illinois, including recruiting and convening panelists to help set cut scores for the exam. The results will be presented to senior ISBE leadership, the Governor's Office, and the Board for approval.

**SEMI-ANNUAL REVIEW
OF CLOSED SESSION
MINUTES**

Craig Lindvahl moved that, pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions for March 15, 2017.

He therefore moved that the State Board of Education certify that the need for confidentiality still exists for the closed session minutes for the time period reviewed. Further, the State Board of Education approves the destruction of all closed session verbatim recordings from September 2015 and prior.

Lula Ford seconded the motion and it passed with a unanimous voice vote.

**ANNOUNCEMENTS AND
REPORTS**

Superintendent Smith acknowledged and thanked Beth Purvis, the Illinois secretary of education, who ended her term on September 15, 2017. Chairman Meeks also thanked Dr. Purvis.

INFORMATION ITEMS

Chairman Meeks announced that the ISBE Fiscal & Administrative Monthly Reports are available online at <http://isbe.net>.

SCHOOL FUNDING BILL

Superintendent Smith thanked Chairman Meeks for his work on school funding prior to the passage of Public Act 100-0465.

Robert Wolfe, chief financial officer at ISBE, presented a high-level overview of the school funding formula, including information about how the base funding minimum, adequacy target, regionalization factor, local resources, and tier funding are calculated. He also described special provisions within the bill, including items related to Chicago Public Schools, a minimum funding level, a requirement for school districts to submit a spending plan, and a referendum opportunity to lower property taxes for districts at or above 110 percent of adequacy. Robert outlined the implementation plan for the calculation and distribution of funds.

HOUSE BILL 656

Chairman Meeks thanked Jessica Handy, from Stand for Children, for her hard work and advocacy on the bill. There was a brief discussion about the impact of the bill on school funds available for hiring teachers.

HOUSE BILL 5729

Mary Reynolds, executive director of Innovation and Secondary Transformation, presented on the progress of the competency pilots created by House Bill 5729, as well as the plan for selecting the next round of pilots. She described ongoing work to reduce the need for remedial math in college, noting that a working committee of experts will make recommendations to the Board by summer 2018. Superintendent Smith expressed a desire for collaboration with the Illinois Community College Board and the Illinois Higher Education Board.

TEACHER SHORTAGE

Superintendent Smith began a discussion about the teacher shortage in Illinois, stating that ISBE will be starting a yearlong inquiry into improving recruitment and retention of K-12 teachers.

Libi Gil, chief education officer, and Jason Helfer, deputy superintendent for Teaching and Learning, presented on the vision for a qualified, diverse, and respected educator workforce throughout the State of Illinois and in the broader United States. Their presentation stressed the need to collaborate within and across state agencies, and noted there is an opportunity to synthesize and align data that has already been collected. They presented barriers to becoming a teacher, including obstacles in the teacher preparation pipeline and licensure system, as well as a growing disconnect between student and teacher demographics.

There was a discussion on how to maintain standards for teachers while allowing a broader range of people to come into the field. Board members discussed the comparison between Illinois and other states and countries, as well as elevating the status of teachers in society. The Board also discussed the need to provide special support for new teachers.

**MOTION FOR
ADJOURNMENT**

Lula Ford moved that the meeting be adjourned. Ruth Cross seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:38 a.m.

Respectfully Submitted,

Ms. Cesilie Price

Board Secretary

Mr. James T. Meeks

Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *LG*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

Materials: Recommended Rules

Staff Contact(s): Jeffery Aranowski, Executive Director, Safe & Healthy Climate
Deb Vespa, Division Administrator, School Business Services
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

School Business Services requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to all of the following goals:

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

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

Background Information

The U.S. Department of Education approved ISBE's state plan on August 30, 2017, to implement the Every Student Succeeds Act (ESSA). PA 100-465 created the evidence-based funding formula, which replaced General State Aid beginning August 31, 2017. These proposals are being made so that Local Education Agencies (LEAs) can properly account for revenue received as a result of the changes in state and federal law.

Specifically, the labels for account numbers 3001 (General State Aid) are being changed to include the evidence-based funding formula and the statutory citation to the School Code is being updated to match. The label for account number 3030 (GSA Fast Growth District Grants) is being changed to remove the reference to GSA and the statutory citation to the School Code

is being updated to match. The entry for account number 3095 (GSA Transition Assistance) is being deleted. Reading improvement block grants that are obsolete are being removed.

Additionally, the Receipts/Revenue from Federal Sources section is being updated to reflect changes to the federal Elementary and Secondary Education Act (ESEA) as amended by ESSA. These changes include removing obsolete account number entries and changing references from No Child Left Behind to ESEA.

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

Policy Implications: LEAs will be in compliance with ESSA and PA 100-465.

Budget Implications: LEAs will be able to properly account for their revenue receipts.

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. Additionally, not proceeding with the rulemaking will cause LEAs to be out of compliance with state and federal law.

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:

Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing),

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

Next Steps

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 100
REQUIREMENTS FOR ACCOUNTING, BUDGETING,
FINANCIAL REPORTING, AND AUDITING

Section	
100.10	Purpose and Applicability
100.20	Definitions
100.30	General Requirements
100.40	Types of Funds, Basis of Accounting, and Recognition of Transactions
100.50	Intra-Fund and Inter-Fund Transactions
100.60	Capital Assets and Depreciation
100.70	Revolving Funds
100.80	Student Activity Funds
100.90	Submission of Budgets and Deficit Reduction Plans
100.100	Annual Financial Reports
100.110	Annual Audit Requirements
100.120	Provisions Related to Debt
100.130	Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the Education Jobs Fund Program (Ed Jobs), the Race to the Top Program, and the Preschool Expansion Grant Program
100.TABLE A	Classification of Funds
100.TABLE B	Balance Sheet Accounts
100.TABLE C	Revenue Accounts
100.TABLE D	Expenditure Accounts
100.TABLE E	"Sources and Uses" Accounts; Miscellaneous
100.TABLE F	Expenditure Object Accounts

AUTHORITY: Implementing and authorized by Sections 2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1 of the School Code [105 ILCS 5/2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1].

SOURCE: Old Part repealed at 10 Ill. Reg. 20507, effective December 2, 1986; new Part adopted at 31 Ill. Reg. 14874, effective October 19, 2007; amended at 32 Ill. Reg. 16439, effective September 24, 2008; emergency amendment at 33 Ill. Reg. 6313, effective April 17, 2009, for a maximum of 150 days; emergency expired September 13, 2009; emergency amendment at 33 Ill. Reg. 12589, effective August 26, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 16728, effective November 23, 2009; emergency amendment at 34 Ill. Reg. 15489, effective September 22, 2010, for a maximum of 150 days; amended at 35 Ill. Reg. 2259, effective January 20, 2011; emergency amendment at 36 Ill. Reg. 5624, effective March 21, 2012, for a maximum of 150 days; amended at 36 Ill. Reg. 12623, effective July 18, 2012; emergency amendment at 39 Ill. Reg. 3146, effective February 11, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 9982, effective June 30, 2015; emergency amendment at 39 Ill.

Reg. 12398, effective August 20, 2015, for a maximum of 150 days; amended at 40 Ill. Reg. 1931, effective January 6, 2016; expedited correction at 40 Ill. Reg. 12470, effective January 6, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 100.20 Definitions

"Basis of accounting" means either a cash basis or an accrual basis. For purposes of this Part, "cash basis" includes a modified cash basis, and "accrual basis" includes a modified accrual basis.

"Capital asset" means any parcel of land, building, improvement to land other than buildings, instrument, machine, apparatus, or set of articles that:

under normal conditions of use, including reasonable care and maintenance, can be expected to serve its principal purpose for longer than 12 months;

does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

is nonexpendable; that is, if it is damaged or some of its parts are worn out, it is more feasible to repair than replace;

retains its appearance and character through use; and

has a cost equal to or in excess of the capitalization threshold adopted by the school board.

"Capitalization threshold" means a dollar figure above which the cost of an item will be depreciated.

"CFDA" means the Catalog of Federal Domestic Assistance available on the U.S. General Services Administration's website at <https://www.cfda.gov/>.

"Class I county school unit" means a county with fewer than 2,000,000 inhabitants.

"Class I school district" means any school district located within a Class I county school unit.

"Class II county school unit" means a county with 2,000,000 or more inhabitants.

"Class IIA school district" means any school district that is located within a Class II county school unit but is not subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Class IIB school district" means any school district that is located within a Class II county school unit and is subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Construction in progress" means construction work undertaken but not yet completed.

"Depreciable land" means land that is owned by a school board and used for school bus storage or maintenance and on which depreciation is claimed in accordance with the provisions of 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement).

"Depreciation allowance" means an estimate of the annual cost of using an item that is based on its acquisition cost divided by its assumed or estimated useful life.

"Dimension" means a classification that is used to describe various characteristics of accounts (e.g., expenditures, revenues, and sources and uses of funds).

"Equipment (3-year schedule)" means repairs or modifications to a pupil transportation vehicle, pupil monitoring equipment installed on school buses, including video cameras, and computer equipment used exclusively in the food service program.

"Equipment (5-year schedule)" means vehicles used to transport students, driver education cars, vehicles or transportation equipment used exclusively in the food service program, and equipment necessary for the operation of a special educational facility.

"Equipment (10-year schedule)" means any capitalized equipment not included on the 3-year or 5-year schedule, including, but not limited to, other equipment used in the food service program, other equipment used in the driver education program, two-way transportation vehicle communication systems, pupil transportation equipment not installed in a vehicle, and service vehicles (such as tow trucks) used to service pupil transportation vehicles.

["ESEA" means the federal Elementary and Secondary Education Act as amended by the Every Student Succeeds Act \(ESSA \(P.L. 114-328\)\) \(23 USC 6301 et seq.\).](#)

"Expenditures" means transactions involving the disbursement of cash or the establishment of an obligation without creating an asset or canceling a liability.

"Generally accepted governmental auditing standards" means the "Standards for Audit of Government Organizations, Programs, Activities and Functions" (2011) published by the Comptroller General of the United States and accessible at

<http://www.gao.gov/yellowbook>. No later amendments to or editions of these standards are incorporated by this Section.

"Non-capitalized equipment" means any item that would be a capital asset except for the fact that its cost is less than the capitalization threshold adopted by the school board.

"Non-depreciable land" means any land owned by a school board that does not qualify as depreciable under this Section.

"Operating Funds" means the Educational, Operations and Maintenance, Transportation, and Working Cash funds.

"Permanent buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as real estate. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Petty cash fund" means a fund in which a sum of cash is set aside for the purpose of making change or making immediate payments when the amounts involved are so small that processing through the school board's regular procedure would be uneconomical.

"Revenues" means transactions involving the receipt of cash without creating a liability or canceling an asset.

"Revolving fund" means a fund out of which disbursements can be made quickly, to address emergencies and other timing issues that prevent a district from following its regular procedures for disbursement.

"School board" means the board of education or board of directors of a school district or the governing board or board of control of a cooperative or joint agreement.

"Student activity funds" means funds owned, operated, and managed by organizations, clubs, or associations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes. (Examples: homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, student-sponsored bookstore)

"Supplies" means items of a consumable nature not classified as capital assets or non-capitalized equipment.

"Temporary buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as personal property and are primarily characterized by the absence of a permanent

foundation. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Unbalanced budget" means a budget in which the direct revenues of the operating funds are less than the direct expenditures from those funds by an amount that is greater than one-third of the funds' ending fund balances.

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

Section 100.TABLE C Revenue Accounts

Label	Account Number	Source; Notes
RECEIPTS/REVENUE FROM LOCAL SOURCES	1000	
AD VALOREM TAXES	1100	
Educational Purposes Levy	1110	105 ILCS 5/17-2 and 17-3.
Operations and Maintenance Purposes Levy	1111	105 ILCS 5/17-5.
Bond and Interest Purposes Levy	1112	105 ILCS 5/17-9.
Transportation Purposes Levy	1113	105 ILCS 5/17-4.
Municipal Retirement Purposes Levy	1114	40 ILCS 5/7-171.
Working Cash Purposes Levy	1115	105 ILCS 5/20-3.
Public Building Commission Rent Levy	1116	50 ILCS 20/18.
Capital Improvement Purposes Levy	1117	105 ILCS 5/17-2 and 17-2.3.
Fire Prevention & Safety Purposes Levy	1118	105 ILCS 5/17-2.11.
Emergency Financial Assistance Levy	1119	105 ILCS 5/1B-8 and 1F-62.
Tort Immunity/ Judgment Purposes Levy	1120	745 ILCS 10/9-109.
Leasing Purposes Levy	1130	105 ILCS 5/17-2.2c.
Special Education Purposes levy	1140	105 ILCS 5/ 17-2.2a.

FICA and Medicare Only Levies	1150	Social Security taxes and the employer's share of Medicare Only payments; 40 ILCS 5/21-110, 110.1.
Area Vocational Construction Purposes Levy	1160	105 ILCS 5/17-2.4.
Summer School Purposes Levy	1170	105 ILCS 5/17-2 and 17-2.1.
Other Tax Levies	1190	Taxes received from other tax levies not specifically identified (describe and itemize).
PAYMENTS IN LIEU OF TAXES	1200	
Mobile Home Privilege Tax	1210	
Payments from Local Housing Authorities	1220	
Corporate Personal Property Replacement Taxes	1230	Amounts received to replace personal property tax revenues lost.
Other Payments in Lieu of Taxes	1290	
TUITION	1300	
Total Regular Tuition	1310	Amounts received for pupils attending the district's regular schools; 105 ILCS 5/10-20.12a.
Regular Tuition from Pupils or Parents (In-State)	1311	
Regular Tuition from Other Districts (In-State)	1312	
Regular Tuition from Other Sources (In-State)	1313	
Regular Tuition from Other Sources (Out-of-State)	1314	
Total Summer School Tuition	1320	Amounts received for pupils attending summer school.
Summer School Tuition from Pupils or Parents (In-State)	1321	
Summer School Tuition from Other Districts (In-State)	1322	
Summer School Tuition from Other Sources (In-State)	1323	

Summer School Tuition from Other Sources (Out-of-State)	1324	
Total CTE Tuition	1330	Amounts received for pupils attending career and technical education programs.
CTE Tuition from Pupils or Parents (In-State)	1331	
CTE Tuition from Other Districts (In-State)	1332	
CTE Tuition from Other Sources (In-State)	1333	
CTE Tuition from Other Sources (Out-of-State)	1334	
Total Special Education Tuition	1340	Amounts received for pupils attending special education programs.
Special Education Tuition from Pupils or Parents (In-State)	1341	
Special Education Tuition from Other Districts (In-State)	1342	
Special Education Tuition from Other Sources (In-State)	1343	
Special Education Tuition from Other Sources (Out-of-State)	1344	
Total Adult Tuition	1350	Amounts received for pupils attending adult/continuing education programs.
Adult Tuition from Pupils or Parents (In-State)	1351	
Adult Tuition from Other Districts (In-State)	1352	
Adult Tuition from Other Sources (In-State)	1353	
Adult Tuition from Other Sources (In-State)	1354	
TRANSPORTATION FEES	1400	
Total Regular Transportation Fees	1410	Amounts received for transporting pupils to and from school and school activities (regular school day).
Regular Transportation Fees from Pupils or Parents (In-State)	1411	

Regular Transportation Fees from Other Districts (In-State)	1412	
Regular Transportation Fees from Other Sources (In-State)	1413	
Regular Transportation Fees from Co-curricular Activities (In-State)	1415	
Regular Transportation Fees from Other Sources (Out-of-State)	1416	
Total Summer School Transportation Fees	1420	Amounts received for transporting pupils to and from summer school.
Summer School Transportation Fees from Pupils or Parents (In-State)	1421	
Summer School Transportation Fees from Other LEAs (In-State)	1422	
Summer School Transportation Fees from Other Sources (In-State)	1423	
Summer School Transportation Fees from Other Sources (Out-of-State)	1424	
Total CTE Transportation Fees	1430	Amounts received for transporting pupils to and from career and technical education classes.
CTE Transportation Fees from Pupils or Parents (In-State)	1431	
CTE Transportation Fees from Other Districts (In-State)	1432	
CTE Transportation Fees from Other Sources (In-State)	1433	
CTE Transportation Fees from Other Sources (Out-of-State)	1434	
Total Special Education Transportation Fees	1440	Amounts received for transporting pupils to and from special education programs.

Special Education Transportation Fees from Pupils or Parents (In-State)	1441	
Special Education Transportation Fees from Other Districts (In-State)	1442	
Special Education Transportation Fees from Other Sources (In-State)	1443	
Special Education Transportation Fees from Other Sources (Out-of-State)	1444	
Total Adult Transportation Fees	1450	Amounts received for transporting pupils to and from adult/continuing education programs.
Adult Transportation Fees from Pupils or Parents (In-State)	1451	
Adult Transportation Fees from Other Districts (In-State)	1452	
Adult Transportation Fees from Other Sources (In-State)	1453	
Adult Transportation Fees from Other Sources (Out-of-State)	1454	
EARNINGS ON INVESTMENTS	1500	
Interest on Investments	1510	
Gain or Loss on Sale of Investments	1520	Gains or losses realized from the sale of bonds.
FOOD SERVICE	1600	
Sales to Pupils – Lunch	1611	
Sales to Pupils – Breakfast	1612	
Sales to Pupils – A la Carte	1613	
Sales to Pupils – Other	1614	
Sales to Adults	1620	Amounts received from adults for sale of food products and services.
Other Food Service	1690	Amounts received from local sources for other food service activities.
DISTRICT/SCHOOL ACTIVITY INCOME	1700	

Admissions – Athletic	1711	Amounts received from school-sponsored athletic events.
Admissions – Other	1719	Amounts received from admissions to all other school-sponsored events except athletics (describe and itemize).
Fees	1720	Amounts received from pupils for fees such as towel fees, locker fees, and equipment fees (excludes transportation).
Book Store Sales	1730	
Other District/School Activity Revenue	1790	All other revenue from district or school activities not otherwise specified.
TEXTBOOK INCOME	1800	
Rentals – Regular Textbooks	1811	
Rentals – Summer School Textbooks	1812	
Rentals – Adult/Continuing Education Textbooks	1813	
Rentals – Other	1819	Describe and itemize.
Total Textbook Rentals	1810 <u>1820</u>	105 ILCS 5/10-22.25.
Sales – Regular Textbooks	1821	
Sales – Summer School Textbooks	1822	
Sales – Adult/Continuing Education Textbooks	1823	
Sales – Other	1829	
Total Textbook Sales	1820	105 ILCS 5/28-8.
Textbooks Other	1890	Textbook revenues not provided for elsewhere in the 1800 series of accounts.
OTHER LOCAL REVENUES	1900	
Rentals	1910	Amounts received for rental of school property, real or personal.
Contributions and Donations from Private Sources	1920	Amounts received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.
Impact Fees from Municipal or County Governments	1930	Amounts received from a city, town, village, or county government from impact fees assessed in accordance with local ordinances.
Services Provided to Other Districts	1940	Amounts received for services other than tuition and transportation services (e.g., data processing, purchasing, maintenance, accounting, cleaning, consulting, guidance).

Refund of Prior Years' Expenditures	1950	A refund of an expenditure charged to a prior fiscal year's budget.
Payments of Surplus Moneys from TIF Districts	1960	Amounts received from distributions from Tax Increment Financing districts.
Drivers' Education Fees	1970	105 ILCS 5/27-24.2.
Proceeds from Vendors' Contracts	1980	Proceeds received pursuant to contracts between the district and various vendors.
School Facility Occupation Tax Proceeds	1983	Amounts received from distributions of School Facility Occupation Tax proceeds.
Payment from Other Districts	1991	Amounts representing a district's share of special education or career and technical education building costs.
Sale of Vocational Projects	1992	Amounts representing gain from the sale of vocational projects.
Other Local Fees	1993	Amounts assessed or received from local sources for district programs not classified elsewhere (describe and itemize).
Other Local Revenues	1999	Amounts received from local sources not provided for elsewhere in the 1000 series of accounts.
FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	
FLOW-THROUGH REVENUE FROM STATE SOURCES	2100	State revenues that can be further subdivided to account for individual grants.
FLOW-THROUGH REVENUE FROM FEDERAL SOURCES	2200	Federal revenues that can be further subdivided to account for individual grants.
OTHER FLOW-THROUGH REVENUE	2300	Other revenues that can be further subdivided to account for individual grants (describe and itemize).
RECEIPTS/REVENUE FROM STATE SOURCES	3000	
General State Aid Section 18-8.05 (GSA) <u>Evidence Based Funding Formula</u>	3001	105 ILCS 5/18-8.05. <u>105 ILCS 5/18-8.15.</u>
GSA—Supplemental Grant	3002	Amounts to supplement funding received under the general State aid formula [105 ILCS 5/18-8.05] or for losses incurred due to a reduction in or elimination of appropriations.

Reorganization Incentives – Deficit Fund Balance	3005	105 ILCS 5/11E-135(c).
Reorganization Incentives – Attendance	3010	105 ILCS 5/11E-135(a).
Reorganization Incentives – Salary Difference	3015	105 ILCS 5/11E-135(b).
Reorganization Incentives – Certified Salary	3020	105 ILCS 5/11E-135(d).
Reorganization Incentives – Feasibility Studies	3021	Amounts received pursuant to appropriations for this purpose.
GSA Fast Growth District Grants	3030	105 ILCS 5/18-8.10. 105 ILCS 5/18-18.15
Emergency Financial Assistance Grants	3050	105 ILCS 5/1B-8 and 1F-62.
Tax Equivalent Grants	3055	105 ILCS 5/18-4.4.
GSA Transition Assistance	3095	Amounts received pursuant to appropriations for this purpose.
Other Unrestricted Grants-In-Aid from State Sources	3099	Amounts received pursuant to other appropriations (describe and itemize).
Special Education – Private Facility Tuition	3100	105 ILCS 5/14-7.02.
Special Education – Extraordinary	3105	105 ILCS 5/14-7.02a.
Special Education – Personnel	3110	105 ILCS 5/14-13.01.
Special Education – Orphanage – Individual	3120	105 ILCS 5/14-7.03.
Special Education – Orphanage – Summer	3130	105 ILCS 5/14-7.03.
Special Education – Summer School	3145	105 ILCS 5/18-4.3.
Philip J. Rock Center and School	3155	105 ILCS 5/14-11.02.
Educational Materials Center	3156	105 ILCS 5/14-11.01.
Special Education – Other	3199	Amounts received pursuant to other appropriations (describe and itemize).
CTE Improvement (CTEI)	3220	105 ILCS 435.
CTE – WECEP	3225	105 ILCS 5/2-3.66a.
Agriculture Education	3235	105 ILCS 5/2-3.80.

CTE – Student Organizations	3270	105 ILCS 435.
CTE – Other	3299	Amounts received pursuant to other appropriations (describe and itemize).
Bilingual Education – Downstate – TPI and TBE	3305	105 ILCS 5/14C-12.
Bilingual Education – Downstate – Transitional Bilingual Education	3310	105 ILCS 5/14C-12.
Gifted Education	3350	105 ILCS 5/Art. 14A.
State Free Lunch and Breakfast	3360	105 ILCS 125/2.
School Breakfast Initiative	3365	105 ILCS 125/2.5.
Driver Education	3370	105 ILCS 5/27-24.2.
Adult Education (from ICCB)	3410	Amounts received from the Community College Board; 105 ILCS 405.
Adult Education – Other	3499	Amounts received pursuant to other appropriations (describe and itemize).
Transportation – Regular/Vocational	3500	105 ILCS 5/29-5.
Transportation – Special Education	3510	105 ILCS 5/14-13.01(b).
Transportation – ROE Bus Driver Training	3520	105 ILCS 5/3-14.23.
Transportation – Other	3599	Amounts received pursuant to other appropriations (describe and itemize).
Learning Improvement – Change Grants	3610	105 ILCS 5/2-3.25, 2-3.63, and 2-3.64a-5.
National Board Certification	3651	105 ILCS 5/21B-65.
Administrators Academy	3655	105 ILCS 5/2-3.53.
Truants' Alternative and Optional Education	3695	105 ILCS 5/2-3.66.
Regional Safe Schools	3696	105 ILCS 5/13A-8.
Early Childhood – Block Grant	3705	105 ILCS 5/1C-2 and 2-3.71.
Reading Improvement Block Grant	3715	105 ILCS 5/2-3.51.
Reading Improvement Block Grant – Reading Recovery	3720	Amounts received from the 2% set aside under 105 ILCS 5/2-3.51.

Continued Reading Improvement Block Grant	3725	105 ILCS 5/2-3.51a.
Continued Reading Improvement Block Grant	3726	Amounts received from the 2% set aside under 105 ILCS 5/2-3.51a.
ROE/ISC Operations	3730	Amounts received pursuant to 105 ILCS 5/2-3.62, 3-14.23, and 18-6.
ROE Supervisory Expense	3745	Amounts received pursuant to 105 ILCS 5/18-6.
Chicago Teachers Academy for Math & Science (TAMS)	3765	Amounts received pursuant to an appropriation for TAMS.
Chicago General Education Block Grant	3766	105 ILCS 5/1D-1.
Chicago Educational Services Block Grant	3767	105 ILCS 5/1D-1.
School Safety and Educational Improvement Block Grant	3775	105 ILCS 5/2-3.51.5.
Technology – Learning Technology Centers	3780	105 ILCS 5/2-3.117.
Illinois Government Intern Program	3804	Funds distributed as a grant to Springfield School District 186 to support administration of this program.
State Charter Schools	3815	105 ILCS 5/Art. 27A.
Extended Learning Opportunities (Summer Bridges)	3825	105 ILCS 5/10-20.9a.
Infrastructure Improvements – Planning/Construction	3920	105 ILCS 230/5-35.
School Infrastructure – Maintenance Projects	3925	105 ILCS 230/5-100.
Regular Orphanage Tuition (18-3)	3950	105 ILCS 5/18-3.
Tax Equivalent Grants	3955	105 ILCS 5/18-4.4.
After-School Programs – Mentoring & Student Support	3960	Amounts received pursuant to appropriation.
Advanced Placement Classes	3961	105 ILCS 302.
Arts Education	3962	105 ILCS 5/2-3.65a.

Grants to Local Governments, Community Organizations, Not-for-Profit Organizations, and Educational Facilities	3963	Amounts received pursuant to appropriations.
ISBE Special Purpose Trust Fund	3970	105 ILCS 5/2-3.127a.
Class Size Reduction Pilot Project	3981	105 ILCS 5/2-3.136.
Teacher Mentoring Pilot Project	3982	105 ILCS 5/21A-25.
The "Grow Your Own" Teacher Education Initiative	3983	110 ILCS 48.
Education of Homeless Children and Youth State Grant Program	3984	105 ILCS 45.
Children's Mental Health Partnership	3990	405 ILCS 49/15.
State "On-behalf" Payments	3998	Reserved for on-behalf payments by the State.
Emergency Financial Assistance Grant	3999	105 ILCS 5/1B-8.
Temporary Relocation Expense Grant	3999	105 ILCS 5/2-3.77.
Other Restricted Revenue from State Sources	3999	Amounts received pursuant to other appropriations (describe and itemize).
RECEIPTS/REVENUE FROM FEDERAL SOURCES	4000	
Federal Impact Aid	4001	ESEA Title VIII - Impact Aid (CFDA 84.041).
Other Unrestricted Grants-In-Aid Received Directly from the Federal Government	4009	Amounts received pursuant to other unrestricted appropriations; describe and itemize.
Total Unrestricted Grants Received Directly from the Federal Government	4010	
Head Start	4045	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I (CFDA 93.600).
Construction (Impact Aid)	4050	ESEA, Title VIII (Impact Aid – Facilities Maintenance) (CFDA 84.040).

Magnet	4060	ESEA, Title V, Part C (Magnet Schools Assistance) (CFDA 84.165).
Other Restricted Grants-In-Aid Received Directly from the Federal Government	4090	Amounts received pursuant to other restricted appropriations; describe and itemize.
Total Restricted Grants Received Directly from the Federal Government	4095	
TOTAL GRANTS RECEIVED DIRECTLY FROM THE FEDERAL GOVERNMENT	4099	Amounts received pursuant to other appropriations.
Title V – <u>Flexibility and Accountability Innovation and Flexibility Formula</u>	4100	ESEANCLB , Title V, Part A – <u>Funding Transferability for State and Local Education Agencies State Grants For Innovative Programs (CFDA 84.298).</u>
Title V – SEA Projects	4105	ESEANCLB , Title V, Part A – <u>Funding Transferability for State and Local Education Agencies State Grants For Innovative Programs (CFDA 84.298).</u>
Title V – Rural and Low-Income Schools (REI)	4107	ESEANCLB , Title <u>VVI</u> , Part B – Rural Education (CFDA 84.358).
Title V – Other	4199	Amounts received pursuant to other appropriations (describe and itemize).
Breakfast Start-up	4200	Child Nutrition Act – School Breakfast Program for Start-Up (CFDA 10.553).
National School Lunch Program	4210	Child Nutrition Act – National School Lunch Program (CFDA 10.555).
Special Milk Program	4215	Child Nutrition Act – Special Milk Program for Children (CFDA 10.556).
School Breakfast Program	4220	Child Nutrition Act – School Breakfast Program (CFDA 10.553).
Summer Food Service Admin/Program	4225	Child Nutrition Act – Summer Food Service Program for Children (CFDA 10.559).
Child Care Commodity/SFS 13-Adult Day Care	4226	Child Nutrition Act – Child Care and Adult Food Service Program (CFDA 10.558).
SAE Nutrition Ed. Loan/TNT	4227	Child Nutrition Act of 1966 (42 USC 1771 et seq.) – (CFDA 10.574).
Fresh Fruit and Vegetables	4240	Child Nutrition – Cash Payments.
Child Nutrition Commodity/Salvage	4250	Child Nutrition Act of 1966 (CFDA 10.550).
Cash in Lieu of Commodities	4255	Amounts received in lieu of commodities in the food service program.

Food Service – Other	4299	Amounts received pursuant to other appropriations from the U.S. Department of Agriculture for nutrition programs (describe and itemize).
Title I – Low Income	4300	ESEA No Child Left Behind No Act of 2001 (NCLB; 20 USC 6301 et seq.) , Title I, Part A – Improving Academic Achievement of the Disadvantaged (CFDA 84.010).
Title I – Low Income – Neglected, Private	4305	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk – State program</u> Neglected and Delinquent (CFDA 84.013).
Title I – Low Income – Delinquent, LEA <u>Private</u>	4306	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</u> Neglected and Delinquent (CFDA 84.013).
Title I – Neglected and Delinquent Juvenile and Adult Corrections (formerly only juvenile)	4315	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</u> Neglected and Delinquent (CFDA 84.013).
Title I – <u>Improving the Academic Achievement of the Disadvantaged School Improvement and Accountability</u>	4331	ESEA <u>NCLB</u> , Title I, Part A (<u>CFDA 84.010</u>).
Title I – <u>Comprehensive School Reform</u>	4332	NCLB , Title I, Part F – <u>Comprehensive School Reform</u> (CFDA 84.332).
Title I – <u>Reading First</u>	4334	NCLB , Title I, Part B-1 – <u>Reading First</u> (CFDA 84.357).
Title I – <u>Even Start</u>	4335	NCLB , Title I, Part B-3 – <u>Even Start</u> (CFDA 84.213).
Title I – <u>Reading First SEA Funds</u>	4337	NCLB , Title I, Part B-1 – <u>Reading First SEA Funds</u> (CFDA 84.357).
Title I – <u>School Improvement Grant</u>	4339	ESEA <u>NCLB</u> , Title I, Part A, section 1003g (CFDA 84.357).
Title I – Migrant Education	4340	ESEA <u>NCLB</u> , Title I, Part C – Education of Migrant Children (CFDA 84.011).
Title I – Other	4399	Amounts received pursuant to other appropriations under Title I of ESEA <u>NCLB</u> (describe and itemize).
Title IV – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools – Formula	4400	ESEA <u>NCLB</u> , Title IV, Part A – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools (CFDA 84.186).
Title IV – <u>Student Support and Academic Enrichment Grants</u> Safe & Drug Free Schools – State-Level Program	4415	ESEA <u>NCLB</u> , Title IV, Part A – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools (CFDA 84.186).

Title IV – 21 st Century	4421	<u>ESEANCLB</u> , Title IV, Part B – 21 st Century Community Learning Centers (CFDA 84.287).
Title IV – Other (Describe & Itemize)	4499	Amounts received pursuant to other appropriations under Title IV of <u>ESEANCLB</u> (describe and itemize).
Federal Special Education Preschool Flow-Through	4600	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education Preschool Discretionary	4605	IDEA, <u>Part</u> B – Preschool (CFDA 84.173).
Federal Special Education – IDEA Flow-Through/Low Incident	4620	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Room and Board	4625	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Discretionary	4630	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA – Part D – Improvement	4631	IDEA, Part D – State Program Improvement Grants for Children with Disabilities (CFDA 84.323).
Federal Special Education – IDEA Title VI C – Deaf/Blind	4635	IDEA, Part D – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (CFDA 84.326).
Federal Special Education – IDEA – Other	4699	Amounts received pursuant to other appropriations under IDEA (describe and itemize).
CTE – Perkins – State Leadership	4720	Carl D. Perkins Career and Technical Education Act of 2006 – State Leadership (CFDA 84.048A).
CTE – Perkins – DHS Ed	4740	Carl D. Perkins Career and Technical Education Act of 2006 – Corrections or Institutions (CFDA 84.048A).
CTE – Perkins – Secondary	4745	Carl D. Perkins Career and Technical Education Act of 2006 – Secondary (CFDA 84.048A).
CTE – Perkins Title II – Tech Prep	4770	Carl D. Perkins Career and Technical Education Act of 2006 – Title II - Tech Prep (CFDA 84.243A).
CTE – Other	4799	Amounts received pursuant to other appropriations from federal sources (describe and itemize).
Federal – Adult Education	4810	Adult Education State Grant Program (CFDA 84.002).
ARRA General State Aid – Education Stabilization	4850	Amounts received pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA); see Section 100.130 of this Part.
ARRA Title I – Low Income	4851	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.

ARRA Title I – Neglected, Private	4852	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Delinquent, Private	4853	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (Part A)	4854	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (section 1003g)	4855	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Preschool	4856	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Flow-Through	4857	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Fund - XII	4860	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Title IID – Technology – Competitive	4861	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA McKinney-Vento Homeless Education	4862	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Child Nutrition Equipment Assistance	4863	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Formula Grants	4864	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Competitive Grants	4865	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified Zone Academy Bond Tax Credits	4866	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified School Construction Bond Credits	4867	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Tax Credits	4868	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Interest Reimbursement	4869	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA General State Aid – Other Government Services Stabilization	4870	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Funds – II	4871	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.

Other ARRA Funds – III	4872	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IV	4873	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – V	4874	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Early Childhood	4875	Paid with Government Services State Fiscal Stabilization Fund ARRA funds; see Section 100.130 of this Part.
Other ARRA Funds – VII	4876	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – VIII	4877	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IX	4878	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – X	4879	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Education Jobs Fund Program	4880	Available for recording sources of federal funds received pursuant to the Education Jobs Fund Program; see Section 100.130 of this Part.
Race to the Top Program	4901	Available for recording sources of federal funds received pursuant to the Race to the Top Program; see Section 100.130 of this Part.
Race to the Top – Preschool Expansion Grant	4902	Available for recording sources of federal funds received pursuant to the Race to the Top Preschool Expansion Grant Program; see Section 100.130 of this Part.

<u>Advanced Placement Fee/International Baccalaureate</u>	4904	<u>ESEA, Title I, Part G – Advanced Placement Program (CFDA 84.330).</u>
<u>English Language Instruction for English Learners and Immigrant StudentsEmergency Immigrant Assistance</u>	4905	<u>ESEANCLB, Title III – English Language Instruction for English Learners and Immigrant StudentsEnglish Language Acquisition Grants – Immigrant Assistance Grants (CFDA 84.365).</u>
<u>Title III – English Language Acquisition</u>	4909	<u>ESEANCLB, Title III, Part A – English Language Acquisition Grants (CFDA 84.365).</u>
<u>Learn & Serve America</u>	4910	<u>National and Community Service Act of 1990 – Learn & Serve America (CFDA 94.004).</u>
<u>Refugee Children School Impact Grants</u>	4915	<u>Refugee Education Assistance Act of 1980, Refugee and Entrant Assistance Discretionary Grants (CFDA 93.576).</u>
<u>McKinney Education for Homeless Children</u>	4920	<u>ESEA, Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths ProgramNCLB, Title X – Education for Homeless Children (CFDA 84.196).</u>
<u>Title II – Teacher Quality</u>	4932	<u>ESEANCLB, Title II, Part A, Supporting Effective Instructionand ESEA, Title II, Part C, Subpart 1, Chapter B (CFDA 84.350).</u>
<u>Title II – Teacher Quality</u>	4935	<u>ESEA, Title II, Part A – Supporting Effective Instruction - Improving Teacher Quality State Grants (CFDA 84.367).</u>
<u>Title II – Math and Science Initiative</u>	4936	<u>ESEA, Title II, Part B – Math and Science Partnerships (CFDA 84.366).</u>
<u>Federal Charter Schools</u>	4960	<u>ESEANCLB, Title IV, Part CB – Expanding Opportunity Through Quality Charter SchoolPublic Charter Schools.</u>
<u>Title II – Technology – Enhancing Education Formula Grants</u>	4971	<u>ESEA, Title II, Part D, Subparts 1 and 2, as amended – Education Technology State Grants (CFDA 84.318).</u>
<u>Title II – Technology – Enhancing Education Competitive Grants</u>	4972	<u>ESEA, Title II, Part D, Subparts 1 and 2 – Education Technology State Grants (CFDA 84.318).</u>
<u>Safe Routes to School</u>	4980	<u>Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (P.L. 109-59).</u>
<u>State Assessment Grants</u>	4981	<u>ESEA State Assessment Grants Title I, Part B (CFDA 84.368).</u>
<u>Grant for State Assessments and Related Activities</u>	4982	<u>ESSA Grants for State Assessments and Related Activities, Title VI, Part A, Subpart I (CFDA 84.369)</u>
<u>Medicaid Matching Funds – Administrative Outreach</u>	4991	<u>Social Security Act, Title XIX – Medicaid Matching – Administrative Outreach (CFDA 93.778).</u>

Medicaid Matching Funds – Fee-for-Service Program	4992	Social Security Act, Title XIX – Medicaid Matching – Fee for Service Programs (CFDA 93.778).
Hurricane Emergency Relief	4995	Hurricane Emergency Relief Act.
Other Restricted Grants Received from Federal Government through State	4998	Amounts received pursuant to other federal appropriations (describe and itemize).

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Part 375 (Student Records)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Mary Reynolds, Executive Director, Innovation Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to goal that 90 percent or more students graduate from high school ready for college and career.

Background Information

Public Act 100-0222 removed the requirement to place the scores on the state assessment that includes a college and career ready determination (e.g., grade 11) on a student's transcript. It is necessary to update the rules to reflect this change.

The definition of "student permanent record" is being amended to reflect that change. In addition, within the definition of "student permanent record" the definition of "academic transcript" is being amended to allow scores on college entrance exams to be added by the written request of the student, his or her parent, or the person who enrolled the student. School districts that choose to allow this addition must have a written policy that is communicated to students and parents. Allowing the inclusion of scores on college entrance exams on the student transcript gives low-income students the opportunity to use the state assessment as their college entrance exam score so as not to incur an additional cost. This addition is being made to information that must be included in the notification of student records.

Additionally, the following changes are being made in response to requests from the field: (a) Class rank is being removed from the academic transcript. Many schools have stopped including it and class rank can be calculated inconsistently among school districts; and (b) Gender designations are being removed from the list of required directory information. The administrative regulations implementing the federal Family Educational Rights and Privacy Act of 1974 (FERPA) states that directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if

disclosed. The definition goes on to say directory information includes, but is not limited to, items such as the student's name, address, telephone listing, email address, photograph, and date and place of birth. While gender is not specifically included or excluded, removing the designation from required directory information will more closely align our administrative rules to FERPA.

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:

Part 375 (Student Records),

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

Next Steps

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER k: SCHOOL RECORDS

PART 375
STUDENT RECORDS

Section	
375.10	Definitions
375.20	Rights of Students
375.30	Notification
375.40	Maintenance and Destruction of School Student Records
375.50	Cost for Copies of Records
375.60	Emergency Release of Information
375.70	Release of Information
375.75	Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80	Directory Information
375.90	Challenge Procedures
375.100	Implementation
375.110	Enforcement

AUTHORITY: Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a].

SOURCE: Emergency rule adopted March 24, 1976; codified at 7 Ill. Reg. 12864; amended at 10 Ill. Reg. 12602, effective July 9, 1986; amended at 12 Ill. Reg. 4818, effective February 25, 1988; amended at 20 Ill. Reg. 15304, effective November 18, 1996; amended at 23 Ill. Reg. 13843, effective November 8, 1999; amended at 26 Ill. Reg. 16202, effective October 21, 2002; amended at 29 Ill. Reg. 5467, effective March 29, 2005; amended at 32 Ill. Reg. 7143, effective April 17, 2008; amended at 32 Ill. Reg. 16475, effective September 29, 2008; amended at 36 Ill. Reg. 2220, effective January 24, 2012; amended at 37 Ill. Reg. 9479, effective June 19, 2013; amended at 39 Ill. Reg. 2449, effective February 2, 2015; amended at 40 Ill. Reg. 2287, effective January 13, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 375.10 Definitions

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or

whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code ~~[105 ILCS 5/27-8.1]~~.

"Health-related Information" means current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgement of the district's concussion policy adopted pursuant to Sections 10-20.53 and 34-18.45 of the School Code ~~[105 ILCS 5/10-20.53 and 34-18.45]~~, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act ~~[105 ILCS 10/4]~~ who has responsibility for the *maintenance, care and security of all school student records, whether or not the records are in his or her personal custody or control.*

"School Code" means 105 ILCS 5.

"School Student Record" shall have the meaning set forth in Section 2(d) of the Act ~~[105 ILCS 10/2(d)]~~, except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes;

Electronic recordings made on school buses, as defined in Section 14-3 of the Criminal Code of 1961 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the School Code ~~[105 ILCS 5/22-20]~~ and

Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code ~~405 ILCS 5/Art. 14~~, to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Evidence required under Section (5)(b)(1) of the Missing Children's Records Act [325 ILCS 50/5(b)(1)];

Academic transcript, including:

grades, ~~class rank~~, graduation date and grade level achieved;

as applicable and as determined by district policy, the right to request the inclusion on the student's academic transcript of one or more scores received on college entrance examinations through the submission of a written request by a student, parent or the person who enrolled the student, stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included~~scores on college entrance examinations, except that a parent may request, in writing, the removal~~

~~from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d));~~

the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System);

as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the School Code [105 ILCS 5/27-22];

as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); ~~and~~

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance Section 2-3.167 and 23 Ill. Adm. Code 1.443 (Global Scholar Certificate);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and

Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act ~~[105 ILCS 10/6(e)]~~;

Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64a-5);

The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students));

Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) *that resulted in expulsion, suspension or the imposition of punishment or sanction*;

Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8.6], as required by Section 2(f) of the Act ~~[105 ILCS 10/2(f)]~~;

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code ~~[105 ILCS 5/10-20.40 or 34-18.34]~~;

Health-related information;

Accident Reports; and

May also consist of:

Family background information;

Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Other disciplinary information;

Special education records;

Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student.

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

Section 375.30 Notification

- a) Upon the initial enrollment or transfer of a student to the school, the school shall notify the student and the student's parents of their rights under the Act as specified in subsection (d) of this Section and of their rights with respect to the collection, distribution, and retention of biometric information under Section 10-20.40 or 34-18.34 of the School Code, if the school collects student biometric information.
- b) All notification under this Part to parents of children classified under Section 14C-3 of the School Code ~~[105 ILCS 5/14C-3]~~ to be of limited English-speaking ability shall be in English and in the language of the child's primary speaking ability. All notifications shall be in a manner that is accessible to parents with disabilities.
- c) This notification may be delivered by any means likely to reach the parents, including direct mail or email, parent-teacher conferences, delivery by the student to the parent, or incorporation in a "parent-student" handbook or other informational brochure for students and parents disseminated by the school.
- d) The notification shall consist of:

- 1) The types of information contained in the permanent and temporary records;
- 2) The right to inspect and copy permanent and temporary records, the limitations on the right of access established under Sections 10-22.3c and 34-18.6a of the School Code ~~[105 ILCS 5/10-22.3c and 34-18.6a]~~ and Section 5(a) of the Act, and the cost of copying these records;
- 3) The right to control access and release of school student records, except to the extent the records are authorized by law to be released without consent, and the right to request a copy of information released;
- 4) The rights and procedures for challenging the contents of the school student record;
- 5) ~~As applicable and as determined by district policy, the~~ The right to request ~~the inclusion on removal from~~ the student's academic transcript of one or more scores received on college entrance examinations through the submission of a written request stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be ~~included~~removed;
- 6) The persons, agencies or organizations having access to student records without parental consent;
- 7) The right to copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying this information;
- 8) The categories of information the school has designated as "directory information" and the right of the parents to prohibit the release of this information;
- 9) A statement informing the parents that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Act or this Part;
- 10) The right of the parents, as limited by Section 7 of the Act, to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district; and

- 11) Any policies of the school relating to school student records that are not included in the Act or this Part, including any policy related to the collection of biometric information as permitted under Section 10-20.40 or 34-18.34 of the School Code.
- e) *The principal of each school or the person with like responsibilities or his or her designate shall take all action necessary to assure that school personnel are informed of the provisions of the Act and this Part, either orally or in writing [105 ILCS 10/3].*

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

Section 375.80 Directory Information

- a) Information that may be designated as directory information shall be limited to:
 - 1) Identifying information: student's name, address, ~~gender~~, grade level, and birth date and place, and parents' names, mailing addresses, electronic mail addresses, and telephone numbers;
 - 2) Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that:
 - A) No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable (see 765 ILCS 1075/30); and
 - B) No image on a school security video recording shall be designated as directory information;
 - 3) Academic awards, degrees, and honors;
 - 4) Information in relation to school-sponsored activities, organizations, and athletics;
 - 5) Major field of study; and
 - 6) Period of attendance in the school.

- b) No student Social Security Number (SSN) or student identification (ID) or unique student identifier can be designated as directory information.
- c) "Directory Information" may be released to the general public, unless a parent requests that any or all the directory information not be released on his/her child. School districts shall notify parents annually of the information that is considered to be "directory information" and of the procedures to be used by parents to request that specific information not be released.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Gary Greene, Ph.D., Principal Consultant, Nonpublic School Registration
and Recognition
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Safe & Healthy Climate Division requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

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

The proposed amendments relate to the following goals:

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

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

Background Information

Public Act 100-0465 created the Invest in Kids Act. This Act allows scholarship granting organizations, as determined by the Illinois Department of Revenue, to provide scholarships to students to attend qualified nonpublic schools. Scholarships awarded cannot exceed the lesser of the statewide average operational per pupil cost among public schools or the necessary costs and fees for attendance at the qualified nonpublic schools.

The definition of "necessary costs and fees" authorizes ISBE to proscribe detailed provisions in rule for the computation of those necessary costs and fees. This rulemaking will clarify that necessary costs and fees include the sum total of the following:

- The customary charge for instruction and use of facilities (i.e., tuition)
- All charges required for textbooks, instructional materials, and technology
- Charges for field trips, if required or if they are a customary part of a class or extracurricular activity

- Charges for supplies for a particular class
- Graduation fees
- School uniforms
- Any other fee that the qualified school charges as a prerequisite for participation in curricular or extracurricular activities

Additionally, this rulemaking will clarify the following items do not constitute a necessary cost and fee:

- Fees payable only once
- Contingent deposits that are refundable in whole or in part
- Library fines and other charges made for the loss, misuse, or destruction of school property
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers, or other similar items
- Charges for optional travel undertaken by a school club or group of students outside school hours
- Charges for admission to school dances, athletic events, or other social events
- Optional community service programs for which fees are charged
- Graduation fees
- Any other optional fee that the qualified nonpublic school charges for participation in curricular or extracurricular programs

The Section that is being added will be automatically repealed January 1, 2024, the date the Invest in Kids Act is repealed.

ISBE reached out during the drafting process to a number of stakeholders for feedback. Three stakeholders responded with suggested changes. Two commenters asked if transportation fees could be included as necessary costs and fees. The Act specifies that necessary costs and fees be the costs and fees for attendance at the qualified nonpublic school. Transportation fees are not usually a part of the necessary costs and fees for a student to attend a nonpublic school. As such, those fees will not be included in the list of necessary costs and fees. Likewise, a commenter asked if lunch fees could be included. Again, these fees are not necessary to attend a nonpublic school and will not be included. Two commenters asked whether registration fees could be included. Staff declines to explicitly state registration fees as a necessary cost or fee because some nonpublic schools charge this fee annually while other schools charge it once. If the registration fee is charged annually, it may be considered as part of tuition; however, if it is a one-time fee, the Act explicitly states those fees cannot be included in the necessary costs and fees. Finally, one commenter asked to include technology fees, the cost for school uniforms, and required classroom supplies. These items are all items that can be considered necessary for attendance at a nonpublic school and therefore were added the list of necessary costs and fees.

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

Policy Implications: Scholarship granting organizations will be able to determine the number of scholarships in accordance with PA 100-465.

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. Additionally, not proceeding with the rulemaking will cause scholarship granting organizations to be unable to properly grant scholarships to students in need.

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:

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools),

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

Next Steps

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425
VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section	
425.10	Purpose and Applicability
425.20	Requirements for Registration
425.30	Requirements for Recognition
425.40	Process for Initial Recognition
425.50	Renewal of Recognition
425.60	Changes in Recognition Status
425.70	Appeals
425.80	Block Grant Funds
425.90	Textbook Block Grant Program
<u>425.100</u>	<u>Necessary Costs and Fees</u>

AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5/2-3.25o, 2-3.51.5, 2-3.155 and 2-3.6] and Section 5 of the Invest in Kids Act [30 ILCS 40/5].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 425.100 Necessary Costs and Fees

This Section provides implementation for the computation of necessary costs and fees as defined in Section 5 of the Invest in Kids Act (the Act) [35 ILCS 40].

- a) For purposes of this Section, "necessary costs and fees" has the same meaning as ascribed in Section 5 of the Act and is the sum total of the following:
- 1) *the customary charge for instruction and use of facilities (Section 5 of the Act) (i.e., tuition);*
 - 2) *all charges for required textbooks, instructional materials and technology including costs associated with the administration of State assessments under Section 2-3.64a-5 of the School Code;*
 - 3) *charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or*

extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences);

4) charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies);

5) school uniforms; and

6) any other fee that the qualified school charges as a prerequisite for participation in curricular or extracurricular programs.

b) Notwithstanding Section (a), for purposes of this Section, "necessary costs and fees" does not include the following:

1) fees payable only once (Section 5 of the Act) per a student's enrollment within a qualified school;

2) contingent deposits that are refundable in whole or in part (Section 5 of the Act) (e.g., locks, towels, laboratory equipment, uniforms or equipment related to intramural sports, or to fine arts programs);

3) library fines and other charges made for the loss, misuse or destruction of school property (e.g., musical instruments);

4) charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items;

5) charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish club or a senior class trip);

6) charges for admission to school dances, athletic events or other social events;

7) optional community service programs for which fees are charged (e.g., preschool, before-and after-school child care, recreation programs).

8) graduation fees (e.g., caps, gowns); and

9) any other optional fee that the qualified school charges for participation in curricular or extracurricular programs.

c) This Section will automatically be repealed on January 1, 2024.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Request for Proposals Early Childhood Block Grant - Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Marci Johnson, Director, Center for Teaching and Learning
Lynn Burgett, Division Supervisor, Early Childhood Education

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to release and award fiscal year 2019 Requests for Proposals (RFPs) for Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All 3-5 Expansion. Funding for the RFPs is subject to appropriation by the Illinois General Assembly.

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

The Early Childhood Block Grant (ECBG) programs provide high-quality early childhood services to children and their families birth through age 5 years. The ECBG programs give priority to children who are considered to be at risk of academic failure. Children who are at risk of academic failure who have attended high-quality ECBG programs receive the foundation necessary to be reading at grade level by third grade, to exceed expectations in mathematics by fifth grade, and to ultimately be ready for college and a career after graduating from high school. Moreover, the Kindergarten Individual Development Survey will ensure that all kindergartners will be observed and data that identifies the strengths of each child in areas such as English language arts, mathematics, self-regulation, and social and emotional skills will be collected. Observational data will provide information to inform parents, ECBG programs, schools, and communities.

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

These programs, which provide direct services to children, are a part of the ECBG appropriation. The RFPs for Preschool for All and Preschool for All Expansion are expected to be released at the beginning of November 2017. The RFP for Prevention Initiative is expected to be released at the beginning of January 2018. Grantees are selected based on the quality of the overall proposal, the need of the communities to be served, and the population of children birth to age 5 in need of services. Writers and reviewers of RFPs will use “Risk and Reach” data made public through the Illinois Early Childhood Asset Map to assess the needs of the communities to be served.

Preschool for All Children Program

Section 2-3.71(a)(4.5) of the School Code (105 ILCS 5/2-3.71(a)(4.5)) establishes the Preschool for All Children program. The Preschool for All Children program replaces the Prekindergarten Program for Children at Risk of Academic Failure. Eligible applicants for the programs include public school districts, university laboratory schools approved by the Illinois State Board of Education, charter schools, area vocational centers, and public or private not-for-profit or for-profit entities with experience in providing educational, health, social, and/or child development services to young children and their families

The Preschool for All Children program provides half-day or full-day educational services to all 3- to 5-year-old children whose families choose to participate. The program focuses on providing high-quality educational programs for children who have been determined to be at risk of academic failure. The Preschool for All Children program serves only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the program is to be implemented).

The Illinois State Board of Education must address two legislatively mandated priorities when awarding Preschool for All Children grants:

1. Applicants that propose to serve primarily children identified as being at risk of academic failure; and
2. Applicants proposing to serve primarily children whose family’s income is less than four times the poverty guidelines identified in the *Federal Register*.

Preschool for All Expansion Program

The Preschool for All Expansion program provides a full-day program, meets all the requirements of 23 Illinois Administrative Code Part 235, and provides additional quality components and comprehensive services as outlined in the federal Preschool Development Grant – Expansion Grant model. These quality components include comprehensive services and an instructional leader, a parent educator, mental health services, community partnerships, and family education opportunities. Preschool for All Expansion has an emphasis on increasing the number of classrooms that meet the Preschool Expansion Model in order to meet the federal match for the Preschool Expansion Grant.

Prevention Initiative Program

Section 2-3.89 of the School Code [105 ILCS 5/2-3.89] further establishes specific requirements for ECBG programs that offer coordinated services to at-risk infants and toddlers and their families. For the purposes of the ECBG, “at risk” is defined as those children who because of their home and community environment are subject to such language, cultural, economic, and like disadvantages to cause them to be at risk of academic failure as identified by screening procedures. These programs are commonly referred to as the Prevention Initiative. The

Prevention Initiative provides voluntary, continuous, intensive, research-based, and comprehensive child development and family support services for expecting parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success. Specifically, Prevention Initiative programs must include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available within the region served by the program. Program services are provided through the implementation of an Individual Family Service Plan to guide and support each family based on a needs assessment. Finally, there must be a community involvement component to provide coordination within the service system.

Financial Background

The initial term of the grants will begin July 1, 2018, and extend through June 30, 2019. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated grant total costs, including renewal, will not exceed \$2,568,690,500. All the grants will be funded with ECBG state General Revenue Funds.

The Federal Preschool Development Grant - Expansion Grant was awarded to Illinois and included a commitment to increase funding for the Early Childhood Block Grant by \$50 million each year of the four-year grant period. These increases were approved by the State Board at its September 2014 Board meeting. The FY 2016 increase was \$25 million, the FY 2017 increase was \$75 million, and the FY 2018 request was \$50 million. The increase in FY 2019 is again expected to be \$50 million. If that is the case, Chicago Public Schools will receive 37 percent of the total appropriation. Twenty (25) percent of the ECBG must be used statewide to fund programs for children birth to age 3 years. Awards that result from these RFPs are subject to the funding being appropriated by the Illinois General Assembly.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19	\$	\$		\$311,055,003	\$	\$311,055,003
FY20	\$	\$		\$342,555,003	\$	\$342,555,003
FY21	\$	\$		\$342,555,003	\$	\$342,555,003
FY22	\$	\$		\$342,555,003	\$	\$342,555,003
FY23				\$342,555,003		\$342,555,003
Total	\$	\$		\$1,681,275,015		\$1,681,275,015

Business Enterprise Program (BEP)

This Request for Proposals will not have a BEP goal because it is a grant.

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

Policy Implications: Not applicable.

Budget Implications: The Early Childhood Block Grant is funded by state General Revenue Funds.

Legislative Action: Not applicable.

Communication: Notice of the RFP release is posted on the ISBE Early Childhood website with a link to the application. Information is also posted in the Superintendent's Weekly Message, as well as forwarded to and passed on by Early Childhood advocacy agencies and members of the Early Learning Council.

Pros and Cons of Various Actions

Pros: Programs will have funding to provide high-quality preschool services in Illinois.

Cons: The at-risk children of Illinois with have fewer resources to ensure educational success and kindergarten readiness if this request is not approved.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release three ECBG RFPs and award the successful applicants. The initial term of the grants will begin July 1, 2018, and extend through June 30, 2019. There will be four one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewals, will not exceed \$1,681,275,015.

Next Steps

Upon Board authorization, agency staff will prepare and release the RFPs for competitive bid in FY 2019 in an effort to ensure that services are provided as cost-efficiently as possible and award funding to the successful applicants for a five-year funding cycle.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Request to release a Request for Proposal for 21st Century Community Learning Centers and to award grants over \$1 million

Materials: None

Staff Contact(s): Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning
Marci Johnson, Director, Center for Teaching and Learning

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to approve the release of a Request for Proposal (RFP) and to award 21st Century Community Learning Center (21st CCLC) grants in fiscal year 2019 to one or more public or private entities eligible for the funds for a five-year award not to exceed \$60 million.

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

The 21st CCLC grants 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.
- Every school offers a safe and healthy learning environment for all students.

The 21st CCLC grant provides federal funds to deliver extended learning programs for students in prekindergarten through grade 12. These after-school programs support core academic needs of students. The programs offer academic supports, social-emotional development, extensive enrichment opportunities, and family engagement.

Background Information

Illinois receives funds based on a formula from the U.S. Department of Education (ED) under 21st Century Community Learning Centers Title IV Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Child Succeeds Act (ESSA). ISBE's allocation for grants in FY 2018 is \$48,270,659. There are currently 122 active grants serving 389 sites with a total award of \$48,183,409 in Cohort 13 and Cohort 15 grants. There are \$12 million in total funds available for FY 2019 awards due to the renewal of the Cohort 13 grants.

Illinois must provide a competitive grant process to award the funds. The FY 2019 awards will be for five years contingent on appropriation for the subsequent years. Cohort 13 and Cohort 15 currently consist of school districts, Regional Offices of Education, community-based organizations, college/universities, and park districts. Additional data:

Overall currently funded 21st CCLC subgrant information	
Total number of 21 st CCLC subgrantees	122
Total number of sites served by subgrants	389
Number of CBO/FBO and other subgrantees	48
Number of district/ROE subgrantees	74
Duration of subgrants	5 years

Joint applicants that include a school district and a community- or faith-based organization and intend to serve schools with 40 percent or higher low-income population are eligible. The community learning centers are uniquely positioned to provide support to students by:

1. Providing academic support services for children in grades prekindergarten through 12 to meet state and local student academic achievement standards in core academic subjects, especially in high-poverty, low-performing schools. Core academic subjects include English; reading or language arts; mathematics; science; science, technology, engineering, and math (STEM); foreign languages; civics and government; economics; arts; history; geography; and career and technical education.¹
2. Delivering artistic, social, and cultural enrichment opportunities to students and their families. Most student activities are provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess).
3. Holding family events to better engage the parents and families in school activities. This includes providing literacy and related educational services for families. The term *family* or *parent* includes caregivers, guardians, and others, such as grandparents, who act in the place of a parent.
4. Offering students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Academic programs are to be aligned to the academic standards. Activities may include youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs.

¹ ESSA requires that community learning centers funded through Title IV Part B must be able to demonstrate how their work has increased student achievement.

Community learning centers established under the 21st CCLC program must provide a safe environment for students when school is not in session, including safe travel accommodations between the center and home.

Districts and schools should also include 21st CCLC programs in their continuous improvement efforts to assist with the improvement of academic achievement.

Each 21st CCLC grant is required to do a local evaluation each year and submit it to our statewide evaluator so results can be included in ISBE's statewide evaluation.

The purpose of the 21st CCLC grant program is to provide before- and after-school programs for low-achieving students who are in schools with poverty of 40 percent or higher. Priority is to be given to schools that are eligible for Title I and in a priority district/school receiving comprehensive support or in a focus school/school receiving targeted support.² The programs provide students with academic enrichment opportunities that are to be aligned to the standards and the school day.

Each applicant may also request funds for as many eligible schools as they feel they have the capacity to serve. However, no applicant can propose to serve a school already being served by an active grant and no more than one applicant will be awarded to serve a single school.

Competitive priority points will be given to joint applications that serve only priority or focus schools, innovative programs, rural, and/or middle and high school programs. Grants are awarded based on geographical distribution in the state and no more than 50 percent of the funding will go to one area. Each grant is reviewed by three peer reviewers.

Financial Background

Federal funds to support the 21st CCLC grant are from ESEA Title IV Part B. This group of awardees is for the FY 2019 cohort.

The maximum award per school is \$150,000 and the minimum award is \$50,000. Each applicant may make a request within this range of funding. This RFP also identifies that there may be applications that may seek more than \$1 million.

The initial term of the grants will begin July 1, 2018, and extend through June 30, 2023, or August 31, 2023, if they have summer programming. Renewal is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year.

² Note that the terms "priority district" and "focus school" were used in No Child Left Behind whereas "school receiving comprehensive support" and "school receiving targeted support" are terms used in ESSA.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY19	\$	\$		\$	\$12,000,000	\$12,000,000
FY20	\$	\$		\$	\$12,000,000	\$12,000,000
FY21	\$	\$		\$	\$12,000,000	\$12,000,000
FY22	\$	\$		\$	\$12,000,000	\$12,000,000
FY23	\$	\$		\$	\$12,000,000	\$12,000,000
Total	\$	\$			\$60,000,000	\$60,000,000

Business Enterprise Program (BEP)

Not applicable.

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

Policy Implications: Funding the 21st CCLC grant provides prekindergarten through grade 12 students in high-poverty, low-performing schools with support to bridge achievement gaps in areas of core curriculum, enrichment, and family engagement. The 21st CCLC grant program provides after-school resources to supplement daytime curriculum along with providing opportunities for meaningful cultural, recreational and artistic activities, and strong family engagement.

Budget Implications: Funding for the 21st CCLC grant will draw funds from the federal 21st Century Community Learning Centers formula grant allocation overseen by ED. Funding is available now, but there may be less funding in future fiscal years or it may be eliminated..

Legislative Action: Not applicable.

Communication: Notice for the RFP will be made via www.isbe.net. A notice will be put in newspapers and listserves. The award will be listed on the [Grant and Accountability Transparency Act](#) website.

Pros and Cons of Various Actions

Pros: 21st CCLC funds, upon Board approval, will be used to set up community learning centers that will provide academic support, meaningful enrichment activities, and increased family engagement opportunities.

Cons: None.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release the 21st CCLC Request for Proposals and award successful applicants. The initial term of the grant will begin July 1, 2018, and extend through June 30, 2023. Renewal is contingent upon sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewal, will not exceed \$60 million over five years.

Next Steps

Upon Board authorization, agency staff will prepare and release the RFP for competitive bids in FY 2019 and award funding to successful applicants for a five-year funding cycle.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Healthy Community Investment Grants

Materials: School District Allocations

Staff Contact: Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Kristy Jones, Waiver Coordinator

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 the methodology presented below.

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. The program design is as follows:

School District Grant Allocations -- \$12.5 million

School districts that have low-income concentrations of 60 percent or more will be awarded a base grant of \$25,000. In addition to the base grant, qualifying school districts will receive additional funding based upon their General State Aid Low Income Count. The purpose of the grant awards will be 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

Exhibit I depicts the eligible school districts and the amount of grant funding available.

Competitive Grant Allocations -- \$2.5 million

Successful non-school district grant applicants will be awarded a base grant allocation of \$25,000 and additional funding based upon the applicants' proportional share of the total numbers 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
 - o Current DUNS Number
 - o SAM CAGE Code
 - o Not be on the Federal Excluded Parties List
 - o Be in good standing with the Illinois Secretary of State

The After Schools Matter 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 amongst 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 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 with the school districts identified in Exhibit I and additionally release a Request for Proposals and award to successful community organization applicants based upon the eligibility criteria outlined in the memorandum.

Next Steps

Upon Board authorization, agency staff will proceed with the execution of grants and the release of a Request for Proposals.

District ID	District Name	FY 18 Low-Income		DHS 3 Year Average	Share of Low-Income Students in Grant		Total Grant (Base + Additional)		County	Rep District	Senate District
		Percentage	Base Grant		Program	Additional Grant					
0100117202200	QUINCY SCHOOL DISTRICT 172	63%	\$ 25,000.00	3,611.66	0.6%	\$ 44,031.05	\$ 69,031.05	ADAMS	94	47	
0100901502600	BEARDSTOWN C U SCH DIST 15	64%	\$ 25,000.00	843.66	0.1%	\$ 10,285.36	\$ 35,285.36	CASS	93	47	
0106901102600	MEREDOSIA-CHAMBERSBURG CUSD 11	69%	\$ 25,000.00	120.33	0.0%	\$ 1,466.99	\$ 26,466.99	MORGAN	100	50	
0106911702200	JACKSONVILLE SCHOOL DIST 117	66%	\$ 25,000.00	1,997.00	0.3%	\$ 24,346.15	\$ 49,346.15	MORGAN	100	50	
0108600202600	SCOTT-MORGAN C U SCHOOL DIST 2	62%	\$ 25,000.00	118.33	0.0%	\$ 1,442.60	\$ 26,442.60	SCOTT	100	50	
0301100802600	PANA COMM UNIT SCHOOL DIST 8	64%	\$ 25,000.00	770.00	0.1%	\$ 9,387.35	\$ 34,387.35	CHRISTIAN	95	48	
0301101402400	SOUTH FORK SCHOOL DISTRICT 14	63%	\$ 25,000.00	179.33	0.0%	\$ 2,186.28	\$ 27,186.28	CHRISTIAN	96	48	
0306801202600	LITCHFIELD C U SCHOOL DIST 12	61%	\$ 25,000.00	766.33	0.1%	\$ 9,342.61	\$ 34,342.61	MONTGOMERY	95	48	
0306802202600	NOKOMIS COMM UNIT SCH DIST 22	63%	\$ 25,000.00	341.33	0.1%	\$ 4,161.28	\$ 29,161.28	MONTGOMERY	95	48	
0410120502500	ROCKFORD SCHOOL DIST 205	83%	\$ 25,000.00	20,603.33	3.3%	\$ 251,182.65	\$ 276,182.65	WINNEBAGO	67	34	
0410132002600	SOUTH BELOIT C U SCH DIST 320	63%	\$ 25,000.00	592.66	0.1%	\$ 7,225.33	\$ 32,225.33	WINNEBAGO	69	35	
0501602100400	WHEELING C C SCHOOL DIST 21	63%	\$ 25,000.00	3,628.66	0.6%	\$ 44,238.31	\$ 69,238.31	COOK	57	29	
0501605900400	COMM CONS SCH DIST 59	60%	\$ 25,000.00	3,796.00	0.6%	\$ 46,278.41	\$ 71,278.41	COOK	55	28	
0501606200400	DES PLAINES C C SCH DIST 62	61%	\$ 25,000.00	2,491.33	0.4%	\$ 30,372.70	\$ 55,372.70	COOK	55	28	
0501606300200	EAST MAINE SCHOOL DIST 63	68%	\$ 25,000.00	2,070.00	0.3%	\$ 25,236.12	\$ 50,236.12	COOK	20	10	
0501606900200	SKOKIE SCHOOL DIST 69	61%	\$ 25,000.00	969.66	0.2%	\$ 11,821.48	\$ 36,821.48	COOK	16	8	
0601608100200	SCHILLER PARK SCHOOL DIST 81	68%	\$ 25,000.00	950.00	0.2%	\$ 11,581.79	\$ 36,581.79	COOK	20	10	
0601608300200	MANNHEIM SCHOOL DIST 83	72%	\$ 25,000.00	1,730.66	0.3%	\$ 21,099.10	\$ 46,099.10	COOK	77	39	
0601608400200	FRANKLIN PARK SCHOOL DIST 84	66%	\$ 25,000.00	773.66	0.1%	\$ 9,431.97	\$ 34,431.97	COOK	78	39	
0601608450200	RHODES SCHOOL DIST 84-5	78%	\$ 25,000.00	502.66	0.1%	\$ 6,128.11	\$ 31,128.11	COOK	78	39	
0601608550200	RIVER GROVE SCHOOL DIST 85-5	71%	\$ 25,000.00	467.00	0.1%	\$ 5,693.37	\$ 30,693.37	COOK	78	39	
0601608700200	BERKELEY SCHOOL DIST 87	79%	\$ 25,000.00	2,018.00	0.3%	\$ 24,602.17	\$ 49,602.17	COOK	7	4	
0601608800200	BELLWOOD SCHOOL DIST 88	95%	\$ 25,000.00	2,202.33	0.4%	\$ 26,849.40	\$ 51,849.40	COOK	7	4	
0601608900200	MAYWOOD-MELROSE PARK-BROADVIEW-89	100%	\$ 25,000.00	4,680.66	0.8%	\$ 57,063.62	\$ 82,063.62	COOK	77	39	
0601609100200	FOREST PARK SCHOOL DIST 91	61%	\$ 25,000.00	436.66	0.1%	\$ 5,323.48	\$ 30,323.48	COOK	7	4	
0601609200200	LINDOP SCHOOL DISTRICT 92	72%	\$ 25,000.00	270.66	0.0%	\$ 3,299.71	\$ 28,299.71	COOK	7	4	
0601609300200	HILLSIDE SCHOOL DIST 93	63%	\$ 25,000.00	304.33	0.0%	\$ 3,710.20	\$ 28,710.20	COOK	7	4	
0601609800200	BERWYN NORTH SCHOOL DIST 98	94%	\$ 25,000.00	2,411.66	0.4%	\$ 29,401.42	\$ 54,401.42	COOK	24	12	
0601609900200	CICERO SCHOOL DISTRICT 99	99%	\$ 25,000.00	11,251.66	1.8%	\$ 137,173.06	\$ 162,173.06	COOK	24	12	
0601610000200	BERWYN SOUTH SCHOOL DISTRICT 100	67%	\$ 25,000.00	2,410.33	0.4%	\$ 29,385.20	\$ 54,385.20	COOK	24	12	
0601610300200	LYONS SCHOOL DIST 103	67%	\$ 25,000.00	1,472.33	0.2%	\$ 17,949.71	\$ 42,949.71	COOK	21	11	
0601620101700	J S MORTON H S DISTRICT 201	92%	\$ 25,000.00	6,491.00	1.0%	\$ 79,134.13	\$ 104,134.13	COOK	24	12	
0601620901700	PROVISO TWP H S DIST 209	91%	\$ 25,000.00	3,656.66	0.6%	\$ 44,579.66	\$ 69,579.66	COOK	7	4	
0601640102600	ELMWOOD PARK C U SCH DIST 401	63%	\$ 25,000.00	1,619.66	0.3%	\$ 19,745.86	\$ 44,745.86	COOK	78	39	
0701610400200	SUMMIT SCHOOL DIST 104	89%	\$ 25,000.00	1,464.00	0.2%	\$ 17,848.15	\$ 42,848.15	COOK	21	11	
0701610800200	WILLOW SPRINGS SCHOOL DIST 108	69%	\$ 25,000.00	248.33	0.0%	\$ 3,027.48	\$ 28,027.48	COOK	31	16	
0701610900200	INDIAN SPRINGS SCHOOL DIST 109	75%	\$ 25,000.00	1,972.33	0.3%	\$ 24,045.39	\$ 49,045.39	COOK	23	12	
0701611000200	CENTRAL STICKNEY SCH DIST 110	81%	\$ 25,000.00	290.33	0.0%	\$ 3,539.52	\$ 28,539.52	COOK	1	1	
0701611100200	BURBANK SCHOOL DISTRICT 111	67%	\$ 25,000.00	2,274.33	0.4%	\$ 27,727.18	\$ 52,727.18	COOK	23	12	
0701611700200	NORTH PALOS SCHOOL DIST 117	66%	\$ 25,000.00	1,943.33	0.3%	\$ 23,691.84	\$ 48,691.84	COOK	36	18	
0701612200200	RIDGELAND SCHOOL DISTRICT 122	74%	\$ 25,000.00	1,515.33	0.2%	\$ 18,473.94	\$ 43,473.94	COOK	31	16	
0701612500200	ATWOOD HEIGHTS DISTRICT 125	61%	\$ 25,000.00	378.00	0.1%	\$ 4,608.33	\$ 29,608.33	COOK	27	14	
0701612700200	WORTH SCHOOL DISTRICT 127	72%	\$ 25,000.00	731.33	0.1%	\$ 8,915.91	\$ 33,915.91	COOK	35	18	
0701612750200	CHICAGO RIDGE SCHOOL DIST 127-5	76%	\$ 25,000.00	988.66	0.2%	\$ 12,053.11	\$ 37,053.11	COOK	36	18	
0701613000200	COOK COUNTY SCHOOL DIST 130	82%	\$ 25,000.00	2,616.66	0.4%	\$ 31,900.65	\$ 56,900.65	COOK	27	14	
0701613200200	CALUMET PUBLIC SCHOOLS DIST 132	100%	\$ 25,000.00	1,011.00	0.2%	\$ 12,325.47	\$ 37,325.47	COOK	28	14	
0701613300200	GEN GEO PATTON SCHOOL DIST 133	100%	\$ 25,000.00	297.00	0.0%	\$ 3,620.83	\$ 28,620.83	COOK	28	14	
0701614300200	MIDLOTHIAN SCHOOL DIST 143	67%	\$ 25,000.00	1,088.66	0.2%	\$ 13,272.25	\$ 38,272.25	COOK	30	15	

District ID	District Name	FY 18 Low-Income Percentage	Base Grant	DHS 3 Year Average	Share of Low-Income Students in Grant		Total Grant (Base + Additional)		County	Rep District	Senate District
					Program	Additional Grant	Additional				
0701614350200	POSEN-ROBBINS EL SCH DIST 143-5	93%	\$ 25,000.00	1,418.00	0.2%	\$ 17,287.35	\$ 42,287.35	COOK	30	15	
0701614400200	PRAIRIE-HILLS ELEM SCH DIST 144	61%	\$ 25,000.00	1,924.00	0.3%	\$ 23,456.18	\$ 48,456.18	COOK	38	19	
0701614700200	W HARVEY-DIXMOOR PUB SCH DIST147	100%	\$ 25,000.00	1,256.33	0.2%	\$ 15,316.37	\$ 40,316.37	COOK	30	15	
0701614800200	DOLTON SCHOOL DISTRICT 148	100%	\$ 25,000.00	2,252.33	0.4%	\$ 27,458.97	\$ 52,458.97	COOK	30	15	
0701614900200	DOLTON SCHOOL DISTRICT 149	93%	\$ 25,000.00	2,346.33	0.4%	\$ 28,604.96	\$ 53,604.96	COOK	34	17	
0701615100200	SOUTH HOLLAND SCHOOL DIST 151	86%	\$ 25,000.00	1,174.33	0.2%	\$ 14,316.68	\$ 39,316.68	COOK	29	15	
0701615200200	HARVEY SCHOOL DISTRICT 152	98%	\$ 25,000.00	1,947.66	0.3%	\$ 23,744.63	\$ 48,744.63	COOK	30	15	
0701615250200	HAZEL CREST SCHOOL DIST 152-5	92%	\$ 25,000.00	822.66	0.1%	\$ 10,029.35	\$ 35,029.35	COOK	30	15	
0701615450200	BURNHAM SCHOOL DISTRICT 154-5	90%	\$ 25,000.00	158.66	0.0%	\$ 1,934.28	\$ 26,934.28	COOK	33	17	
0701615500200	CALUMET CITY SCHOOL DISTRICT 155	100%	\$ 25,000.00	1,097.66	0.2%	\$ 13,381.97	\$ 38,381.97	COOK	34	17	
0701615600200	LINCOLN ELEM SCHOOL DIST 156	89%	\$ 25,000.00	794.66	0.1%	\$ 9,687.99	\$ 34,687.99	COOK	33	17	
0701615700200	HOOVER-SCHRUM MEMORIAL SD 157	90%	\$ 25,000.00	716.33	0.1%	\$ 8,733.04	\$ 33,733.04	COOK	34	17	
0701615800200	LANSING SCHOOL DISTRICT 158	60%	\$ 25,000.00	1,500.33	0.2%	\$ 18,291.07	\$ 43,291.07	COOK	33	17	
0701616000200	COUNTRY CLUB HILLS SCH DIST 160	70%	\$ 25,000.00	816.33	0.1%	\$ 9,952.17	\$ 34,952.17	COOK	38	19	
0701616200200	MATTESON ELEM SCHOOL DIST 162	61%	\$ 25,000.00	1,525.66	0.2%	\$ 18,599.87	\$ 43,599.87	COOK	38	19	
0701616300200	PARK FOREST SCHOOL DIST 163	86%	\$ 25,000.00	1,436.33	0.2%	\$ 17,510.82	\$ 42,510.82	COOK	80	40	
0701616700200	BROOKWOOD SCHOOL DIST 167	76%	\$ 25,000.00	811.66	0.1%	\$ 9,895.24	\$ 34,895.24	COOK	29	15	
0701616800400	COMM CONS SCHOOL DIST 168	100%	\$ 25,000.00	1,233.33	0.2%	\$ 15,035.97	\$ 40,035.97	COOK	33	17	
0701616900200	FORD HEIGHTS SCHOOL DISTRICT 169	88%	\$ 25,000.00	337.00	0.1%	\$ 4,108.49	\$ 29,108.49	COOK	29	15	
0701617000200	CHICAGO HEIGHTS SCHOOL DIST 170	98%	\$ 25,000.00	2,835.33	0.5%	\$ 34,566.53	\$ 59,566.53	COOK	80	40	
0701617100200	SUNNYBROOK SCHOOL DISTRICT 171	60%	\$ 25,000.00	592.00	0.1%	\$ 7,217.29	\$ 32,217.29	COOK	33	17	
0701617200200	SANDRIDGE SCHOOL DISTRICT 172	88%	\$ 25,000.00	301.33	0.0%	\$ 3,673.62	\$ 28,673.62	COOK	33	17	
0701619400200	STEGER SCHOOL DISTRICT 194	66%	\$ 25,000.00	897.66	0.1%	\$ 10,943.70	\$ 35,943.70	COOK	29	15	
0701620501700	THORNTON TWP H S DIST 205	100%	\$ 25,000.00	4,467.66	0.7%	\$ 54,466.86	\$ 79,466.86	COOK	29	15	
0701620601700	BLOOM TWP HIGH SCH DIST 206	90%	\$ 25,000.00	2,484.33	0.4%	\$ 30,287.37	\$ 55,287.37	COOK	80	40	
0701621501700	THORNTON FRACTIONAL T H S D 215	66%	\$ 25,000.00	2,130.33	0.3%	\$ 25,971.62	\$ 50,971.62	COOK	33	17	
0701621701600	ARGO COMM H S DIST 217	70%	\$ 25,000.00	1,237.33	0.2%	\$ 15,084.74	\$ 40,084.74	COOK	21	11	
0701621801600	COMMUNITY HIGH SCHOOL DIST 218	60%	\$ 25,000.00	2,959.33	0.5%	\$ 36,078.26	\$ 61,078.26	COOK	36	18	
0701622001700	REAVIS TWP H S DIST 220	60%	\$ 25,000.00	995.33	0.2%	\$ 12,134.43	\$ 37,134.43	COOK	23	12	
0701622701700	RICH TWP H S DISTRICT 227	63%	\$ 25,000.00	2,013.33	0.3%	\$ 24,545.23	\$ 49,545.23	COOK	38	19	
0701622901600	OAK LAWN COMM H S DIST 229	61%	\$ 25,000.00	872.33	0.1%	\$ 10,634.89	\$ 35,634.89	COOK	36	18	
0808914502200	FREEPOR T SCHOOL DIST 145	78%	\$ 25,000.00	2,901.00	0.5%	\$ 35,367.14	\$ 60,367.14	STEPHENSON	89	45	
0901011602200	URBANA SCHOOL DIST 116	70%	\$ 25,000.00	2,642.00	0.4%	\$ 32,209.58	\$ 57,209.58	CHAMPAIGN	103	52	
0901013000400	THOMASBORO C C SCHOOL DIST 130	82%	\$ 25,000.00	129.00	0.0%	\$ 1,572.69	\$ 26,572.69	CHAMPAIGN	104	52	
0901013700200	RANTOUL CITY SCHOOL DIST 137	85%	\$ 25,000.00	1,274.00	0.2%	\$ 15,531.79	\$ 40,531.79	CHAMPAIGN	104	52	
0901014200400	LUDLOW C C SCHOOL DIST 142	100%	\$ 25,000.00	75.33	0.0%	\$ 918.38	\$ 25,918.38	CHAMPAIGN	101	51	
0901019301700	RANTOUL TOWNSHIP H S DIST 193	73%	\$ 25,000.00	519.33	0.1%	\$ 6,331.34	\$ 31,331.34	CHAMPAIGN	104	52	
1101500202600	MATTOON C U SCHOOL DIST 2	60%	\$ 25,000.00	1,927.33	0.3%	\$ 23,496.78	\$ 48,496.78	COLES	110	55	
1102309502500	PARIS-UNION SCHOOL DIST 95	63%	\$ 25,000.00	764.33	0.1%	\$ 9,318.22	\$ 34,318.22	EDGAR	102	51	
11087003A2600	COWDEN-HERRICK CUD 3A	62%	\$ 25,000.00	217.00	0.0%	\$ 2,645.53	\$ 27,645.53	SHELBY	102	51	
1201301002600	CLAY CITY COMM UNIT DIST 10	65%	\$ 25,000.00	166.33	0.0%	\$ 2,027.79	\$ 27,027.79	CLAY	109	55	
1301418600200	NORTH WAMAC SCHOOL DISTRICT 186	76%	\$ 25,000.00	107.33	0.0%	\$ 1,308.50	\$ 26,308.50	CLINTON	108	54	
1304100500400	OPDYKE-BELLE-RIVE CC SCH DIST 5	66%	\$ 25,000.00	101.33	0.0%	\$ 1,235.35	\$ 26,235.35	JEFFERSON	115	58	
1304100600400	GRAND PRAIRIE C C SCH DIST 6	63%	\$ 25,000.00	46.00	0.0%	\$ 560.80	\$ 25,560.80	JEFFERSON	115	58	
1304108000200	MOUNT VERNON SCHOOL DIST 80	82%	\$ 25,000.00	1,074.33	0.2%	\$ 13,097.55	\$ 38,097.55	JEFFERSON	115	58	
1304108200200	BETHEL SCHOOL DISTRICT 82	61%	\$ 25,000.00	102.66	0.0%	\$ 1,251.57	\$ 26,251.57	JEFFERSON	115	58	
1304120101700	MT VERNON TWP H S DIST 201	60%	\$ 25,000.00	649.66	0.1%	\$ 7,920.24	\$ 32,920.24	JEFFERSON	115	58	
1305810002600	PATOKA COMM UNIT SCH DIST 100	61%	\$ 25,000.00	138.66	0.0%	\$ 1,690.45	\$ 26,690.45	MARION	107	54	

Illinois State Board of Education
 Healthy Community Investment Grants
 September 29, 2017

District ID	District Name	FY 18 Low-Income		DHS 3 Year	Share of Low-Income		Total Grant (Base +		County	Rep District	Senate District
		Percentage	Base Grant		Average	Students in Grant	Additional Grant	Additional)			
1305813500200	CENTRALIA SCHOOL DIST 135	93%	\$ 25,000.00	1,129.00	0.2%	\$ 13,764.05	\$ 38,764.05	MARION	107	54	
1305820001700	CENTRALIA H S DIST 200	67%	\$ 25,000.00	559.00	0.1%	\$ 6,814.97	\$ 31,814.97	MARION	107	54	
1305840102600	SOUTH CENTRAL COMM UNIT DIST 401	63%	\$ 25,000.00	345.66	0.1%	\$ 4,214.07	\$ 29,214.07	MARION	107	54	
1305850102600	SANDOVAL C U SCHOOL DIST 501	70%	\$ 25,000.00	296.00	0.0%	\$ 3,608.64	\$ 28,608.64	MARION	107	54	
1305872202600	ODIN C U SCHOOL DIST 722	61%	\$ 25,000.00	151.33	0.0%	\$ 1,844.92	\$ 26,844.92	MARION	107	54	
1309501500400	ASHLEY C C SCH DISTRICT 15	73%	\$ 25,000.00	99.66	0.0%	\$ 1,214.99	\$ 26,214.99	WASHINGTON	115	58	
1501629902500	CITY OF CHICAGO SCHOOL DIST 299	85%	\$ 25,000.00	287,586.00	46.4%	\$ 3,506,064.90	\$ 3,531,064.90	COOK	998	98	
1705402700200	LINCOLN ELEM SCHOOL DIST 27	72%	\$ 25,000.00	755.00	0.1%	\$ 9,204.48	\$ 34,204.48	LOGAN	87	44	
1706408702500	BLOOMINGTON SCH DIST 87	61%	\$ 25,000.00	2,966.33	0.5%	\$ 36,163.60	\$ 61,163.60	MCLEAN	88	44	
1902200200200	BENSENVILLE SCHOOL DISTRICT 2	64%	\$ 25,000.00	1,301.66	0.2%	\$ 15,869.01	\$ 40,869.01	DUPAGE	77	39	
1902200400200	ADDISON SCHOOL DIST 4	72%	\$ 25,000.00	2,759.66	0.4%	\$ 33,644.01	\$ 58,644.01	DUPAGE	77	39	
1902200700200	WOOD DALE SCHOOL DISTRICT 7	62%	\$ 25,000.00	581.00	0.1%	\$ 7,083.18	\$ 32,083.18	DUPAGE	45	23	
1902201500200	MARQUARDT SCHOOL DISTRICT 15	81%	\$ 25,000.00	1,910.00	0.3%	\$ 23,285.50	\$ 48,285.50	DUPAGE	46	23	
1902203300200	WEST CHICAGO SCHOOL DIST 33	75%	\$ 25,000.00	2,987.66	0.5%	\$ 36,423.64	\$ 61,423.64	DUPAGE	49	25	
1902218000400	COMMUNITY CONS SCH DIST 180	80%	\$ 25,000.00	461.33	0.1%	\$ 5,624.24	\$ 30,624.24	DUPAGE	82	41	
2003000702600	GALLATIN C U SCHOOL DISTRICT 7	62%	\$ 25,000.00	429.33	0.1%	\$ 5,234.12	\$ 30,234.12	GALLATIN	118	59	
2003500102600	HARDIN CO COMM UNIT DIST 1	63%	\$ 25,000.00	337.00	0.1%	\$ 4,108.49	\$ 29,108.49	HARDIN	118	59	
2008300202600	CARRIER MILLS-STONEFORT CUSD 2	64%	\$ 25,000.00	256.66	0.0%	\$ 3,129.03	\$ 28,129.03	SALINE	118	59	
2008300302600	HARRISBURG C U SCHOOL DIST 3	65%	\$ 25,000.00	1,159.66	0.2%	\$ 14,137.83	\$ 39,137.83	SALINE	118	59	
2008300402600	ELDORADO COMM UNIT DISTRICT 4	68%	\$ 25,000.00	697.66	0.1%	\$ 8,505.43	\$ 33,505.43	SALINE	118	59	
2102804700400	BENTON COMM CONS SCH DIST 47	64%	\$ 25,000.00	667.00	0.1%	\$ 8,131.64	\$ 33,131.64	FRANKLIN	117	59	
2102809100400	AKIN COMM CONS SCHOOL DIST 91	62%	\$ 25,000.00	50.33	0.0%	\$ 613.59	\$ 25,613.59	FRANKLIN	117	59	
2102809902600	CHRISTOPHER UNIT 99	64%	\$ 25,000.00	470.33	0.1%	\$ 5,733.96	\$ 30,733.96	FRANKLIN	117	59	
2102816802600	FRANKFORT COMM UNIT SCH DIST 168	69%	\$ 25,000.00	1,080.33	0.2%	\$ 13,170.69	\$ 38,170.69	FRANKLIN	117	59	
2102818802600	ZEIGLER-ROYALTON C U S DIST 188	75%	\$ 25,000.00	392.33	0.1%	\$ 4,783.04	\$ 29,783.04	FRANKLIN	117	59	
2106103802600	JOPPA-MAPLE GROVE UNIT DIST 38	61%	\$ 25,000.00	148.33	0.0%	\$ 1,808.34	\$ 26,808.34	MASSAC	118	59	
2110000102600	JOHNSTON CITY C U SCH DIST 1	65%	\$ 25,000.00	661.66	0.1%	\$ 8,066.54	\$ 33,066.54	WILLIAMSON	117	59	
2110000402600	HERRIN C U SCH DIST 4	64%	\$ 25,000.00	1,446.33	0.2%	\$ 17,632.73	\$ 42,632.73	WILLIAMSON	117	59	
2603432700400	DALLAS ESD 327	74%	\$ 25,000.00	115.33	0.0%	\$ 1,406.03	\$ 26,406.03	HANCOCK	94	47	
2603433702600	SOUTHEASTERN C U SCH DIST 337	63%	\$ 25,000.00	285.00	0.0%	\$ 3,474.54	\$ 28,474.54	HANCOCK	94	47	
2606217002600	BUSHNELL PRAIRIE CITY CUS D 170	61%	\$ 25,000.00	380.66	0.1%	\$ 4,640.76	\$ 29,640.76	MCDONOUGH	93	47	
2800609900400	SPRING VALLEY C C SCH DIST 99	60%	\$ 25,000.00	393.00	0.1%	\$ 4,791.21	\$ 29,791.21	BUREAU	76	38	
2800610302200	DEPUE UNIT SCHOOL DIST 103	63%	\$ 25,000.00	237.66	0.0%	\$ 2,897.40	\$ 27,897.40	BUREAU	76	38	
2803722902600	KEWANEE COMM UNIT SCH DIST 229	70%	\$ 25,000.00	1,244.00	0.2%	\$ 15,166.05	\$ 40,166.05	HENRY	74	37	
3000200102200	CAIRO UNIT SCHOOL DISTRICT 1	100%	\$ 25,000.00	434.66	0.1%	\$ 5,299.10	\$ 30,299.10	ALEXANDER	118	59	
3000200502600	EGYPTIAN COMM UNIT SCH DIST 5	71%	\$ 25,000.00	281.00	0.0%	\$ 3,425.77	\$ 28,425.77	ALEXANDER	118	59	
3003908600300	DESOTO CONS SCHOOL DISTRICT 86	62%	\$ 25,000.00	113.00	0.0%	\$ 1,377.62	\$ 26,377.62	JACKSON	115	58	
3003909500200	CARBONDALE ELEM SCH DIST 95	82%	\$ 25,000.00	1,032.66	0.2%	\$ 12,589.53	\$ 37,589.53	JACKSON	115	58	
3003918602600	MURPHYSBORO C U SCH DIST 186	69%	\$ 25,000.00	1,303.33	0.2%	\$ 15,889.37	\$ 40,889.37	JACKSON	115	58	
3003919602600	ELVERADO C U SCHOOL DIST 196	63%	\$ 25,000.00	240.66	0.0%	\$ 2,933.97	\$ 27,933.97	JACKSON	115	58	
3007300500200	TAMAROA SCHOOL DIST 5	63%	\$ 25,000.00	68.66	0.0%	\$ 837.06	\$ 25,837.06	PERRY	115	58	
3007710102600	MERIDIAN C U SCH DISTRICT 101	99%	\$ 25,000.00	411.66	0.1%	\$ 5,018.70	\$ 30,018.70	PULASKI	118	59	
3009101702200	COBDEN SCH UNIT DIST 17	64%	\$ 25,000.00	313.66	0.1%	\$ 3,823.94	\$ 28,823.94	UNION	115	58	
3009108402600	SHAWNEE C U SCH DIST 84	83%	\$ 25,000.00	253.66	0.0%	\$ 3,092.46	\$ 28,092.46	UNION	115	58	
3104512902200	AURORA WEST UNIT SCHOOL DIST 129	63%	\$ 25,000.00	7,110.33	1.1%	\$ 86,684.60	\$ 111,684.60	KANE	83	42	
3104513102200	AURORA EAST UNIT SCHOOL DIST 131	97%	\$ 25,000.00	12,383.33	2.0%	\$ 150,969.65	\$ 175,969.65	KANE	83	42	
3203800902600	IROQUOIS CO C U SCHOOL DIST 9	63%	\$ 25,000.00	593.66	0.1%	\$ 7,237.52	\$ 32,237.52	IROQUOIS	106	53	
3203812402600	MILFORD AREA PUBLIC SCHL DIST 124	61%	\$ 25,000.00	337.66	0.1%	\$ 4,116.54	\$ 29,116.54	IROQUOIS	106	53	

Illinois State Board of Education
 Healthy Community Investment Grants
 September 29, 2017

District ID	District Name	FY 18 Low-Income		DHS 3 Year Average	Share of Low-Income Students in Grant		Total Grant (Base + Additional)		County	Rep District	Senate District
		Percentage	Base Grant		Program	Additional Grant					
3204600102600	MOMENCE COMM UNIT SCH DIST 1	60%	\$ 25,000.00	602.33	0.1%	\$ 7,343.22	\$ 32,343.22	KANKAKEE	34	17	
3204611102500	KANKAKEE SCHOOL DIST 111	96%	\$ 25,000.00	4,121.33	0.7%	\$ 50,244.62	\$ 75,244.62	KANKAKEE	79	40	
3204625900400	PEMBROKE C C SCHOOL DISTRICT 259	100%	\$ 25,000.00	232.00	0.0%	\$ 2,828.40	\$ 27,828.40	KANKAKEE	79	40	
3204630201600	ST ANNE COMM H S DIST 302	73%	\$ 25,000.00	168.00	0.0%	\$ 2,048.15	\$ 27,048.15	KANKAKEE	79	40	
3304820502600	GALESBURG C U SCHOOL DIST 205	69%	\$ 25,000.00	2,683.33	0.4%	\$ 32,713.45	\$ 57,713.45	KNOX	93	47	
3309423802600	MONMOUTH-ROSEVILLE	66%	\$ 25,000.00	990.00	0.2%	\$ 12,069.45	\$ 37,069.45	WARREN	94	47	
3404900600200	ZION ELEMENTARY SCHOOL DISTRICT 6	88%	\$ 25,000.00	2,139.33	0.3%	\$ 26,081.35	\$ 51,081.35	LAKE	61	31	
3404906002600	WAUKEGAN C U SCHOOL DIST 60	92%	\$ 25,000.00	13,115.66	2.1%	\$ 159,897.75	\$ 184,897.75	LAKE	60	30	
3404907600200	DIAMOND LAKE SCHOOL DIST 76	63%	\$ 25,000.00	575.33	0.1%	\$ 7,014.06	\$ 32,014.06	LAKE	51	26	
3404911602600	ROUND LAKE AREA SCHS - DIST 116	79%	\$ 25,000.00	5,214.66	0.8%	\$ 63,573.81	\$ 88,573.81	LAKE	62	31	
3404912601700	ZION-BENTON TWP H S DIST 126	61%	\$ 25,000.00	1,413.33	0.2%	\$ 17,230.42	\$ 42,230.42	LAKE	61	31	
3404918702600	NORTH CHICAGO SCHOOL DIST 187	89%	\$ 25,000.00	2,857.33	0.5%	\$ 34,834.74	\$ 59,834.74	LAKE	60	30	
3505004400200	STREATOR ELEM SCHOOL DIST 44	75%	\$ 25,000.00	1,109.66	0.2%	\$ 13,528.27	\$ 38,528.27	LASALLE	76	38	
3505012200200	LASALLE ELEM SCHOOL DIST 122	83%	\$ 25,000.00	686.00	0.1%	\$ 8,363.27	\$ 33,363.27	LASALLE	76	38	
3505028900400	MENDOTA C C SCHOOL DIST 289	61%	\$ 25,000.00	676.00	0.1%	\$ 8,241.36	\$ 33,241.36	LASALLE	90	45	
390506102500	DECATUR SCHOOL DISTRICT 61	92%	\$ 25,000.00	7,189.66	1.2%	\$ 87,651.74	\$ 112,651.74	MACON	96	48	
4003100302600	NORTH GREENE UNIT SCHOOL DIST 3	65%	\$ 25,000.00	490.00	0.1%	\$ 5,973.77	\$ 30,973.77	GREENE	100	50	
4105700302600	VENICE COMM UNIT SCHOOL DIST 3	100%	\$ 25,000.00	141.66	0.0%	\$ 1,727.03	\$ 26,727.03	MADISON	113	57	
4105700902600	GRANITE CITY C U SCHOOL DIST 9	69%	\$ 25,000.00	3,853.33	0.6%	\$ 46,977.34	\$ 71,977.34	MADISON	113	57	
4105701102600	ALTON COMM UNIT SCHOOL DIST 11	67%	\$ 25,000.00	3,825.66	0.6%	\$ 46,640.00	\$ 71,640.00	MADISON	111	56	
4105701202600	MADISON COMM UNIT SCH DIST 12	100%	\$ 25,000.00	653.66	0.1%	\$ 7,969.01	\$ 32,969.01	MADISON	113	57	
4105701300200	EAST ALTON SCHOOL DISTRICT 13	74%	\$ 25,000.00	505.66	0.1%	\$ 6,164.68	\$ 31,164.68	MADISON	111	56	
4105701401600	EAST ALTON-WOOD RIVER C H S D 14	63%	\$ 25,000.00	317.66	0.1%	\$ 3,872.71	\$ 28,872.71	MADISON	111	56	
4105701500300	WOOD RIVER-HARTFORD ELEM S D 15	61%	\$ 25,000.00	403.00	0.1%	\$ 4,913.12	\$ 29,913.12	MADISON	111	56	
4406303600200	HARRISON SCHOOL DISTRICT 36	66%	\$ 25,000.00	223.00	0.0%	\$ 2,718.67	\$ 27,718.67	MCHENRY	63	32	
4406305002600	HARVARD C U SCHOOL DIST 50	67%	\$ 25,000.00	1,628.33	0.3%	\$ 19,851.56	\$ 44,851.56	MCHENRY	63	32	
4507900102200	COULTERVILLE UNIT SCHOOL DIST 1	62%	\$ 25,000.00	124.00	0.0%	\$ 1,511.73	\$ 26,511.73	RANDOLPH	116	58	
4507914002600	SPARTA C U SCHOOL DIST 140	62%	\$ 25,000.00	691.33	0.1%	\$ 8,428.25	\$ 33,428.25	RANDOLPH	116	58	
4709801300200	ROCK FALLS ELEMENTARY SCH DIST 13	79%	\$ 25,000.00	740.00	0.1%	\$ 9,021.61	\$ 34,021.61	WHITESIDE	71	36	
4807206200200	PLEASANT VALLEY SCH DIST 62	87%	\$ 25,000.00	387.66	0.1%	\$ 4,726.10	\$ 29,726.10	PEORIA	92	46	
4807206600200	BARTONVILLE SCHOOL DIST 66	71%	\$ 25,000.00	150.00	0.0%	\$ 1,828.70	\$ 26,828.70	PEORIA	92	46	
4807206900200	PLEASANT HILL SCHOOL DIST 69	73%	\$ 25,000.00	154.66	0.0%	\$ 1,885.52	\$ 26,885.52	PEORIA	92	46	
4807215002500	PEORIA SCHOOL DISTRICT 150	92%	\$ 25,000.00	10,530.00	1.7%	\$ 128,375.04	\$ 153,375.04	PEORIA	92	46	
4908103400200	SILVIS SCHOOL DISTRICT 34	65%	\$ 25,000.00	373.33	0.1%	\$ 4,551.40	\$ 29,551.40	ROCK ISLAND	72	36	
4908103600200	CARBON CLIFF-BARSTOW SCH DIST 36	91%	\$ 25,000.00	238.33	0.0%	\$ 2,905.57	\$ 27,905.57	ROCK ISLAND	71	36	
4908103700200	EAST MOLINE SCHOOL DISTRICT 37	71%	\$ 25,000.00	1,784.66	0.3%	\$ 21,757.44	\$ 46,757.44	ROCK ISLAND	72	36	
4908104102500	ROCK ISLAND SCHOOL DISTRICT 41	69%	\$ 25,000.00	4,020.66	0.6%	\$ 49,017.32	\$ 74,017.32	ROCK ISLAND	72	36	
5008204002600	MARISSA C U SCH DIST 40	61%	\$ 25,000.00	320.00	0.1%	\$ 3,901.24	\$ 28,901.24	ST CLAIR	116	58	
5008211800200	BELLEVILLE SCHOOL DIST 118	67%	\$ 25,000.00	2,335.00	0.4%	\$ 28,466.83	\$ 53,466.83	ST CLAIR	113	57	
5008218702600	CAHOKIA COMM UNIT SCH DIST 187	100%	\$ 25,000.00	3,261.33	0.5%	\$ 39,760.05	\$ 64,760.05	ST CLAIR	114	57	
5008218802200	BROOKLYN UNIT DISTRICT 188	100%	\$ 25,000.00	123.66	0.0%	\$ 1,507.58	\$ 26,507.58	ST CLAIR	113	57	
5008218902200	EAST ST LOUIS SCHOOL DIST 189	100%	\$ 25,000.00	6,021.00	1.0%	\$ 73,404.19	\$ 98,404.19	ST CLAIR	114	57	
5108418602500	SPRINGFIELD SCHOOL DISTRICT 186	81%	\$ 25,000.00	10,497.33	1.7%	\$ 127,976.75	\$ 152,976.75	SANGAMON	99	50	
5309007600200	CREVE COEUR SCHOOL DISTRICT 76	78%	\$ 25,000.00	427.33	0.1%	\$ 5,209.73	\$ 30,209.73	TAZEWELL	91	46	
5309013700200	SOUTH PEKIN SCHOOL DIST 137	66%	\$ 25,000.00	138.00	0.0%	\$ 1,682.41	\$ 26,682.41	TAZEWELL	91	46	
5409200402600	GEORGETOWN-RIDGE FARM C U D 4	63%	\$ 25,000.00	588.33	0.1%	\$ 7,172.54	\$ 32,172.54	VERMILION	104	52	
5409201102600	HOOPESTON AREA C U SCH DIST 11	67%	\$ 25,000.00	764.33	0.1%	\$ 9,318.22	\$ 34,318.22	VERMILION	106	53	
5409211802400	DANVILLE C C SCHOOL DIST 118	87%	\$ 25,000.00	4,519.66	0.7%	\$ 55,100.81	\$ 80,100.81	VERMILION	104	52	

District ID	District Name	FY 18 Low-Income Percentage	Base Grant	DHS 3 Year Average	Share of Low-Income Students in Grant Program	Additional Grant	Total Grant (Base + Additional)	County	Rep District	Senate District
56099070C0400	LARAWAY C C SCHOOL DIST 70C	86%	\$ 25,000.00	332.33	0.1%	\$ 4,051.56	\$ 29,051.56	WILL	86	43
5609908400200	ROCKDALE SCHOOL DISTRICT 84	71%	\$ 25,000.00	203.66	0.0%	\$ 2,482.89	\$ 27,482.89	WILL	86	43
5609908600500	JOLIET SCHOOL DIST 86	87%	\$ 25,000.00	9,452.66	1.5%	\$ 115,240.80	\$ 140,240.80	WILL	86	43
5609908800200	CHANEY-MONGE SCH DISTRICT 88	73%	\$ 25,000.00	329.00	0.1%	\$ 4,010.96	\$ 29,010.96	WILL	86	43
5609908900200	FAIRMONT SCHOOL DISTRICT 89	100%	\$ 25,000.00	311.00	0.1%	\$ 3,791.51	\$ 28,791.51	WILL	85	43
5609920401700	JOLIET TWP HS DIST 204	65%	\$ 25,000.00	3,875.66	0.6%	\$ 47,249.57	\$ 72,249.57	WILL	86	43
			\$ 4,950,000.00	619,290.96		\$ 7,550,000.00	\$ 12,500,000.00			

Total Grant Award	\$	12,500,000
Cost of Base Grant	\$	(4,950,000)
Amount Available for Additional Grants	\$	7,550,000

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Contract Amendment for American Institutes for Research (AIR)

Materials: None

Staff Contact(s): Marci Johnson, Director, Center for Teaching and Learning
Claudia Quezada, Executive Director, Innovation Systems Support

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to amend the current contract for the American Institutes for Research (AIR) to provide support to priority and focus districts and schools as part of IL-EMPOWER, the statewide system of support. The amendment will not exceed \$8,399,365.

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

This contract will address the following goals:

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

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

Background Information

AIR was awarded the contract for the Illinois Center for School Improvement (CSI) in fiscal year 2013 to serve priority districts and focus schools as the statewide system of support. The contract for this work ended on June 30, 2017.

On May 23, 2017, AIR submitted a request to ISBE for an extension through June 30, 2018. The request also identified 62 districts that would like to use services of CSI during the 2017-18 school year. The Every Student Succeeds Act (ESSA) designates 2017-18 as a transition year and that state education agencies must support schools currently identified as priority districts and focus schools. This request was approved at the June 2017 ISBE Board meeting.

AIR's charge was to provide direct services to school districts, but it also directly supported schools beginning in FY 2017. Services were provided to 86 districts and 95 schools within

those identified districts (30 priority and 66 focus districts, 10 of which chose not to receive services from AIR).

Amending this contract will support the structure of IL-EMPOWER whereby schools and districts are able to select professional learning partners that will continue to support their school improvement work and will allow priority districts and focus schools to bypass having to contract directly with AIR during the 2017-18 school year.

AIR will continue to provide support during this transition year in the following areas:

- Technical assistance for priority and focus districts and schools, with detailed reporting of services provided, as offered in prior years of the contract.
- Coordination of its services with that provided by the Regional Offices of Education, IL-EMPOWER professional learning partners, and ISBE field staff.
- Guidance and training in coordination with ISBE to identified schools that request assistance with ISBE's Equity Analysis.
- ESSA transition year activities for identified districts and schools in coordination with ISBE.

Financial Background

The original contract award in 2013 provided for up to \$65,868,443 for AIR to be the Illinois Center for School Improvement. Only \$53,393,398 was paid to AIR in the five-year contract period from FY 2013-17. In June 2017, the State Board of Education approved moving \$4 million in unspent funds from FY 2017 to FY 2018 to extend the contract with AIR. Final submission of the June invoice by AIR showed only \$912,416 in unspent FY 2017 funds.

This amendment will authorize allocation from the unobligated balance in the original contract period to pay for the services in FY 2018. ISBE will pay for the services on a reimbursement basis, with AIR submitting monthly status reports and backup documentation that will include service tracker reports and time-and-effort reports for employees. This is unlike the previous contract with AIR for Illinois CSI services, which paid for services on a set monthly payment schedule. The additional FY 2018 funds will not exceed \$8.4 million. Further, no additional FY 2018 funds will be allocated to fund this contract. Rather, Title I 1003(a) Statewide System of Support funds allocated from the original contract will be used for this work. This contract will not exceed \$61,792,763.

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

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY13		\$6,525,000.00				\$6,525,000.00
FY14		\$9,379,031.00				\$9,379,031.00
FY15		\$12,497,012.00				\$12,497,012.00
FY16		\$12,494,587.00				\$12,494,587.00
FY17		\$11,585,352.00				\$11,585,352.00
FY 18		\$912,416.00			\$8,399,365.00	\$9,311,781.00
Total		\$53,393,398.00				\$61,792,763.00

Business Enterprise Program (BEP)

Note—ONLY contracts (RFSPs) will have BEPs. Grants (RFPs) will NOT have BEPs.

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

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

Policy Implications: None

Budget Implications: The amount of \$8,399,365 will be added to contract for a total not to exceed of \$61,792,763, which is less than the \$65,868,443 awarded in the original contract. Title I 1003(a) Statewide System of Support funds allocated from the original contract will be used for this work.

Legislative Action: None.

Communication: ISBE will communicate with identified priority districts and focus schools to inform them that they do not need to engage in contracting directly with AIR and may continue working with them.

Pros and Cons of Various Actions

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

Cons: There will be a gap in service for districts and schools if the amendment is not approved.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract amendment with American Institutes for Research not to exceed \$8,399,365 for FY 2018.

Next Steps

Upon Board authorization, agency staff will follow the processes needed to execute a contract amendment with American Institutes for Research.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *AMS*
Libi Gil, Ph.D., Chief Performance Officer *LG*

Agenda Topic: SAT School Day Performance Levels and Threshold Scores

Materials: Panelist Demographics

Staff Contact(s): Mary Reynolds, Executive Director of Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to adopt the following performance levels and cut scores for the SAT School Day test for the purposes of federal and state accountability.

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

The SAT School Day test provides feedback on academic success in English/language arts (ELA) and mathematics in support of the following area of the State Board's Strategic Plan:

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

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

The Every Student Succeeds Act requires Illinois to administer an assessment in ELA and mathematics at least once in high school. ISBE administered the SAT School Day test in 2016-17 for the first time to all 11th-grade students attending public schools. Illinois offered the SAT at no cost during the school day to every student in 11th grade. This approach was both the appropriate course of action to ensure that all Illinois students had access to a college entrance exam and to comply with federal assessment requirements. This was the first step to removing Illinois from high-risk status for the receipt of Title I Part A funds.

A rigorous standard-setting process to determine performance levels and threshold scores aligned to Illinois Learning Standards is necessary to meet a second condition for removal of high-risk status. Illinois will provide documentation of this process as part of the evidence needed for peer review of Illinois' standards and assessment system during the February submission window. ISBE convened a panel of 49 educators with subject matter expertise (24 ELA, 25 math) on September 27 and 28, 2017, in Springfield to conduct a standard setting and make recommendations on performance levels. The multi-phase process produced recommended cut scores for each subject area on four performance levels: Exceeds Standards, Meets Standards, Approaching Standards, and Partially Meets Standards. The recommended cut scores are identified in Table One (Table One: Recommended Cut Scores).

Table One: Recommended Cut Scores

	Partially Meets Standards	Approaching Standards	Meets Standards	Exceeds Standards
ELA	430	540	640	
Math	450	540	670	

Summary of the Process

ISBE presented the methodology used for this standard setting to the Board on September 13, 2107. ISBE solicited panelist nominations from school and district administrators in advance of the convening. The nominees, who were primarily practicing teachers and district personnel, were selected to be panelists based on their content area expertise, familiarity with the Illinois Learning Standards, and experience working with diverse student populations, as well as other areas of expertise, such as college and career readiness or the development of large-scale assessments programs (Attachment A). A panel of subject matter experts was convened for each subject area, with 24 panelists on the ELA panel and 25 panelists on the math panel.

Performance level descriptors (PLDs) and associated qualitative skill profiles aligned to the Illinois Learning Standards were drafted by a writing team composed of ISBE staff and external content and assessment experts (Table Two: Performance Level Descriptors). The PLDs were reviewed by College Board psychometric and content experts.

The Modified Angoff Method was used for the SAT performance level-setting process. This method has been used with assessments such as the American College Test (ACT), the Partnership for Assessment of Readiness for College and Careers (PARCC), and the National Assessment of Educational Progress (NAEP). It also meets the *Standards for Educational and Psychological Testing*. The multi-step method relies on panelists estimating the difficulty of each item for a hypothetical group of “borderline students” (students who have just entered the proficiency level from the one below it).

Panelists received an overview of the exam. They then actually took the exam under timed conditions. Next, they reviewed PLDs that were provided so they could understand the key differences between performance levels. Finally, they received training on the Modified Angoff Method used to make judgments.

Panelists used the PLDs to guide them in making ratings for each test item at three points. Three rounds of ratings were conducted, and panelists were provided feedback and conducted discussions at their tables or with the whole group after each round. After the first round, panelists were provided information on how they rated each item compared to the others at their table. After the second round, they received the same type of item-rating information, but were also provided with the resulting cut scores and percentage of students who would fall into each level if those cuts were adopted. After the third round, they were provided only with the resulting cut scores and student distributions. Table Three provides information on the impact data of the recommended cut scores (Table Three: Impact Data) and Table Four places this information in context by showing the percentage of students that met and exceeded standards on the 2017 SAT and the 2017 PARCC (Table Four: Context Data by Subject Area).

Each panelist's estimated passing cut score for the total test was calculated by combining their estimates for each individual item. The mean of all panelists' final test score recommendations was presented as the overall panel-based cut score recommendation. ISBE leadership carefully considered this recommendation and then made its final recommendation of the cuts in Table

One. This final recommendation adopts all of the cuts recommended by the panelists, with the exception of the cut score for “Math Exceeds.”

The final recommended cut score in math lowers the cut from the panelist-recommended cut score of 690 to 670, which is the next achievable score below the mean panelist-recommended cut of 676.4. Even in round three, panelists recommended cut scores at this highest level ranging from 590 to a max 730. This change is equivalent to correctly responding to two fewer questions and consistent with qualitative and evaluative feedback given by math panelists. The result of this change is a statewide Exceeds rate of 7.8 percent as opposed to 6.1 percent (the rate at the panelist-recommended median cut score of 690) and does not change the overall Meets/Exceeds rate of 36.3 percent, which is the rate used for purposes of accountability.

The convening was overseen by Assessment and Accountability staff; facilitated by College Board psychometricians and content experts; and evaluated for validity by an external third party, Dr. John Olson of Assessment Solutions Group.

Table Two: Performance Level Descriptors

4	Exceeds Standards	The student has exceeded the proficiency level & demonstrates a thorough understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
3	Meets Standards	The student has met the proficiency level & demonstrates adequate understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
2	Approaching Standards	The student is approaching the proficiency level & demonstrates an incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
1	Partially Meets Standards	The student has only partially met standards & demonstrates a minimal understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Table Three: Impact Data

ELA				MATH			
Performance Level	Cut	% At	Meets/Not	Performance Level	Cut	% At	Meets/Not
4	Exceeds	640	13.0%	4	Exceeds	670	7.8%
3	Meets	540	26.7%	3	Meets	540	28.5%
2	Approaching	430	37.4%	2	Approaching	450	32.6%
1	Partially Meets	--	22.9%	1	Partially Meets	--	31.1%
39.7%				36.3%			
60.3%				63.7%			

Table Four: Context Data by Subject Area

ELA								
Test	SAT	PARCC	NAEP		SAT	PARCC	NAEP	
Year	2017	2017	2015		2017	2017	2015	
Grade	11	8	8		11	8	8	
Level 4	13.31%	6.2%	4%	Meets	40.30%	37.40%	35%	
Level 3	26.99%	31.2%	31%					
Level 2	37.31%	26.1%	42%	Does Not Meet	59.71%	62.60%	65%	
Level 1	22.40%	19.9%	23%					
Level 0		16.6%						

ELA							
Test	SAT	PARCC	NAEP		SAT	PARCC	NAEP
Year	2017	2017	2015		2017	2017	2015
Grade	11	8	8		11	8	8
Level 4	13.31%	6.2%	4%	Meets	40.30%	37.40%	35%
Level 3	26.99%	31.2%	31%				
Level 2	37.31%	26.1%	42%	Does Not Meet	59.71%	62.60%	65%
Level 1	22.40%	19.9%	23%				
Level 0		16.6%					

Financial Background

None.

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

Policy Implications: The adoption of appropriate performance levels and cut scores that are reflective of the Illinois Learning Standards and in alignment with the broader accountability system are crucial for the accurate identification of schools in need of support and improvement. These performance levels will impact eligibility for supports and services, as well as eligibility for recognition as a highly effective school or district.

Budget Implications: None anticipated.

Legislative Action: No action is required.

Communication: Communication regarding the standard-setting process and the relationship between the standards and their impact has been ongoing since spring 2017. Clear communication regarding the meaning and appropriate interpretation of the performance levels and cut scores will be conducted in conjunction with the release of the Illinois Report Card.

Pros and Cons of Various Actions

Pros: The approval of appropriate performance levels that are reflective of the Illinois Learning Standards and in alignment with the broader accountability system will ensure accurate identification of schools in need of support and improvement. Additionally, adoption of performance levels established via a rigorous standard-setting process will ensure that Illinois complies with federal assessment requirements. The subsequent peer review process in February will give Illinois the opportunity to be removed from high-risk status regarding allocations of Title I Part A funds.

Cons: Failure to approve the performance levels and cut scores would result in lack of compliance, retention or escalation of high-risk status, possibly result in the loss of Title I Part A funds, delay the release of the Report Card, and represent a significant cost to the state because the standard-setting process would have to be repeated.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to adopt the recommended performance levels and cut scores for the SAT School Day test.

Next Steps

Upon Board authorization, agency staff will proceed with preparations for release of the performance level data via the Illinois Report Card and communicate results to schools and districts.

SAT_Standard_Setting

Nominated		
Attendance		
Attendance	Frequency	Percent
Nominated	122	100.00
Area		
Area	Frequency	Percent
I-A (Chicago)	9	7.38
I-B-B (West Cook)	5	4.10
I-B-C (South Cook)	3	2.46
I-B-D (North Cook)	5	4.10
I-C (Northeast)	32	26.23
Region II (Northwest)	20	16.39
Region III (West Central)	10	8.20
Region IV (East Central)	11	9.02
Region V (Southwest)	17	13.93
Region VI (Southeast)	8	6.56
_Not Available	2	1.64
Gender		
Gender	Frequency	Percent
Female	83	68.03
Male	39	31.97
SchoolUrbanicity		
SchoolUrbanicity	Frequency	Percent
Metropolitan	5	4.10
Rural	44	36.07
Suburban	58	47.54
Urban (e.g., major metropolitan)	15	12.30
RaceEthnicity		
RaceEthnicity	Frequency	Percent
African American	6	4.92
Asian	2	1.64
Caucasian	111	90.98
Latino/Hispanic	2	1.64
Unknown	1	0.82
Subject		
Subject	Frequency	Percent
Both_in_ELA&Mth	6	4.92
ELA	66	54.10
Mth	43	35.25
Speciality_not_in_ELA_or_Mth	7	5.74

Attended		
Attendance		
Attendance	Frequency	Percent
Yes	49	100.00
Area		
Area	Frequency	Percent
I-A (Chicago)	5	10.20
I-B-B (West Cook)	2	4.08
I-B-C (South Cook)	3	6.12
I-B-D (North Cook)	3	6.12
I-C (Northeast)	15	30.61
Region II (Northwest)	5	10.20
Region III (West Central)	4	8.16
Region IV (East Central)	4	8.16
Region V (Southwest)	4	8.16
Region VI (Southeast)	4	8.16
Gender		
Gender	Frequency	Percent
Female	32	65.31
Male	17	34.69
SchoolUrbanicity		
SchoolUrbanicity	Frequency	Percent
Rural	14	28.57
Suburban	25	51.02
Urban (e.g., major metropolitan)	10	20.41
RaceEthnicity		
RaceEthnicity	Frequency	Percent
African American	4	8.16
Asian	1	2.04
Caucasian	43	87.76
Latino/Hispanic	1	2.04
Subject		
Subject	Frequency	Percent
ELA	24	48.98
Mth	25	51.02

SAT Standard Setting Process & Meaning

Illinois State Board of Education

October 18, 2017

Chicago | Springfield



Two Purposes – Two Meanings

The SAT administered in 2017 serves two purposes: (1) providing a free college entrance exam to all grade 11 students and (2) accountability for schools & districts.

Because this exam served multiple purposes, student scores have different meanings

ISBE – Accountability

- Scores and levels that Illinois teachers have determined represent levels of **mastery of the Illinois Learning Standards**
- **Four levels:** Exceeds Standards, Meets Standards, Approaching Standards, Partially Meets Standards

SAT – College Entrance Exam

- Represent a **75% likelihood of getting a C or better** in first semester, credit bearing college courses.
- Three levels: Green, yellow, red



Why Set Standards?

- Performance levels are a requirement of ESSA
- Performance levels must be aligned to state learning standards
- Why higher than the national benchmarks?
 - Performance levels were set by educators based on their knowledge of the learning standards

IL Alignment to National Benchmarks

IL SAT performance levels and cuts are aligned to, but not identical to College Board national benchmarks

ELA	IL SAT Performance Levels	College Board Benchmarks
Level 4	640	--
Level 3	540	480
Level 2	430	460

Math	IL SAT Performance Levels	College Board Benchmarks
Level 4	670	--
Level 3	540	530
Level 2	450	510



Educator-led Process for all Performance Levels

- Same process used for all performance level setting agency-wide, led by those who work most closely with students
- Educators currently or recently teaching tested students
- Representative of geographic and demographic diversity of our teaching population
 - Included special education teachers, EL teachers, curriculum specialists, and college and career specialists
 - ELA (3 EL, 3 SPED, 2 College & Career/Counseling, 2 Higher Education)
 - Math (4 EL, 2 SPED, 2 College & Career/Counseling, 1 Science)
- 3 Rounds of rating item difficulty followed by impact data and discussion.



Convening – Process & Agenda

- Day 1
 - Training of table leaders
 - Whole group introduction
 - Break out to subject area rooms
 - Experience the test
 - Review of PDLs & task
 - Training and practice on Angoff
 - Round 1 ratings
- Day 2
 - Round 1 Impact data & discussion by table
 - Round 2 ratings
 - Round 2 impact data & discussion by table and whole group
 - Round 3 ratings
 - Material check in
 - Final impact data & discussion



Process Summary

ELA	Level 2					Level 3					Level 4				
	Round	Mean	Median	Min	Max	SD	Mean	Median	Min	Max	SD	Mean	Median	Min	Max
1	448.75	440	400	540	39.49	553.75	555	480	620	39.32	652.92	655	560	710	36.05
2	432.08	430	400	480	22.65	536.25	540	500	570	21.23	641.25	640	590	700	32.34
3	430.00	430	390	480	23.93	534.35	540	500	570	20.41	639.13	640	580	700	31.75

MATH	Level 2					Level 3					Level 4				
	Round	Mean	Median	Min	Max	SD	Mean	Median	Min	Max	SD	Mean	Median	Min	Max
1	502.00	500	460	540	26.30	609.60	610	550	650	26.22	713.60	720	650	770	28.27
2	466.40	480	400	530	32.64	568.00	580	490	630	35.24	691.20	700	590	740	40.34
3	444.80	450	350	520	36.53	542.40	540	480	600	31.13	676.40	690	590	730	39.57

Final Modifications

- Adopt ELA cuts as recommended by panelists based on median cuts at all levels
- Adopt Math cuts as recommended by panelists based on median cuts at all levels except Exceeds
- Exceeds represents a modest modification supported by panelist data

Mean Median Difference Analysis

	STAT	Approaching	Meets	Exceeds
ELA	MEAN	430.00	534.35	639.13
	MEDIAN	430	540	640
	DIF	0.00	5.65	0.87
MATH	MEAN	444.80	542.40	676.40
	MEDIAN	450	540	690
	DIF	5.20	-2.40	13.60



Final Recommended Cuts

ELA				MATH					
Performance Level		Cut	% At	Meets/Not	Performance Level		Cut	% At	Meets/Not
4	Exceeds	640	13.0%	39.7%	4	Exceeds	670	7.8%	36.3%
3	Meets	540	26.7%		3	Meets	540	29.0%	
2	Approaching	430	37.4%	60.3%	2	Approaching	450	32.6%	63.7%
1	Partially Meets	--	22.9%		1	Partially Meets	--	31.1%	

*Note: All data considered preliminary until released officially via the Illinois Report Card.

Consistent with other Standards Aligned Assessments

ELA

Test Year Grade	SAT 2017 11	PARCC 2017 8		SAT 2017 11	PARCC 2017 8
Level 4	13.00%	6.2%	Meets	39.70%	37.40%
Level 3	26.70%	31.2%			
Level 2	37.40%	26.1%	Does Not Meet	60.30%	62.60%
Level 1	22.90%	19.9%			
Level 0		16.6%			

Math

Test Year Grade	SAT 2017 11	PARCC 2017 8		SAT 2017 11	PARCC 2017 8
Level 4	7.80%	4.6%	Meets	36.30%	32.30%
Level 3	28.50%	27.7%			
Level 2	32.60%	23.6%	Does Not Meet	63.70%	67.70%
Level 1	31.10%	20.6%			
Level 0		23.6%			

*Note: All data considered preliminary until released officially via the Illinois Report Card.



Compared to Other State SAT Cuts

ELA	IL Round 3	Multi-State Round 3	National CCR
Level 4	640	700	--
Level 3	540	580	480
Level 2	430	450	460

Math	IL Round 3	Multi-State Round 3	National CCR
Level 4	690	680	--
Level 3	540	560	530
Level 2	450	420	510



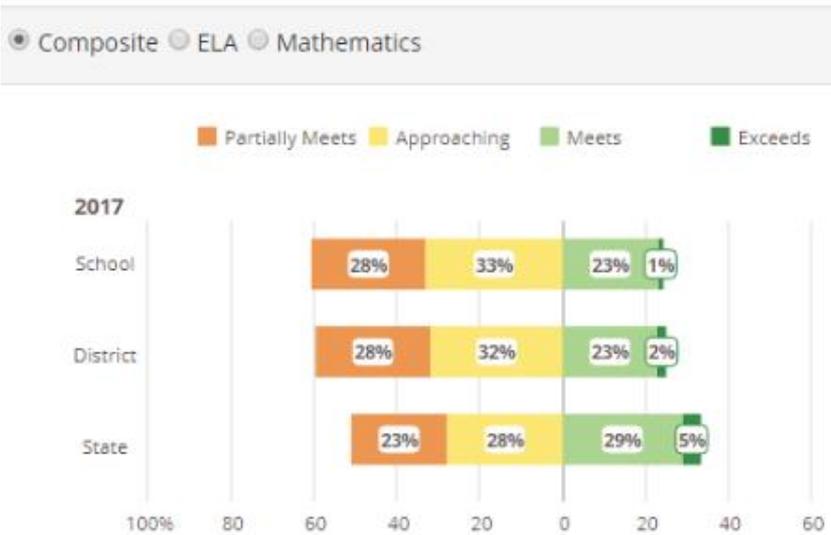
Reporting

ISBE - Accountability

- Report Card
- ED 360

SAT – College Entrance Exam

- College Board Score Report
- College Board Educator Portal



Essay Scores

4 | 2-8
Reading
4 | 2-8
Analysis
4 | 2-8
Writing

representative percentile

You've met the benchmark!

representative percentile

You've scored below the benchmark.

Benchmark scores:

Evidence-Based Reading and Writing: 470

Math: 530

How Do My Scores Compare?

A percentile shows how you scored, compared to other students. It's a number between 1 and 99 and represents the percentage of students whose scores are equal to or below yours.

For example, if your Math percentile is 57, that means 57% of test takers have Math scores equal to or below yours. The Nationally Representative Sample Percentile compares your score to the scores of typical U.S. students.

SAT* User Percentile compares your score to the scores of students who typically take the test.

How Can I Improve?

To see which skills are your strongest and what you can do to boost your college readiness, go to your full report online and look for Skills Insight™.

What Are Score Ranges?

Test scores are single snapshots in time—if you took the SAT once a week for a month, your scores would vary. That's why score ranges are better representations of your true ability. They show how much your score can change with repeated testing, even if your skill level remains the same.



Questions?



SAMPLE Display of Illinois SAT Performance Levels on the Illinois

Composite View


Illinois Report Card 2015-2016

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School Snapshot

Academic Progress

PARCC

SAT

DLM

Participation Rate

Achievement Gap

Performance Scatterplots

Freshmen On Track

Early College Coursework

Graduation Rate

College Readiness

Post Secondary Enrollment

Post Secondary Remediation

School Environment

Students

Teachers

Administrators

School Highlights

Retired Tests

SAT

Percentage of students at each performance level on the SAT assessments.

← Overall Grade & Demographics →

SELECT Composite ELA Mathematics

■ Partially Meets
 ■ Approaching
 ■ Meets
 ■ Exceeds

2017

Entity	Partially Meets	Approaching	Meets	Exceeds
School	28%	33%	23%	1%
District	28%	32%	23%	2%
State	23%	28%	29%	5%

2016

Entity	Partially Meets	Approaching	Meets	Exceeds
School	28%	33%	23%	1%
District	28%	32%	23%	2%
State	23%	28%	29%	5%

Explanation of Display | Context | Resources

The graph displays the percentage of students who achieved scores in the following SAT performance level categories:

Demographic View


Illinois Report Card 2015-2016

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ILLINOIS HIGH SCHOOL (9-12) - ILLINOIS DISTRICT

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Post Secondary Remediation

School Environment

Students

Teachers

Administrators

School Highlights

Retired Tests

SAT

Percentage of students at each performance level on the SAT assessments.

← Overall **Grade & Demographics** →

SELECT Composite ELA Mathematics

COMPARE: 2017 - Summary - All Students, White, Low Income, IEP

Year Grade Demographics

■ Partially Meets
 ■ Approaching
 ■ Meets
 ■ Exceeds

Demographics	Grade	Year	Partially Meets	Approaching	Meets	Exceeds
All Students	Summary	2017	28%	33%	23%	1%
White	Summary	2017	26%	32%	27%	2%
Low Income	Summary	2017	31%	31%	10%	1%
IEP	Summary	2017	26%	32%	27%	2%

[Explanation of Display](#)
[Context](#)
[Resources](#)

The graph displays the percentage of students who achieved scores in the following SAT performance level categories:

Sample Score Report (Front)



SAT Score Report

Imagood Student
100 Main Street
Apt 2
Anytown, MI 00000-0000

Test Date: **May 06, 2017**
Registration Number: **0123456789**
Sex: **Female**
Date of Birth: **Feb. 12, 2001**
Test Center Number: **12345**
CB Student ID: **12345678**
High School Code: **123456**
High School Name: **John F. Kennedy High School**

Your Total Score

1010 | 400–1600

50th
Nationally Representative
Sample Percentile

36th
SAT User Percentile

Essay Scores

4 | 2–8
Reading

4 | 2–8
Analysis

4 | 2–8
Writing

Section Scores

490 | 200–800
Your Evidence-Based
Reading and Writing
Score

44th Nationally Representative
Sample Percentile
31st SAT User Percentile



You've met
the benchmark!

520 | 200–800
Your Math Score

57th Nationally Representative
Sample Percentile
45th SAT User Percentile



You've scored below
the benchmark.

Test Scores

22 | 10–40
Reading

27 | 10–40
Writing and Language

26.0 | 10–40
Math

Cross-Test Scores | 10–40

24
Analysis in History/Social Studies

23
Analysis in Science

Subscores | 1–15

6
Command of
Evidence

9
Words in Context

8
Expression of Ideas

9
Standard English
Conventions

8
Heart of Algebra

9
Problem Solving
and Data Analysis

7
Passport to
Advanced Math

Am I on Track for College?

Look for the green, yellow, or red symbols next to your section scores. They let you know if your scores are at or above the benchmark scores. Benchmarks show college readiness. If you see green, you're on track to be ready for college when you graduate.

If you score below the benchmark, you can use the feedback and tips in your online report to get back on track.

Benchmark scores:

Evidence-Based Reading and Writing: 470

Math: 530

How Do My Scores Compare?

A percentile shows how you scored, compared to other students. It's a number between 1 and 99 and represents the percentage of students whose scores are equal to or below yours.

For example, if your Math percentile is 57, that means 57% of test takers have Math scores equal to or below yours.

The Nationally Representative Sample Percentile compares your score to the scores of typical U.S. students.

SAT® User Percentile compares your score to the scores of students who typically take the test.

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To see which skills are your strongest and what you can do to boost your college readiness, go to your full report online and look for Skills Insight™.

What Are Score Ranges?

Test scores are single snapshots in time—if you took the SAT once a week for a month, your scores would vary.

That's why score ranges are better representations of your true ability. They show how much your score can change with repeated testing, even if your skill level remains the same.

Colleges know this, and they get score ranges along with scores so they can consider scores in context.

Your online score report shows your score ranges.

Get your full report online at sat.org/scorereport

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Qualified Zone Academy Bond Remaining Authorizations from 2015 Allocation

Materials: Approval Certificates

Staff Contact(s): Deb Vespa, Division Administrator, School Business Services

Purpose of Agenda Item

School Business Services requests the Board to authorize the State Superintendent to approve the reallocation of \$4,213,385 of the 2015 Qualified Zone Academy Bond (QZAB) authorization to nine school districts. (Table 1)

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

QZABs support all of the Board's strategic goals through enhanced curriculum, staff training, equipment purchases, and/or facility improvements.

Background Information

The Qualified Zone Academy Bond Program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial bonding ability to assist districts in the financing of rehabilitating or repairing public school facilities, purchasing equipment, or training of staff. The program permits school districts to borrow money from financial institutions at little or no interest cost. Bond purchasers receive federal tax credits instead of interest and the school district's cost of borrowing is substantially reduced. Proceeds of QZABs may be used for four purposes:

- Repair or rehabilitation of school buildings
- Provision of equipment for the school
- Development of course materials for the zone academy
- Training teachers and other school personnel

These bonds may not be used for new construction.

The local board must designate the school as a "zone academy." The school must be located in a federally designated empowerment zone or enterprise community or at least 35 percent of the school's students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for qualified contributions. Qualified contributions are equal to 10 percent or more of the capital borrowed on behalf of the zone academy and are defined as any contribution of equipment, technical assistance, employee services as volunteer mentors, internships, field trips, other educational opportunities, or any other property specified by the Local Education Agency. The local board must then receive an allocation of borrowing authority from ISBE and issue bonds for one or more of the qualified purposes indicated above.

Financial Background

Illinois' allocation for QZAB authority was \$28,744,000. Seventeen districts requested approximately \$66 million in QZAB authorization need, thus resulting in a proration of 43.62 percent. Districts were contacted and asked if they were interested in receiving the lower, prorated amount. All districts accepted, and the QZAB authority was awarded at the May 24, 2017, State Board meeting.

Two districts informed ISBE in September 2017 that they will not be using their 2015 authorized QZAB allocation. Chadwick-Milledgeville CUSD 399 was authorized for \$4,009,198 and Crete-Monee CUSD 201U was authorized for \$204,187. Since districts received a prorated amount of their QZAB request in May 2017, ISBE contacted the remaining 15 districts that received a QZAB allocation to see if they had the purpose, ability, and desire to be able to sell additional QZAB bonds by December 31, 2017. Six districts declined. Therefore, the \$4,213,385 is being reallocated to the nine districts that stated they could utilize the authority. Each district will work with its local bond counsel to ensure the issuance is in accordance with the required provisions of the law.

The districts that were able to confirm their ability and desire to use additional QZAB allocations by December 31, 2017, and the prorated amounts are as follows:

Table 1	
DISTRICT	Additional Allocation
Cerro Gordo CUSD 100	\$606,510
CUSD 300	\$918,936
Du Quoin CUSD 300	\$224,714
Madison CUSD 12	\$308,308
Ohio CCSD 17	\$179,771
Ohio CHSD 505	\$179,771
Peoria SD 150	\$1,123,571
River Trails SD 26	\$576,300
School District U-46	\$95,504
Total	\$4,213,385

Each district received an additional 11.24 percent of its original QZAB request.

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

Policy Implications: None.

Budget Implications: School districts will incur a cost to issue the bonds, depending upon the size of the bond issuance.

Legislative Action: None.

Communication: Upon Board approval, districts will be notified of their authority to issue the bonds.

Pros and Cons of Various Actions

Pros: School districts that receive the Board's approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.

Cons: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to approve the reallocation of the unused portion of the 2015 QZAB authority to the respective districts as listed above, pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (Qualified Zone Academy Program).

Next Steps

Upon Board authorization, agency staff will inform districts and provide certification of approval.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Cerro Gordo Community Unit School District 100

Designation: \$606,510 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Community Unit School District 300

Designation: \$918,936 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Du Quoin Community Unit School District 300

Designation: \$224,714 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Madison Community Unit School District 12

Designation: \$308,308 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Ohio Community Consolidated School District 17

Designation: \$179,771 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Ohio Community High School District 505

Designation: \$179,771 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Peoria School District 150

Designation: \$1,123,571 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: River Trails School District 26

Designation: \$576,300 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

**ILLINOIS STATE BOARD OF EDUCATION
PLENARY BUSINESS MEETING
SPRINGFIELD, ILLINOIS
October 18, 2017**

Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: School District U-46

Designation: \$95,504 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2015 authority.

Tony Smith, Ph.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 18th day of October, 2017.

ILLINOIS STATE BOARD OF EDUCATION MEETING
October 18, 2017

TO: Illinois State Board of Education

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

Agenda Topic: Waiver and Modification Process

Materials: Requests Noticed For Further Consideration by Fewer than Three Panel Members
Memorandum from the Honorable John Cullerton Senate President
Memorandum from the Honorable Michael Madigan, House Speaker
Memorandum from the Honorable Jim Durkin, House Minority Leader

Staff Contact: Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Kristy Jones, Waiver Coordinator

Purpose of Agenda Item

The purpose of the agenda item is to inform the Board of changes made to the waiver process by Public Act 100-465 and to request that the State Board of Education move to approve, deny or decline to act on all waiver requests that were noticed for further consideration by less than three panel members.

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

The waiver process 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

Eligible applicants (school districts, joint agreements, or regional superintendents of schools on behalf of schools and programs operated by the Regional Office of Education) may request waivers or modifications from the School Code or rules of the State Board of Education in order to stimulate innovation, improve student performance or address the intent of the statutory or regulatory mandate in a more effective, efficient, or economical manner.

Prior to August 31, 2017. Prior to the enactment of Public Act 100-465, the State Board of Education transmitted biannual waiver reports before October 1 and March 1 to the General Assembly. The waiver reports included requests from eligible applicants for waivers of provisions of the School Code. In turn, the General Assembly would approve the reports in whole or in part. Please note that the General Assembly only evaluated requests for waivers of the School Code. The State Superintendent, via delegated authority from the Board, is responsible for approving/disapproving requests for waivers or modifications of State Board of Education rules and requests for modifications to the School Code.

Effective August 31, 2017. Upon enactment of Public Act 100-465, the process by which requests for waivers of the School Code has fundamentally changed (Note that the responsibility for approving/disapproving requests for waivers or modifications of State Board of

Education rules and requests for modifications to the School Code has not changed and continues to be under the Board-delegated authority of the State Superintendent.) Pursuant to Public Act 100-465, upon submission before October 1 and March 1 to the General Assembly:

The report shall be reviewed by a panel of 4 members consisting of:

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

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

The members of the panel shall review the report submitted by the State Board of Education and submit to the State Board of Education any notice of further consideration to any waiver request within 14 days after the member receives the report. If 3 or more of the panel members submit a notice of further consideration to any waiver request contained within the report, the State Board of Education shall submit the waiver request to the General Assembly for consideration. If less than 3 panel members submit a notice of further consideration to a waiver request, the waiver may be approved, denied, or modified by the State Board. If the State Board does not act on a waiver request within 10 days, then the waiver request is approved. If the waiver request is denied by the State Board, it shall submit the waiver request to the General Assembly for consideration.

The Fall Waiver Report was approved by the Board during its September meeting and transmitted to the panel of four legislative leaders (the "panel") on September 28, 2017. Accordingly, the panel was required to notify the State Board of Education by October 12, 2017 of any waiver requests noticed for further consideration by the full General Assembly. As of the close of business on October 12, 2017, zero (0) waiver requests were noticed for further consideration by three or more panel members. Therefore, all requests in the Fall Waiver Report are being submitted to the State Board of Education for approval, denial or modification. Requests not approved, denied or modified by the State Board of Education by October 22, 2017 shall be deemed approved. Requests denied by the State Board of Education shall be transmitted to the General Assembly for consideration.

It is important to note that Public Act 100-465 also made changes to the waiver law for both physical education and driver education. Below is a synopsis of these changes.

Physical Education. Effective August 31, 2017, Public Act 100-465 removed the six year limitation (two year approval and no more than two, two year renewals) on PE waivers and modifications. Likewise, the need for a separate public hearing date for a PE waiver was also eliminated.

Driver Education. Public Act 100-465 removes the requirement for districts to submit a modification or waiver of administrative rules of the State Board of Education regarding contracting with a commercial driver training school to provide the course of study under Section

27-24.2 of School Code. Effective August 31, 2017, a school district may offer a driver education course in a school by contracting with a commercial driver training school to provide both the classroom instruction part and the practice driving part or either one without having to request a modification or waiver of administrative rules of the State Board of Education if the school district approves the action during a public hearing on whether to enter into a contract with a commercial driver training school.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education move to approve, deny or decline to act on all waiver requests that were noticed for further consideration by less than three panel members.

Next Steps

Staff will take the following actions:

- a. School districts with requests approved by the Board will be notified that those requests have been approved;
- b. school districts with requests denied by the Board will have those requests submitted to the General Assembly in accordance with Public Act 100-465; and/or
- c. school districts with requests not acted upon by the Board will be notified that those requests have been approved.

**Requests Noticed for Further Consideration by Fewer than Three Panel Members
Volume 45 – Fall Waiver Report 2017**

Funds

Zion ESD 6 – Lake (SD 31/HD 61) / **Expiration: 2022-23 school year**

WM100-6403-1 (renewal) – Waiver of School Code (Sections 17-2, 17-A, 17-7, 17-8) request to allow the district to collect the revenue generated from the tax rates of the Education Fund, Operations and Maintenance Fund and the Transportation Fund and use the revenue generated in the method, and in the fund, which best meets the needs of the district and its students.

Non-resident Tuition

Iroquois West CUSD 10 – Iroquois (SD 53/HD 106) / **Expiration: 2021-22 school year**

WM100-6360 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Signal Hill School SD 181 – St. Clair (SD 57/HD 113) / **Expiration: 2021-22 school year**

WM100-6363 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Shawnee CUSD 84 – Union (SD 58/HD 115) / **Expiration: 2022-23 school year**

WM100-6368 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

River Bend CUSD 2 – Whiteside (SD 36/HD 71) / **Expiration: 2021-22 school year**

WM100-6372 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Heritage CUSD 8 – Champaign (SD 51/HD 102) / **Expiration: 2022-23 school year**

WM100-6373 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Greenfield CUSD 10 – Green/Macoupin/Morgan/Jersey (SD 50/HD 100) / **Expiration: 2022-23 school year**

WM100-6378 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Lena-Winslow CUSD 202 – Stephenson (SD 45/HD 89) / **Expiration: 2022-23 school year**

WM100-6381 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Cambridge CUSD 227 – Henry (SD 37/HD 74) / **Expiration: 2022-23 school year**
WM100-6382 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Riverdale CUSD 100 – Rock Island (SD 36/HD 71) / **Expiration: 2022-23 school year**
WM100-6383 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Iroquois County CUSD 9 – Iroquois (SD 53/HD 106) / **Expiration: 2019-20 school year**
WM100-6385 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified employees of the district to attend its schools free of charge.

Tamaroa Grade School District 5 – Perry (SD 58/HD 115) / **Expiration: 2022-23 school year**
WM100-6387 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Mt. Olive CUSD 5 – Macoupin (SD 48/HD 95) / **Expiration: 2022-23 school year**
WM100-6390 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Ohio Community SD 17 – Bureau/Lee (SD 37/HD 74) / **Expiration: 2022-23 school year**
WM100-6392 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

Ohio Community SD 505 – Bureau/Lee (SD 37/HD 74) / **Expiration: 2022-23 school year**
WM100-6393 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

Sterling CUSD 5 – Whiteside/Lee (SD 36/HD 71) / **Expiration: 2022-23 school year**
WM100-6394 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff member of the district to attend its schools free of charge.

Shirland CCSD 134 – Winnebago (SD 35/HD 69) / **Expiration: 2021-22 school year**
WM100-6395 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students (k-8) whose parents are full-time or part-time staff members of the district to attend its schools free of charge.

Vienna SD 55 – Johnson (SD 59/HD 118) / **Expiration: 2022-23 school year**
WM100-6396 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time staff members of Vienna HSD 13-3 to attend its schools free of charge.

Princeton HSD 500 – Bureau (SD 37/HD 74) / **Expiration: 2021-22 school year**
WM100-6397 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are employees of the district to attend its schools free of charge.

Bureau Valley CUSD 340 – Bureau (SD 37/HD 74) / **Expiration: 2022-23 school year**
WM100-6399 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

Zeigler-Royalton CUSD 188 – Franklin (SD 59/HD 117) / **Expiration: 2023-24 school year**
WM100-6401 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time certified staff of the district to attend its schools free of charge.

Sullivan CUSD 300 – Moultrie (SD 51/HD 102) / **Expiration: 2021-22 school year**
WM100-6404 – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are certified staff of the district to attend its schools free of charge.

Williamsfield CUSD 210 –Knox (SD 37/HD 74) / **Expiration: 2022-23 school year**
WM100-6405 (renewal) – Waiver of School Code (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are staff members of the district to attend its schools free of charge.

Statement of Affairs

O’Fallon CCSD 90 – St. Clair (SD 57/HD 114) / **Expiration: 2021-22 school year**
WM100-6365– Waiver of School Code (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$1,200. The district will instead publish its annual financial report on the district’s website and have copies available in all district schools. The district states that the money saved through this waiver would be used for instructional purposes leading to improved student performance.



OFFICE OF THE SENATE PRESIDENT
STATE OF ILLINOIS

JOHN J. CULLERTON
SENATE PRESIDENT

327 STATE CAPITOL
SPRINGFIELD, ILLINOIS 62706
217-782-2728

October 12, 2017

James T. Meeks
Chairman, Illinois State Board of Education
100 N. First St.
Springfield, IL 62777

Chairman Meeks:

Pursuant to Section 2-3.25g of the School Code, I request that all waiver requests included in the State Board of Education's fall 2017 waiver report, be returned to the State Board of Education for final action.

Sincerely,

A handwritten signature in black ink that reads "John J. Cullerton".

John J. Cullerton
President of the Senate



GENERAL ASSEMBLY
STATE OF ILLINOIS

MICHAEL J. MADIGAN
SPEAKER
HOUSE OF REPRESENTATIVES

ROOM 300
STATE HOUSE
SPRINGFIELD, ILLINOIS 62706

October 12, 2017

Dr. Tony Smith, Superintendent
Illinois State Board of Education
100 North 1st Street
Springfield, IL 62777

Dear Dr. Smith:

After reviewing the fall 2017 School Code waiver report, the House Democratic Caucus requests the following waiver requests be transmitted to the General Assembly for further consideration:

- Zion ESD 6's waiver request to tax above statutory maximum tax rates and transfer money between transportation, operations and maintenance, and education funds. This waiver will directly impact the tax burden of Zion ESD 6's taxpayers. Additionally, the district has provided the ability for interfund transfers will assist with student transportation, especially special education transportation. However, according to the State Board of Education's most recent Annual Financial Report, the district levied a greater amount for its transportation fund than it expended for transportation purposes. The House Democratic Caucus believes additional review and clarity is necessary;
- O'Fallon CCSD 90's waiver request to publish the district's "statement of affairs" on the district's website, rather than in a local newspaper. The House Democratic Caucus has become aware of opposition to this waiver request and believes further discussion is warranted; and
- All 22 requests for non-resident tuition waivers. The House Democratic Caucus believes additional dialogue is necessary on this topic.

The House Democratic Caucus requests the 24 aforementioned waiver requests be submitted to the General Assembly for further review and discussion. The remainder of the waiver requests may be transmitted to the State Board of Education to review and approve, deny, or modify. Thank you for your consideration.

With kindest personal regards, I remain

Sincerely yours,

A handwritten signature in cursive script that reads "M. Madigan".

MICHAEL J. MADIGAN
Speaker of the House

cc: Sarah Hartwick
Amanda Elliott

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316 STATE HOUSE
SPRINGFIELD, ILLINOIS 62706
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DISTRICT OFFICE:
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SUITE C
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(630) 325-2028
(630) 325-2291 FAX

JIM DURKIN
STATE REPRESENTATIVE • 82ND DISTRICT
HOUSE REPUBLICAN LEADER

October 12, 2017

Mr. Tony Smith
State Superintendent of Education
100 North 1st Street
Springfield, Illinois 62777

Dear Superintendent Smith:

Pursuant to Section 2-3.25g of the School Code, I am filing a notice of further consideration on WM 100-6403, requested by Zion Elementary School District #6 in the Fall 2017 Waiver Report.

Through their request, Zion ESD #6 requests to waive Sections 5/17-2, 5/17-2A(a), 5/17-7, and 5/17-8 of the School Code, which were put into statute to protect taxpayers from overly-burdensome tax rates and to provide for the transparent utilization of local tax dollars. By renewing this waiver, the General Assembly would be going against the spirit of these taxpayer protections.

Representative Sheri Jesiel represents the taxpayers of Zion ESD #6 and has long advocated for property tax relief on behalf of her constituents. Renewing this waiver would be in direct contrast to Representative Jesiel's efforts for lower property taxes and greater government transparency, as it would inhibit local taxpayers from fully understanding how their tax dollars are being spent. Through this waiver, the school district would be levying substantial amounts of local dollars for transportation purposes with the intent of using those funds for other purposes. Instead, the school district should be more transparent about their usage of local tax dollars or return the unused transportation money back to the taxpayers in the school district.

It is my belief that we should allow the Evidence-Based Funding Model to be fully implemented, because it will allocate substantially more State resources to Zion ESD #6 over the next several years. In fact, Representative Jesiel discussed this waiver request with Zion ESD #6's superintendent on October 10th and the superintendent responded that the request may no longer be needed as the new funding formula is intended to bring more State dollars to the school district. Allowing this waiver for five more years would be disingenuous to the taxpayers of Zion ESD #6, especially as the State just committed to provide more resources to financially struggling school districts.

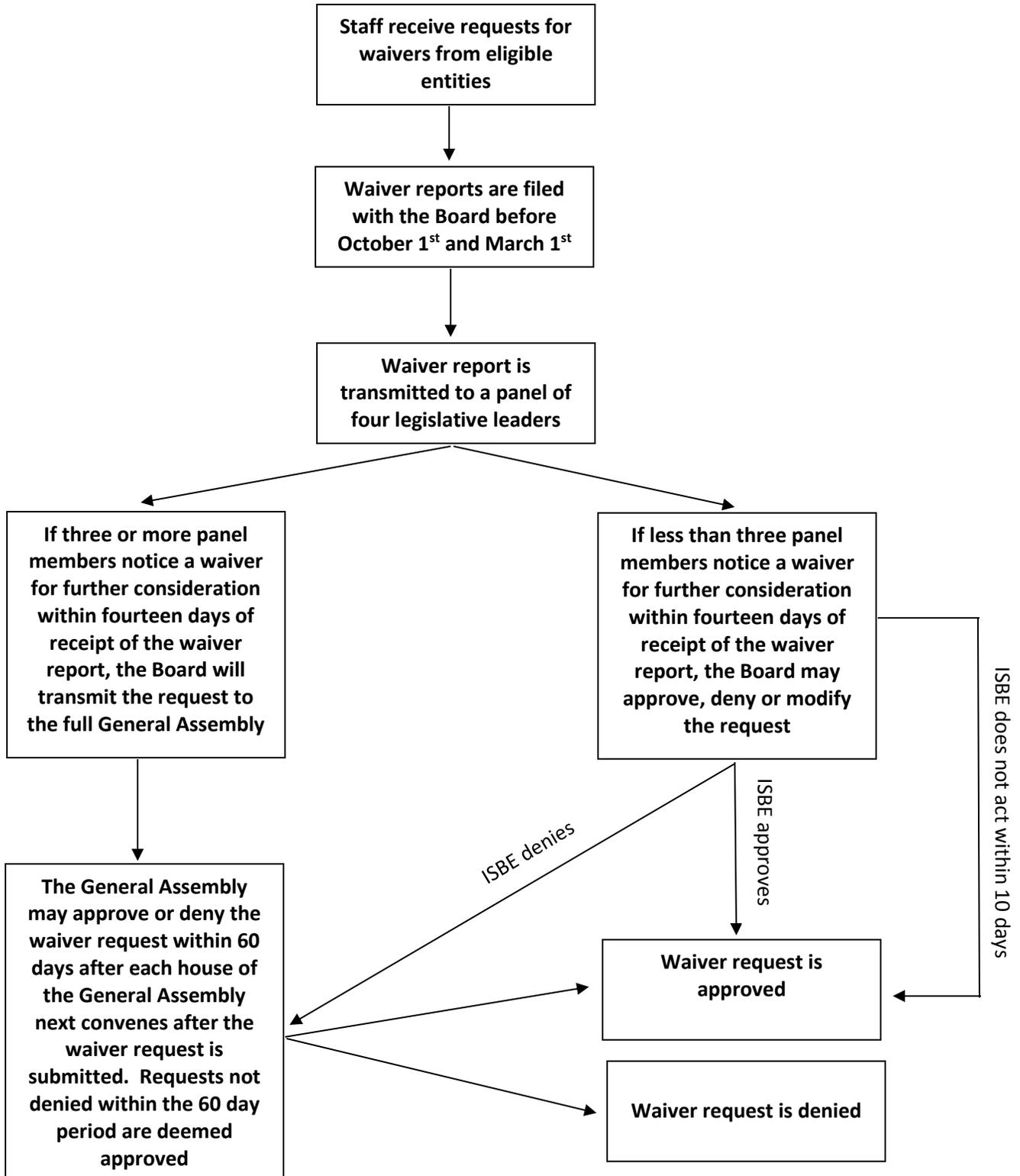
Sincerely,



Jim Durkin
House Republican Leader
State Representative – 82nd District

cc: House Speaker Michael J. Madigan
Senate President John Cullerton
Senate Republican Leader Bill Brady
Representative Sheri Jesiel
Sarah Hartwick, Co-Director of Legislative Affairs

School Code Waiver Process as Amended by Public Act 100-0465*



*Public Act 100-0465 also removed the limitations on the number of physical education waivers that an eligible entity may request and removed the requirement that a school district seeking to contract with a commercial driving school for the provision of driver education must obtain a waiver from ISBE rules.



WELCOME

IL-EMPOWER Pilot

Springfield, Illinois
September 27, 2017



Topics

- Introduction
- Guiding Principles
- Pilot:
 - Proposed Process
 - Expectations
 - Timelines



Core Values

- Whole Child – holistic and strength based
- Whole School – comprehensive and systemic
- Whole Community – engagement partners and resources
- Equity - greatest support for greatest need



IL EMPOWER Guiding Principles

- Capacity development with differentiated support –customized for local context
- Data informed with collaborative inquiry process
- Authentic engagement with peer-peer learning



IL EMPOWER Guiding Principles

- Continuous growth and development for results is an iterative process
- Shifts from doing to schools to doing with schools.
- Educator Oriented, Educator Led, & State Supported
- Assumes positive intent



IL-EMPOWER and ESSA

- The lowest performing 5% of schools or high schools with a 67% or lower graduation rate are required to use IL-EMPOWER,
- During the 17-18 school year, those schools and districts currently identified as priority districts or focus schools may participate in IL-EMPOWER.
- In late spring 2018, schools required to receive comprehensive services will be identified, AND
- ISBE will provide an orientation to IL-EMPOWER, the responsibilities of schools/districts and partners, and training on the IBAM rubric.



IL EMPOWER Pilot: Proposed Process

- **Phase I - Launch** (October – November)
 - Identify District/School/ISBE Planning Team
 - Learn IBAM Rubric for self assessment implementation
 - Review School Data Profile and school improvement plan
 - Participate in Equity activity
 - Determine priority areas from data trend analysis



Pilot: Proposed Process

- **Phase II - Match** (November – December)
 - Finalize areas for further focus
 - Work with ISBE team to coordinate selection of pre-approved quality providers in focus area(s) of Governance/Management; Curriculum and Instruction and Safe and Healthy Climate.
 - Develop district contracts with pre-negotiated service rates for providers.
 - Develop work plans with providers



Pilot: Proposed Process

- **Phase III-Implementation** (January – June)
 - Start work with learning providers
 - Establish district partners for learning exchanges and reciprocal school visits to identify effective practices.
 - Provide feedback on IBAM rubric; launch and match processes through surveys and ongoing communications
 - Assist in providing two brief reports on learning providers' performance
 - Participate in at least two regional meetings and one focus group for additional feedback and suggestions for improving IL EMPOWER support.



Timelines Summary

- October-November 2017
 - Complete IBAM rubric for self assessment, School Data profile review and Equity activity.
 - Determine two-three areas to prioritize support
- November-December 2017
 - Select provider to match with identified needs
 - Finalize district contracts with providers
- January-June 2018
 - Implement provider(s) support and assist in providing info for two reports on performance



Questions?
Suggestions?

THANK YOU!