

Accountability Workbook

Revised as of May 2007



Illinois State Board of Education

PART I

Summary of Required Elements for State Accountability Systems

For each of the elements listed in the following chart, states should indicate the current implementation status in their state using the following legend:

F: State has a final policy, approved by all the required entities in the state, for implementing this element into its accountability system.

Summary of Implementation Status of Required Elements for State Accountability Systems

Status	State Accountability System Element
Principle 1. All Schools	
F	1.1 Accountability system includes all schools and districts in the state.
F	1.2 Accountability system holds all schools to the same criteria.
F	1.3 Accountability system incorporates the academic achievement standards.
F	1.4 Accountability system provides information in a timely manner.
F	1.5 Accountability system includes report cards.
F	1.6 Accountability system includes rewards and sanctions.
Principle 2. All Students	
F	2.1 The accountability system includes all students.
F	2.2 The accountability system has a consistent definition of full academic year.
F	2.3 The accountability system properly includes mobile students.
Principle 3. Method of AYP Determinations	
F	3.1 Accountability system expects all student subgroups, public schools and districts to reach proficiency by 2013-14.
F	3.2 Accountability system has a method for determining whether student subgroups, public schools and districts made Adequate Yearly Progress (AYP).
F	3.2a Accountability system establishes a starting point in calculating AYP.
F	3.2b Accountability system establishes statewide annual measurable objectives.
F	3.2c Accountability system establishes intermediate goals for determining AYP.
Principle 4. Annual Decisions	
F	4.1 The accountability system determines annually the progress of schools and districts.
Principle 5. Subgroup Accountability	
F	5.1 The accountability system includes all the required student subgroups.
F	5.2 The accountability system holds schools and districts accountable for the progress of student subgroups.

F	5.3 The accountability system includes students with disabilities.
F	5.4 The accountability system includes limited English proficient students.
F	5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6 The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and districts are making progress on the basis of disaggregated subgroups.
Principle 6. Based on Student Assessments	
F	6.1 Accountability system is based primarily on academic assessments.
Principle 7. Additional Indicators	
F	7.1 Accountability system includes graduation rate for high schools.
F	7.2 Accountability system includes an additional academic indicator for elementary and middle schools.
F	7.3 Additional indicators are valid and reliable.
Principle 8. Separate Decisions for Reading and Mathematics	
F	8.1 Accountability system holds students, schools, and districts separately accountable for reading/language arts and mathematics.
Principle 9. System Validity and Reliability	
F	9.1 Accountability system produces reliable decisions.
F	9.2 Accountability system produces valid decisions.
F	9.3 State has a plan for addressing changes in assessment and student population.
Principle 10. Participation Rate	
F	10.1 Accountability system has a means for calculating the rate of participation in the statewide assessment.
F	10.2 Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools.

SECTION A. THE ILLINOIS ADEQUATE YEARLY PROGRESS (AYP) MODEL AND METHOD

States are responsible for holding schools and local educational agencies (districts) accountable for student performance on and participation in state assessments in at least reading/language arts (consistent with state standards) and mathematics. States must use assessment data from assessments administered for 2001-02 school year to establish the system baseline, and must use their data to make AYP decisions in 2002-03 (and thereafter).

A1. DOES THE STATE HAVE, AT A MINIMUM, A DEFINITION OF AT LEAST THREE STUDENT ACHIEVEMENT LEVELS (BASIC, PROFICIENT, AND ADVANCED) IN READING/LANGUAGE ARTS AND MATHEMATICS (ELEMENT 1.3)?

A1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As stated in the original workbook, Illinois employs four levels of student achievement, as outlined. Tables 2 and 3 in the **original** workbook delineate this in detail.

Table 1. Levels of Student Achievement

Illinois	Equivalent to <i>NCLB/NAEP</i>
Exceeds Standards	Advanced
Meets Standards	Proficient
Below Standards	Basic
Academic Warning	(Below Basic)

Section 2-3.64 of the School Code was amended in 2005 to clarify that for assessment and accountability purposes, "all pupils" includes those pupils enrolled in any public setting (see Attachment A).

A2. IS THE STATE'S DEFINITION OF ADEQUATE YEARLY PROGRESS BASED PRIMARILY ON ACADEMIC ASSESSMENTS (ELEMENT 6.1)?

A2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

For each grade and content area, indicate the assessment the state currently uses for 2002-2003 AYP decision (CRT, NRT, augmented NRT (aNRT), local).

Illinois is using the Illinois Standards Achievement Test (ISAT) at grades 3-8; the Prairie State Achievement Examination (PSAE) at grade 11; the Illinois Alternate Assessment (IAA) at grades 3-8 and 11; and the Illinois Measure of Annual Growth in English (IMAGE) at grades 3-8 and 11. The AYP decision for a K-2 school will be based on the third grade assessment results of the receiving school in which the students eventually enroll, so that all K-2 schools will receive an annual AYP determination. Student adequate yearly progress or AYP will be mapped from the next higher grade to the lower grade in a school not otherwise held accountable (see Section C4).

Table 2. Current Grade Levels Tested in Illinois

	Current Grade Levels Tested						
	3	4	5	6	7	8	11
Reading	X		X			X	X
Math	X		X			X	X

For what grades and content areas are any alternate assessments for students with disabilities available?

The IAA is available at grades 3-8 and 11 to assess reading, mathematics, and science.

For what grades and content areas are any native language assessments for limited English proficient students available?

The IMAGE is available at grades 3-8 and 11 to assess reading, writing, and mathematics. This is an accommodated test given in English.

A3. HOW DOES THE STATE AGGREGATE DATA FROM ITS ACADEMIC ASSESSMENTS FOR THE PURPOSE OF CALCULATING AYP (ELEMENTS 3.1, 3.2, & 8.1)?

A3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall describe its methodological approach for calculating AYP, provide justification for its methodological choices, and evidence that it calculated AYP according to the specifications outlined in Section 1111 of NCLB and Sections 200.13-200.21 of the Final Accountability Regulations. (Element 8.1).

For a given school or school district, the percentage of scores that meet or exceed state standards for both reading and mathematics is calculated across all state assessments and across all grades in which reading and mathematics are assessed. Currently, there are four assessments that are part of the AYP calculations. The state assessments were described in A2. The IMAGE is for limited English proficient students. The IAA is for individuals with disabilities when the regular assessments are not appropriate for them. A single *percent meets plus exceeds* standards score is derived from the tests separately for reading and mathematics, and are also reported separately. Reading and mathematics are assessed in grades 3-8 and 11.

In order for a school or district to be determined as making AYP, three conditions must be met:

1. All subgroups and aggregate groups must test, at a minimum, 95 percent of its students in both reading and mathematics.
2. All subgroups (meeting or exceeding the minimum subgroup size) and aggregate groups must meet the annual measurable objectives in the percentage of scores that

meet or exceed state standards for reading and mathematics. Schools must meet or exceed standards in the same content area for two consecutive years in order to not be in need of improvement. A school or district that fails to make AYP for two consecutive years in the same content area will be classified as being in need of improvement. Any subgroup that does not meet the annual measurable objective in reading or mathematics can make AYP for that subgroup by meeting the safe harbor requirements. Safe harbor targets are based on decreasing by 10% the percentage of scores that did not meet state standards from the previous year.

3. In the aggregate, schools must meet the threshold for graduation rate for high schools and attendance rate for elementary and middle schools.

In addition to meeting the three conditions outlined immediately above to make AYP, as of 2005, districts will be identified for district improvement when they do not make AYP in all grade spans in the same content area for two consecutive years. Beginning with 2004-05 test data, district accountability data will be analyzed by grade spans -- elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12). Districts will be identified for improvement when they miss AYP in all three grade spans in the same content area for two consecutive years. If the district makes AYP in at least one of the grade spans, they will be considered to be ineligible for district improvement or advancement in their district improvement status.

Eligibility for district improvement status depends on the grade spans in the schools as well as the number of schools in the district:

- For *districts with more than one school and more than one grade span*, beginning with the 2004-05 test data, district student data will be *aggregated up* to three grade spans -- elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12). When a district does not make AYP in all of the grade spans that the district has, in the same content area, for two consecutive years, it will be identified for district improvement status. If the district makes AYP in *at least one* of the grade spans, it will be *ineligible for district improvement status or for advancement in improvement status*.
- For *districts with only one school or only one grade span*, determination for district improvement status will be based on the same criteria for school improvement status.

How are reading/language arts and mathematics scores used in AYP determinations?

The Illinois AYP/accountability system as of 2003 will report out separately reading performance and mathematics performance, by subgroup, by school, and by district. AYP is a separate calculation for reading (pursuant to the *Illinois Learning Standards*) and mathematics for each subgroup (of sufficient size) for each public school. The same calculation process will be applied to determine district AYP status, commencing with the 2003 assessments.

Illinois will calculate separately for reading and for math the percentage of students

tested who achieve the *meets* and *exceeds* levels, determine participation rates, apply the other indicator of graduation rate or of attendance rate, and, when necessary, employ the provision of safe harbor. The minimum size of the subgroups will be applied at the school and district levels as well as used for safe harbor calculations.

If multiple tests or subscores are aggregated within a content area (e.g., writing, reading) how they are combined?

They are not aggregated.

Whether AYP determinations are made using the percentage of students scoring proficient (and above), an index, or some other method? If an index or other method is used, how are proficiency scores related to the AYP determination?

No index is used.

If and how does the State combine data across grades?

Data are combined.

If and how does the State combine data across years?

Data are not combined (except, of course, as used in safe harbor).

A4. DID THE STATE CALCULATE THE STARTING POINTS AS SPECIFIED IN SECTIONS 200.13-200.21 OF THE FINAL ACCOUNTABILITY REGULATIONS (ELEMENTS 3.1 & 3.2A)?
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A4. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Describe the procedure used for calculating the starting points for reading/language arts and mathematics and enter in the table below the starting points in terms of percentage proficient and above (or index value) by content area and by grade span (if necessary).

To determine the starting points for reading and mathematics, the 2002 assessment data were analyzed. First, the percentage proficient in the school enrolling the 20th percentile of students was determined for reading and math. The percentage proficient for reading and math were 40.86% and 39.68%, respectively.

Second, the percentage proficient of the lowest performing subgroup in reading was determined to be 24.1% for limited English proficient students. For math, the percentage proficient of the lowest performing subgroup was determined to be individuals with disabilities.

The starting points required under NCLB are the higher of the values of the two methods. Therefore, the State Board of Education in 2002 adopted use of the second methodology, and in early 2003, adopted 40% proficient as the starting points for all subgroups and schools for both reading and mathematics.

The state’s annual measurable objectives are the same throughout the state for each public school, each district, and each subgroup of students (see Illini Plan, Attachment B).

A5. DID THE STATE CALCULATE THE ANNUAL MEASURABLE OBJECTIVES, AND INTERMEDIATE GOALS AS SPECIFIED IN SECTIONS 200.13-200.21 OF THE FINAL ACCOUNTABILITY REGULATIONS (ELEMENTS 3.1 & 3.2A)?

A5. STATE EVIDENCE AND STATE ACTIVITIES–ELEMENTARY LEVEL

What are the State’s annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

As stated in Element 3.2a, according to the law, setting the *NCLB* “starting points” requires that two factors are considered: (a) the lowest performance of the nine subgroups in reading and mathematics, and (b) after sorting all schools by their performance, the school should be identified which accounts for the bottom 20% of all students. It is the performance of this school that matters for *NCLB*.

Next, the higher of the values found under (a) and (b) is to be taken as the starting point. The procedure is to be applied separately for reading and mathematics. The table below shows that this yields the value 40.86% for reading and 39.68% for mathematics.

Table 3. Starting Point in Illinois from 2002 Assessment Data

	Col. D										Col. M
Area	20% method	All	Amer. Ind.	Asian	Black	Hisp.	White	IEP	Low Inc.	LEP	Lowest group
Reading	40.86	59.3	59.2	68.5	36.8	37.1	72.2	27.4	38.4	24.1	24.1
Math	39.68	60.0	54.9	79.2	32.2	41.0	72.7	30.3	39.2	31.9	30.3

NCLB requires taking the higher of Col. D (Criterion 1) and M (the lowest performing group = Criterion 2)

For simplicity, an overall value of 40% was adopted by the State Board at its February 2003 meeting.

For all schools and subgroups the annual measurable objectives are shown in the Illini Plan (see Attachment B).

Enter the annual measurable objectives and intermediate goals through 2013-14 for elementary schools in the tables below. Distinguish annual measurable objectives from intermediate goals.

See the Illini Plan.

A5. STATE EVIDENCE AND STATE ACTIVITIES–MIDDLE/JR. HIGH SCHOOL LEVELS

What are the State’s annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

See the Illini Plan. It is the same across grades.

A5. STATE EVIDENCE AND STATE ACTIVITIES–HIGH SCHOOL LEVEL

What are the State’s annual measurable objectives and intermediate goals for determining AYP? (Elements 3.2b & 3.2c)

See the Illini Plan. It is the same across grades.

Do all intermediate goals increase in equal intervals?

Illinois acknowledges that the federal requirement in *NCLB* is for equal increments, so that by 2013-14 all students meet or exceed the *Illinois Learning Standards*. The Congressional intention using that language was to ensure that no state waited until near the end of the timeline and then expected enormous, unrealistic growth in the last two or three years. Illinois concurs with that intent and indeed echoes what is stated in Principle 3, “...expectations for growth in student achievement that is continuous and substantial...”

The Illini Plan (see Attachment B) demonstrates a modified version of the original document. This too reflects a reasoned approach that growth in student achievement at the beginning will be slow, that it will be difficult to make any huge achievement increases at the end, steady growth can be anticipated, and this achievement must occur over a sufficient amount of time.

In order to follow such a scientifically based approach, planning must occur; alignment with the state standards must occur; and staff must be of high quality, serve in-field, and be prepared for focused work in reading and mathematics with students of all ages. The local curriculum must not only be initiated, but implemented fully and then institutionalized consistent with the *Illinois Learning Standards*. It must be focused on “what works,” and students and families must be ready for that focus. As the implementation of the *Illinois Learning Standards*, adopted in 1997, continues to increase and deepen, the projected growth is seen as feasible.

The task force and State Board of Education considered the verbal suggestion of May 8, 2003 to use two equal halves with unequal increments therein as the annual measurable objectives for student achievement for AYP. That would require placing three additional points from the second half into the first half of the years between 2003 and 2014. The task force and State Board were also cognizant of the language relating to E1 within this document [*The State shall identify the minimum values for acceptable levels of reliability/decision consistency and provide a rationale for this determination*] that allows for slight movement. Student assessment and AYP is not an exact science, as related previously in Section E1 of this document.

Illinois believes very strongly that the earlier proposed Illini Plan made sense, within the given years, and met the Congressional intent of neither being stagnant nor waiting until the very end to increase dramatically in a couple years before 2014. The proposal met that intent, as well as the requirement for “*continuous and substantial*” growth within the context of a research-based approach.

The State Board ratified on May 13, 2003, to remain with the Illini Plan as configured in May 2003. However, the Assessment and Accountability Task Force has revisited the plan more recently, and advised the State Board on June 4, 2003, that a revised version (see Attachment B) can suffice, still finding it a reasonable approach that is not back-loaded with a significant amount of growth expected in the last couple of years. The State Board revisited this issue at the June 2003 meeting, and on June 17, 2003, adopted an Illini Plan with equal increments (see Attachment B).

A6. WHAT IS THE MINIMUM NUMBER OF STUDENTS (“MINIMUM N”) THE STATE IS DEFINING AS A “GROUP” FOR REPORTING, ACCOUNTABILITY, AND PARTICIPATION PURPOSES (ELEMENTS 5.5 & 5.6)?

A6. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

What is the State’s definition of the minimum number of students for reporting, accountability, and participation purposes? (Elements 5.5 & 5.6) What are the State’s rationale, procedures, and evidence for the number?

In past reporting of performance information, Illinois used an N of less than 5. Local superintendents voiced their concerns that with this small of a number, the confidentiality of individual students was in question. Their opinion was that the number should be increased to at least 10.

The State Board of Education accepted the number of “40” as the minimum size for subgroups at its January 2003 meeting. They will have adopted the minimum subgroup size, stated in Table 4, at a 2005 meeting. Illinois will apply this number consistently across the state.

Table 4. Minimum and Maximum Numbers Applied to AYP Criteria

<i>Minimum–N</i>	<i>Number Set by State</i>
<i>For reporting (to ensure privacy)</i>	10
<i>For AYP determination (for reliability), including safe harbor calculations</i>	45
<i>For participation</i>	45

Rationale for AYP Group Size

Illinois is modifying the subgroup size after later research indicated that the group size should be increased (see Table 4) to improve the statistical decision-making quality.

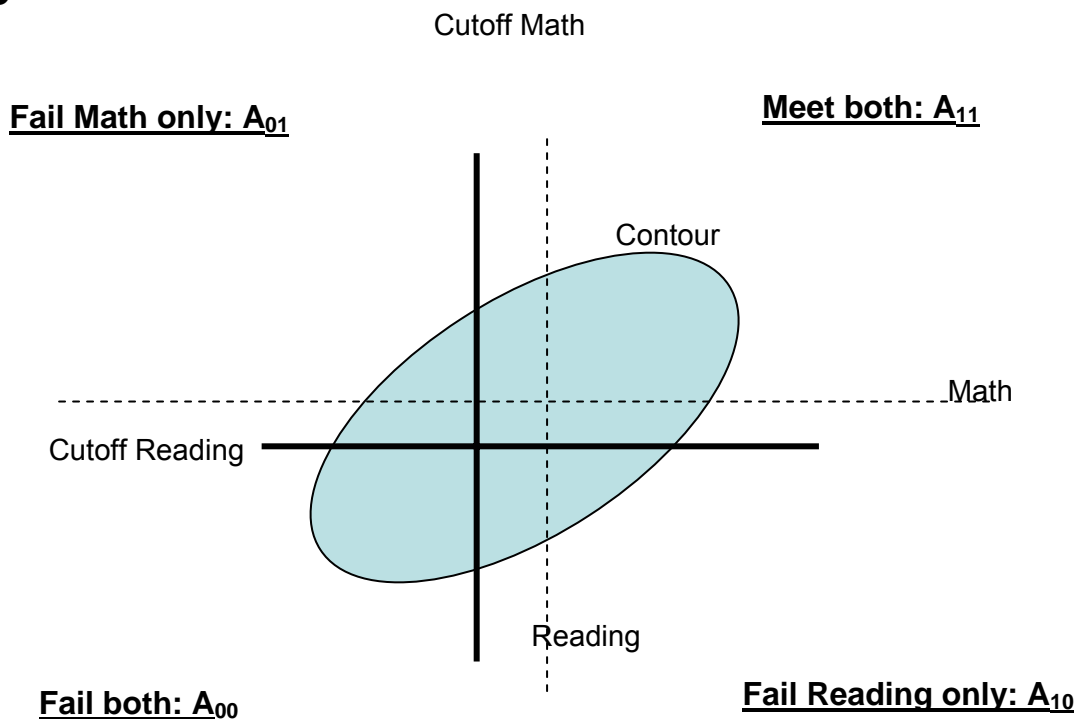
The rationale for this decision is outlined below.

All school-level assessment results are subject to variation due to measurement error, as well as errors due to sampling fluctuations in the year-to-year “supply” of students. Assessing the efforts of these two variables using standard statistical methods is difficult as *NCLB* requires that 20 groups are to be considered simultaneously (in Illinois, the racial/ethnic groups, low income, students with limited English proficiency, students with disabilities, and “all”). To complicate matters, a student may be a member of multiple, overlapping subgroups, and results of the student’s assessment are calculated in each subgroup. For example, minority students and FRL students tend to coincide disproportionately. The dependency is further increased by the fact that students’ scores in reading and mathematics are highly correlated (about 0.80 across grades).

Since standard statistical approaches cannot take measurement errors and subgroup overlap into consideration simultaneously, a bootstrap resampling approach was used to obtain realistic baseline information.

Figure 1.

H₀: Compute volumes of bivariate normal



Bootstrap Approach

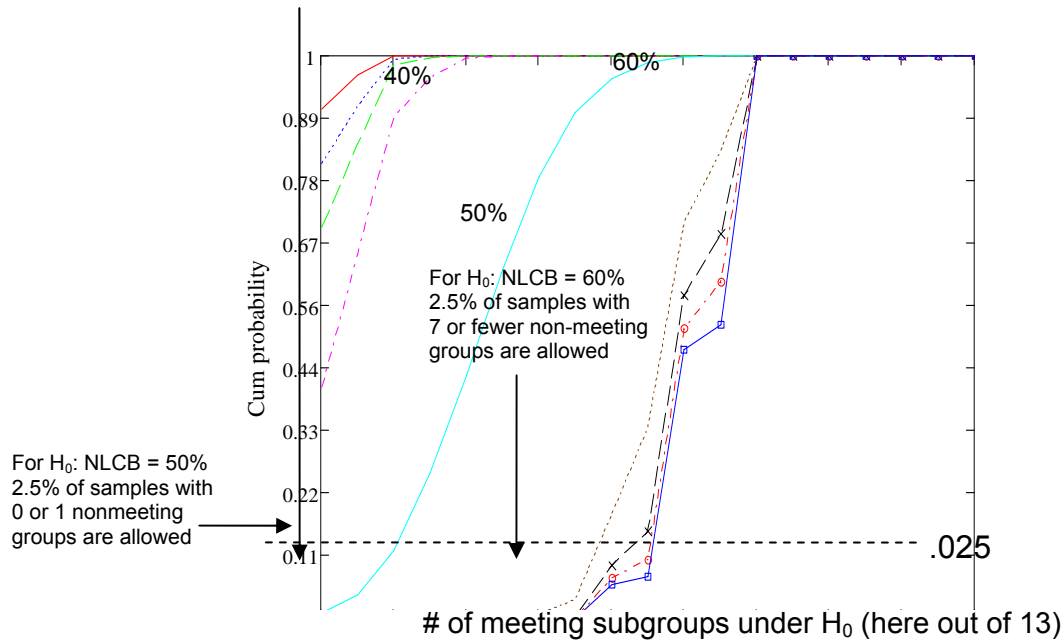
The major advantage of bootstrap resampling is that it does not require that the dependencies among the overlapping subgroups are modeled explicitly, as bootstrapping essentially recreates the sampling distribution that results from these dependencies. Since schools differ greatly in their compositions, it is not realistic to

assume that all schools' results will follow the same distribution. For this reason, the bootstrap procedures were repeated for all Illinois schools separately—i.e., to accommodate its particular characteristics, each school was allowed to define its own universe or population.

Constructing the H_0 Distribution. The 2003 ISAT and PSAE data indicate that the Illinois reading and mathematics tests correlate about 0.80 statewide across grades, and that the joint distribution of the reading and mathematics scores is approximately bivariate normal. It is thus possible to compute the probability that a particular student will meet the *Illinois Learning Standards* given a particular *NCLB* requirement. To obtain the proper H_0 for a particular *NCLB* required percentage of students to meet, it is assumed that the subset of groups among the 20 groups that meet the size requirements barely meet the *NCLB* requirements. As is illustrated in Figure 1, this is achieved by changing the group means (dotted lines) relative to the cutoff points (solid lines). Identifying the appropriate cutoffs requires the computation of inverse z scores for the bivariate case, and this was achieved via a Mathcad program, which yielded values that are exact to within 0.01 standard deviation.

Since no two schools are alike with respect to their exact student composition, it will be clear that this procedure must be repeated for each school and all students within each school. Therefore, for each school, the students' observed class memberships were taken into account during the resampling process (i.e., if a student were both black and FRL, then his or her data applied in both *NCLB* categories). Plausible values were obtained by assuming normally distributed posteriors based on the standard error provided by the Rasch model.

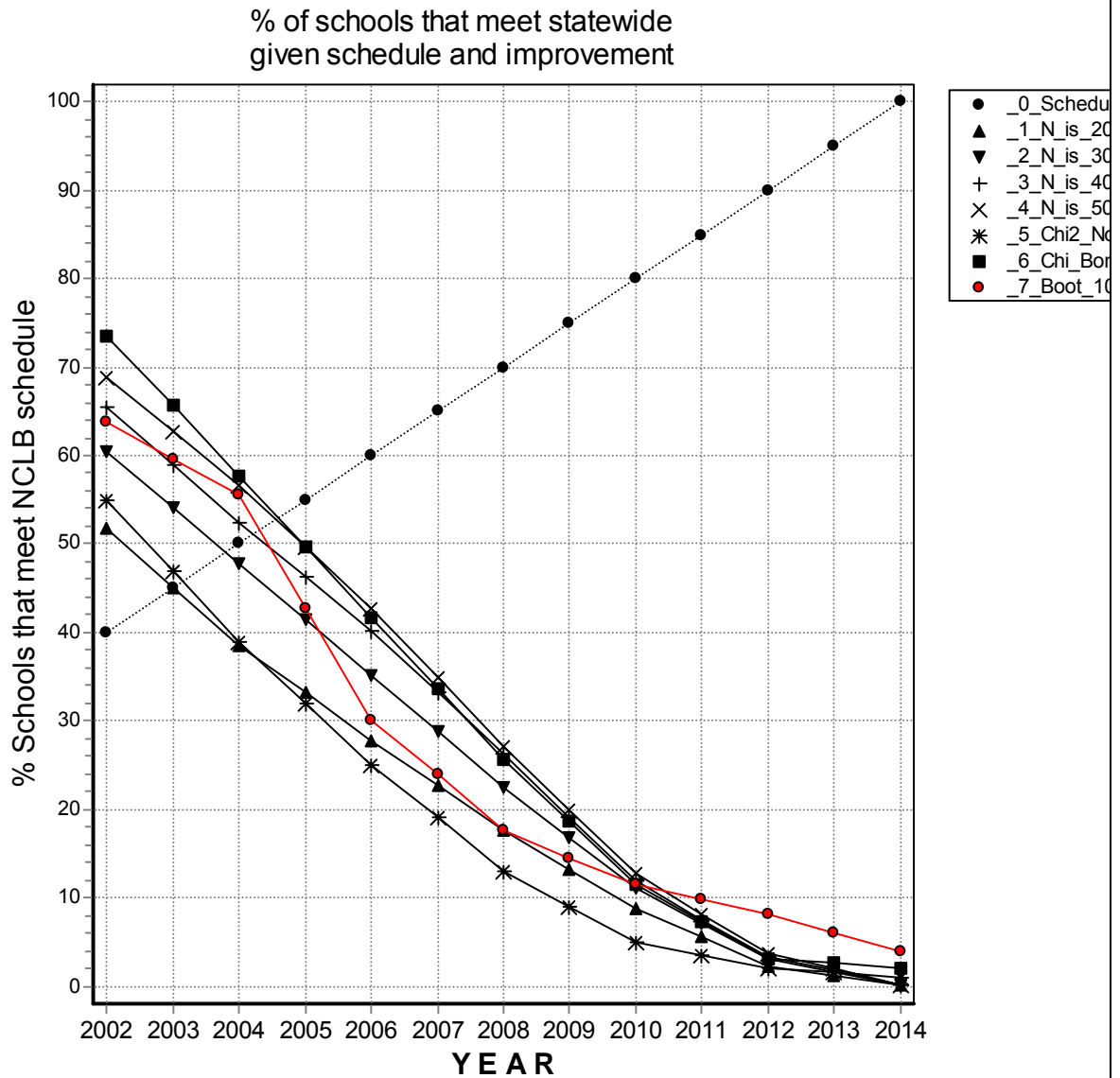
Figure 2. Cumulative H_0 distributions for one actual school
($p_{meet} = 10, 20, \dots, 90\%$, left to right)



H_0 . The preceding considerations yield distributions that describe the school-specific probabilities of observing 0, 1, 2...18 subgroups that make AYP given the tests' respective errors of measurement and the overlap among the various student subgroups. An actual example distribution is shown in Figure 2. To obtain acceptable precision for each Illinois school, a total of 10,000 bootstrap samples were used. To obtain a 95% Confidence Interval, the upper and lower 2.5% regions of the H_0 distributions were designated as the "critical areas." This procedure was performed for *NCLB* requirements of 40%, 50%, 60%, 70%, 80%, and 90% of students meeting or exceeding.

H_1 . To derive H_1 , the procedure outlined for deriving H_0 is repeated using students' actual data. That is, each student in the bootstrap sample was assigned a plausible value (i.e., a test score) and this value was coded as "Meeting" or "Not Meeting." All groups to which the students belong were then updated, and when all students were processed, it was determined how many groups made AYP. As before, to achieve adequate precision, 10,000 bootstrap samples were used. The null hypothesis of "school makes AYP" was rejected whenever more than 2.5% of the runs yielded a number of AYP making groups that fell inside one of the critical regions discussed earlier. Naturally, as is illustrated by the various lines in Figure 3, the location of the interval varies with the *NCLB* requirement under consideration.

Figure 3.



Findings. The results of the bootstrapping procedure are shown in Figure 3, which plots the projected percentage of schools making AYP for *NCLB* requirements ranging from 40% to 100%. The graph includes lines for fixed group sizes ranging from 20 to 50, as well as Confidence Interval derived via chi-square tests—with or without Bonferroni correction.

Since bootstrapping is arguably the most valid approach, the classifications resulting from the other classifications were correlated with those produced by the bootstrap method. As is shown in Figure 4, the bootstrap correlates higher with fixed group methods as group-size increases (see left side of figure). Further, the right side of Figure 4 shows that the chi-square type Confidence Intervals computed without Bonferroni correction performed about as well as Confidence Intervals created with the

use of this correction. Thus, for greatest simplicity, Illinois selects the use of the Confidence Interval method without Bonferroni correction.

Figure 4.

NCLB Required	Minimum Group Size						Confidence Interval Method	
	20	30	40	50	60	75	With Bonferroni	Without Bonferroni
40	0.29	0.28	0.29	0.29	0.29	0.29	0.29	0.28
50	0.57	0.63	0.66	0.68	0.70	0.71	0.63	0.56
60	0.47	0.50	0.50	0.51	0.52	0.52	0.49	0.47
80	0.40	0.41	0.43	0.43	0.43	0.43	0.44	0.43

Conclusions

The Confidence Interval method clearly is the preferred route, over the bootstrap method:

- Explaining bootstrap methods to schools is probably very difficult and schools might question the validity of the entire NCLB approach.
- Although the bootstrap yields superior answers, this method is not very flexible for practical use. For instance, the results reported here required a tailor-made Delphi program consisting of about 2,000 lines of code. To make the program usable in general would require considerable additional effort.
- In addition, the bootstrap approach is extremely time-consuming. For instance, the current analyses required well over one whole day of computer operation.
- By its very nature, the bootstrap approach relies on simulations using random numbers. Thus, in “close” cases, the outcome of the bootstrap method may vary from run to run. It seems doubtful that schools would tolerate the uncertainty of such outcomes.

Illinois will use a 95% confidence interval for the “all” group as well as individual subgroups as of 2006.

Impact

It can be seen that using a minimum subgroup size as outlined in Table 4 decreases the number of schools containing such subgroups; however, the overall decrease is quite small.

Implementation of Confidence Interval Method

Based on the preceding analyses, Illinois will use a Hypothesis Testing method which is equivalent to a Confidence Interval approach to determine AYP calculation for the subgroup performance. Specifically, a subgroup (g) is considered as making AYP only when it can be established that there is a 95% certainty that this subgroup’s true percentage meets or exceeds the AYP criterion and that the size of subgroup (g) is at least the minimum subgroup size.

The Confidence Interval is equivalent to a test of the one-tailed statistical hypothesis

because the state is seeking to verify that the true percent proficient of the subgroup is actually lower than the AYP target.

Where P_g represents the true proportion of students meeting or exceeding standards in subgroup g, and since Illinois' Plan requires in 2005 that 47.5% of students meet or exceed standards, this can be shown as (below):

H_0 : The true percent meeting/exceeding standards for the subgroup g (P_g) is not lower than the AYP target (47.5% in 2005)

H_1 : The true percent meeting/exceeding standards for the subgroup g (P_g) is actually lower than the AYP target (47.5% in 2005)

With observed percent proficient: \hat{p}_g for the subgroup g and the subgroup size for subgroup g: N_g

$$\text{Statistic Z} = \frac{\text{AYP Target (47.5\% in 2005)} - \text{Observed Percent Proficient } (\hat{p}_g)}{\sqrt{\frac{(\text{AYP Target})(1 - \text{AYP Target})}{\text{Group Size for Subgroup g } (N_g)}}}$$

NOTE: the above equation is simply a restatement of the basic formula after solving for observed proportion. Again, this applies only to subgroups which meet the minimum subgroup size.

Accordingly, the following operationalizes the above hypothesis based on 95% certainty:

If Observed Percent Proficient (\hat{p}_g) \geq

$$\text{AYP Target (47.5\% in 2005)} - 1.645 \times \sqrt{\frac{(\text{AYP Target}) \times (1 - \text{AYP Target})}{\text{Group Size for Subgroup g } (N_g)}}$$

then subgroup g makes AYP.

A7. HOW DOES THE STATE MAKE ADEQUATE YEARLY PROGRESS DETERMINATIONS FOR BOTH "STATUS" AND "SAFE HARBOR" APPROACHES (ELEMENTS 3.1-3.2B)?

A7. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Incorporating all of the information presented above in Sections A1-A6, the State shall present a discussion of its procedures, rationale, and evidence for determining which public schools and district have made or missed their AYP "status" targets.

For a given school or district, the percentage of scores that meet or exceed state standards for both reading and math is calculated across all state assessments and across all grades in which reading and math are assessed. Currently, there are four assessments that are part of the AYP calculation. A single percentage *meets plus exceeds* standards score is derived from the four tests separately for reading and math, and are also reported separately. Reading and math are assessed in grades 3-8 and 11 (see charts on assessments, Attachment C).

To meet AYP requirements under *NCLB* in Illinois, schools must meet three criteria. If schools or districts have student subgroups that do not meet the second requirement below, they can avoid consequences by showing a 10% reduction in the percentage not meeting standards within the subgroup(s) over the previous year (called safe harbor). They must still meet the first and third requirements.

- All subgroups and aggregate groups must test, at a minimum, 95% of its students in both reading and mathematics.
- For reading and mathematics, for all student subgroups (meeting or exceeding the minimum subgroup size) and in the aggregate, schools and districts must meet annual targets set by the state for the percentage of scores meeting or exceeding state standards as measured by the state assessments.
- In the aggregate, schools must meet the minimum annual objective for graduation rate for high schools and for attendance rate for non-high schools:
 - For high schools: In February 2003, the State Board adopted graduation rate as the additional academic indicator, as required by *NCLB*.
 - For elementary and middle schools: In February 2003, the State Board adopted attendance rate as the additional academic indicator.

Additionally, districts will be identified for improvement when they do not make AYP in all grade spans for two consecutive years – elementary (grades 3-5), middle (grades 6-8), and high school (grades 9-12) (see Section A 3).

Incorporating all of the information presented above in Sections A1-A6, the State shall present a discussion of its procedures, rationale, and evidence for determining which schools and districts have made or missed their AYP “safe harbor” goals.

AYP decisions for each public school are made annually. The current AYP system incorporates annual student achievement scores for students in regular public schools—standards, assessments, report cards. Annual school improvement status is stated on each report card as of 2002. The new definition of school districts as outlined in Public Acts 93-426 and 93-470 incorporates all public schools (e.g., special education cooperatives and the Illinois School for the Deaf).

“Safe harbor” will be used in calculations of AYP as of 2003 and applies to school and district subgroups. At the high school level, graduation rate will be used as the additional academic indicator. At the elementary and middle grade level, the State

Board of Education has adopted the use of attendance rate as the academic indicator.
Illinois will use a 75% confidence interval for safe harbor beginning in 2006.

A8. WHEN DOES THE STATE MAKE ADEQUATE YEARLY PROGRESS DETERMINATIONS (ELEMENTS 1.4 & 4.1)?

A8. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall present evidence showing that AYP decisions and notification about improvement status are made prior to the beginning of the next school year.

Illinois provides information/decisions about AYP and improvement status in time for school districts to implement the required provisions before the beginning of the next academic year.

Illinois student assessments are currently administered between March and May for all four components of the system and the allowed make-up tests. Preliminary test scores in terms of AYP were reported to local districts in July 2002. Those districts that had schools on the 2001 Academic Early Warning List were reported out first, with telephone calls made to such districts between July 12 and July 15 advising them of the status of their schools having to offer public school choice or not (for the first time).

The State shall present evidence showing that supplemental educational service providers have been approved.

The Illinois State Board of Education approved providers in December 2002 (see the approved list at <http://www.isbe.net/nclb/pdfs/sesprovider.pdf>). The Web site also displays the application now available, seeking additional providers (<http://www.isbe.net/nclb/pdfs/sespapp.pdf>). Additional providers are approved on a regular basis by the State Board of Education and posted on the Web site.

The State shall present evidence showing that AYP decisions are made on an annual basis.

The Illinois annual report cards reflect annual assessment scores and AYP decisions.

SECTION B. ADDITIONAL INDICATORS

States are responsible for holding schools accountable for performance on additional academic indicators. States must use high school graduation rates at the high school level and other indicators at the elementary and middle levels. Section B is designed to evaluate states' evidence related to the use of high school graduation rate and these other academic indicators in the calculation of AYP.

B1. WHAT IS THE STATE DEFINITION FOR THE PUBLIC HIGH SCHOOL GRADUATION RATE (ELEMENT 7.1)?

B1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide a description of the methodology for the choice of method for calculating the graduation rate in your state. Additionally, please provide the student graduation rate for the 2001-2002 school year in the aggregate and for each subgroup identified in Section 1111(b)(2)(C)(v).

Illinois already has a definition for public high school graduation rate. As stated in the Consolidated State Application in June 2002, the graduation rate used in Illinois is derived using the cohort method (i.e., the percentage of grade 9 students remaining until graduation). The School Report Card data collection effort has been modified to allow for the disaggregation of graduation rate by the major racial/ethnic categories [including a multi-racial/ethnic group], and by English language learning, low-income, students with disabilities, and migrant classifications. Details are delineated in the attached report cards. As requested via the peer review process, the following descriptors elaborate upon the earlier definition.

Graduation Rate is the number of current year graduates divided by the number of freshman class four years previously, less students who transferred out, plus students who transferred in, multiplied by 100. It is essentially a cohort rate.

$$\text{Graduation rate} = (B / (A - C + D)) * 100$$

A. Freshman Class, i.e., the number of students enrolled for the first time in grade 9 four years ago, (e.g., freshman class enrollment in fall 1998).

B. Graduates, i.e., the number of students who graduated in the current school year (e.g., July 2001 through June 2002). Graduates include **only** students who were awarded regular diplomas; students with GEDs and other nonregular completion certificates are **not** included.

C. Transferred out, i.e., the number of students from the freshman class (A) who transferred to another school, or died, prior to graduation.

D. Transferred in, i.e., the number of graduates from among all the graduates (B) who were not members of the original freshman class (A). Included are students who transferred in from other schools in the last four years, and also students who graduated in fewer or more than four years. Since these students are counted in the numerator, they are also counted in the denominator to ensure that the graduation rate does not exceed 100%.

NOTE: Students from A who drop out, are expelled, or do not have enough credits to graduate, are not included in B, C, or D.

2001-02 Graduation rates

All Students	85.2%	White	89.2%
		Black	74.5%
Male	82.5%	Hispanic	74.7%

Female	87.9%	Asian/Pacific Islander	91.7%
Limited English Proficient	69.9%	American Indian	73.9%
Students with Disabilities	69.1%	Migrant	31.1%
		Economically Disadvantaged	80.2%

Graduation Rate

At the April 9, 2003 meeting, the task force recommended that there be a gradual increase in the threshold number for graduation rate, and not a single number used.

The average state graduation rate in 2001-02 was 85%. Looking at 85% would mean an impact as follows:

Table 5. Number/Percentage of Schools that Would *Fail* to Make AYP for the Minimum Graduation Rate Based on the Following Thresholds (2002)

Graduation Rate	Number/Percentage of Schools NOT Making AYP					
	Entire State		Chicago		Non-Chicago	
	Number	Percentage	Number	Percentage	Number	Percentage
60%	21	3.29%	18	24.66%	3	0.53%
65%	32	5.02%	26	35.62%	6	1.06%
70%	60	9.40%	41	56.16%	19	3.36%
75%	89	13.95%	49	67.12%	40	7.08%
80%	141	22.10%	57	78.08%	84	14.87%
85%	219	34.33%	62	84.93%	157	27.79%
Total	638		73		565	

The Graduation Rate is a Valid Indicator:

- As defined, it is a cohort rate, following a group of students from the time they first enter grade 9 until they graduate.
- Students who drop out, are expelled, or who do not have enough credits to graduate, are not counted as transfer students.
- School districts that submit raw data on time are asked to verify their graduation rates when they are computed.
- Edit checks are built into the process to ensure accuracy, e.g., schools submitting data that result in graduation rates outside of an acceptable range (40%-100%) are contacted for verification.

The Graduation Rate is a Reliable Indicator:

- The same data collection process and formula have been used since 1995. (Data collection was expanded in 2001-02 in order to report graduation rates disaggregated for the various student groups.)
- Results of the computation have been consistent through time; the statewide rate

has been relatively stable over the years, ranging from a low of 80.5% in 1996 to a high of 85.2% in 2002.

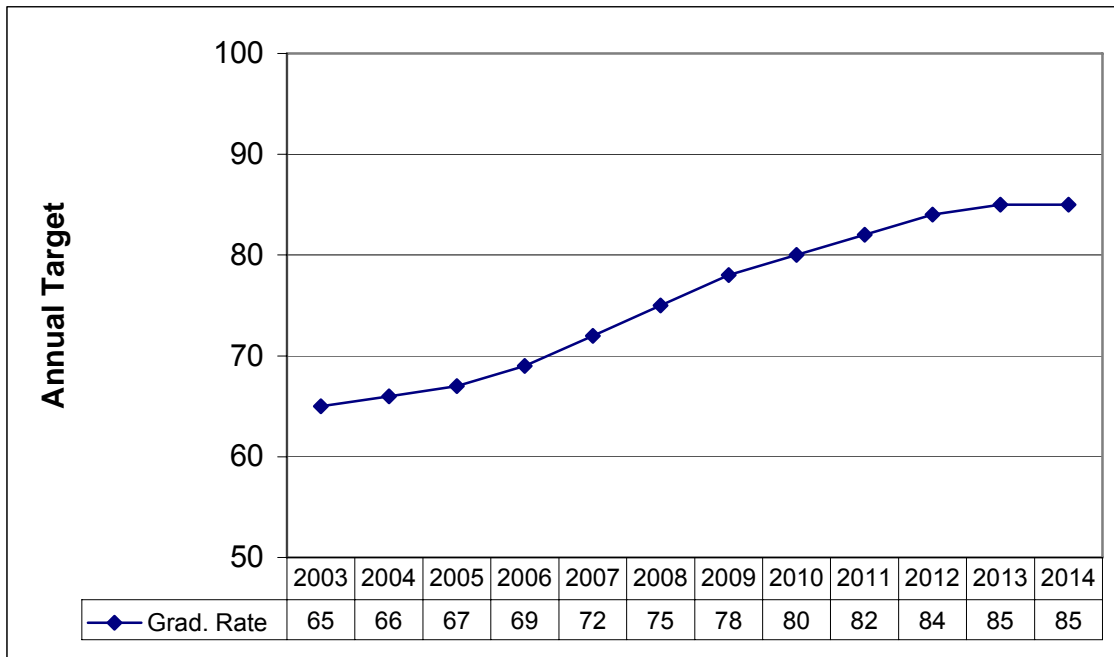
Starting Point/Target

The starting point is 65% graduation rate for each school and group for 2003, with an increase of two percentage points each year to reach a target of at least 85% in 2013. To select the starting point, the distribution of high schools by graduation rate was examined and consideration was given to schools and groups that face various challenges.

At the April 9, 2003 meeting, the task force recommended that there be a gradual increase in the threshold number for graduation rate. The average state graduation rate in 2001-02 was 85%.

On April 30, 2003, the State Board of Education adopted an initial threshold of 65%, increasing to 85% in 2014, and delineated as in Figure 6.

Figure 6. Proposed Annual Targets for Graduation Rate



B2. WHAT ARE THE STATE’S ADDITIONAL ACADEMIC INDICATORS FOR PUBLIC ELEMENTARY AND MIDDLE SCHOOLS FOR THE DEFINITION OF AYP? (ELEMENT 7.2) AND ARE THESE INDICATORS VALID AND RELIABLE (ELEMENT 7.3)?

B2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

What are the additional academic indicators for:

Elementary schools? Attendance rate.

 **Middle schools?** Attendance rate.

Provide a description of the methodology for this choice of method for calculating these indicators in your state. In the rationale, please include evidence/justification that the selected indicators are reliable and valid for the intended use.

Please see the following attendance rate information.

Additionally, please provide the starting points for these indicators for the 2001-2002 school year in the aggregate and for each subgroup identified in Section 1111(b)(2)(C)(v).

Attendance rate is the aggregate days of student attendance divided by the sum of the aggregate days of student attendance and aggregate days of student absence, multiplied by 100.

Attendance Rate = $(A / (A + B)) * 100$

A = Sum of the number of students in attendance each school day of the year.

B = Sum of the number of students absent each school day of the year.

The Attendance Rate is a Valid Indicator:

- As defined, it is the ratio of the number of students absent to the number of students who would potentially be present (i.e., students absent plus students present) for the school year.
- School districts that submit raw data on time are asked to verify their attendance rates when they are computed.
- Edit checks are built into the process to ensure accuracy, e.g., schools submitting data that result in attendance rates outside of an acceptable range (70%-99%) are contacted for verification.

The Attendance Rate is a Reliable Indicator:

- The same data collection process and formula have been used since 1986. Data collection will be expanded in 2002-03 in order to report attendance rates disaggregated for the various student groups.
- Results of the computation have been consistent through time; the statewide rate has been very stable over the years, ranging from a low of 93.3% in 1989 to a high of 94.0% in 2002.

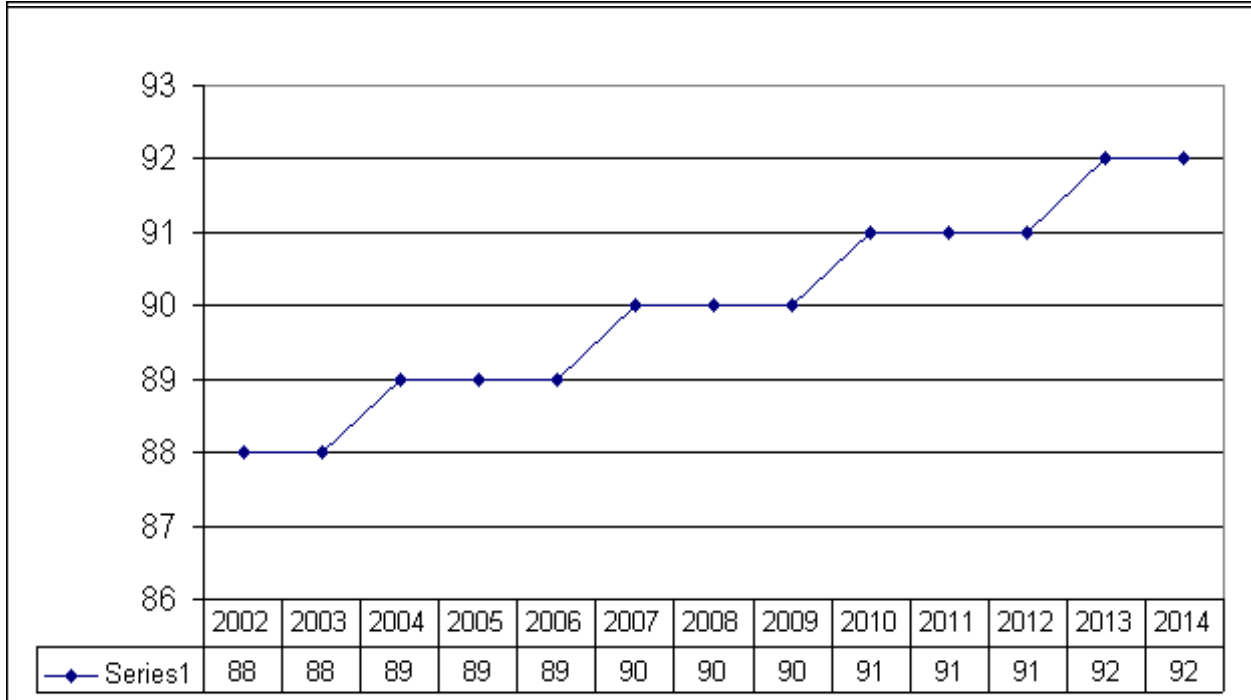
Starting Point/Target

The starting point is 88%, escalating to 92%. All schools and groups will be expected to meet or exceed this rate through 2013-14. To select these figures, the distribution of schools by attendance rate was examined and consideration was given to schools and groups that face various challenges.

At a meeting earlier this year, the task force recommended a single attendance threshold

of 88%. The State Board subsequently adopted that figure. The task force revisited the single static figure on April 18 and April 22, 2003, and made the following motion on April 22: "...the attendance rate threshold should begin at 88% in 2003 and continue to 92% in 2014." The State Board adopted this on April 30, 2003.

Figure 7. Proposed Annual Targets for Attendance Rate



SECTION C. INCLUSION AND PARTICIPATION RATES

States are responsible for including all public school students in the accountability system and for making accountability decisions for all public schools and districts in the state. Section C is designed to evaluate states' evidence related to inclusion and participation in terms of calculating AYP. This evidence is solicited through the following four criteria:

- ✎ Definition of a full academic year.
- ✎ Inclusion of all required subgroups.
- ✎ Calculation of participation rates to ensure 95% participation of all subgroups.
- ✎ Policies related to the inclusion of all public schools and districts in the accountability system.

C1. HOW DOES THE STATE ACCOUNTABILITY SYSTEM INCLUDE ALL STUDENTS ENROLLED IN PUBLIC SCHOOLS IN THE STATE EXCEPT FOR THOSE ENROLLED FOR LESS THAN A FULL ACADEMIC YEAR (Elements 2.1 & 2.2)?

C1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Provide evidence of policies that the definitions of "public school" and "LEA"

account for all students enrolled in all public school districts, regardless of program or type of public school.

Public Act 93-426 was enacted in August 2003 to amend Section 2-3.64 of the School Code. The law adds language to clarify that, for assessment and accountability purposes, “all pupils” includes those pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law, a school operated by a regional office of education under Section 13A-3 of the School Code, and special schools operated under the auspices of the Illinois Department of Human Services (e.g., the Illinois School for the Deaf). Public Act 93-470 was enacted in August 2003 and amends Section 2-3.25a of the School Code. The additional language makes it clear that state standards apply to all public schools, whether operated by school districts or by other public entities. “Other public entities” are defined as including cooperatives, joint agreements, charter schools, regional offices of education, state agencies, local agencies, and public universities.

Please define a “full academic year” for the purposes of including students in the accountability system at the various levels: school, district, and state.

Illinois currently collects student enrollment data on an annual Fall Housing Report, which requires districts to report on students in attendance as of the last school day of September. Using that same data reporting requirement, Illinois defines a full academic year as applying to students enrolled on or before the last school day in September. For 2005-06 and thereafter, students who are enrolled in the district on or before May 1, 2005, and who stay continuously enrolled through state testing in Spring 2006, are considered to be enrolled for a full academic year. [Subsequent years would be similar in terms of a May 1 date for the calculation of AYP for the following school year.] This ensures that the full academic year definition is less than 365 calendar days while taking into account the varying dates of state testing in Illinois. If a student withdraws from the district, and then re-enrolls at a later date, the most recent time of enrollment is used.

Please provide evidence that the definition of “full academic year” is applied consistently across all schools and districts in the state.

A new data collection will need to be developed and implemented for collecting May 1 data.

Please describe the State’s procedures (e.g., data collection methodology) for determining which students have attended schools and districts in the state for a “full academic year.”

Information about whether students have been enrolled in schools and in districts a full academic year is captured on student answer documents for all tests (ISAT, PSAT, IMAGE, and IAA). The information is entered on answer documents in one of two ways:

1. The information is submitted as part of a pre-identification label data file and labels that are produced from that file are affixed to students' answer documents, or
2. The information is entered manually by being recorded on an Enrollment Date grid that is included on students' answer documents (instructions for completing the grid are provided in test administration manuals).

What are the State's procedures for holding districts accountable for students who have not attended any one school in the district for a full academic year, but have attended schools in the district for at least a full academic year?

The student's assessment score will be included in the district composite.

What are the State's procedures for holding the state accountable for students who have not attended any one school or district for a full academic year, but have attended schools in the state for at least a full academic year?

The student's assessment score will be included in the state composite.

Has the State defined a full academic year such that it is less than or equal to 365 calendar days?

For 2005-06 and thereafter, students who are enrolled in the district on or before May 1, 2005, and who stay continuously enrolled through state testing in Spring 2006, are considered to be enrolled for a full academic year. [Subsequent years would be similar in terms of a May 1 date for the calculation of AYP for the following school year.] This ensures that the full academic year definition is less than 365 calendar days while taking into account the varying dates of state testing in Illinois.

Is there evidence that the State is able to reliably determine which students have been enrolled in the school, district, and state for a "full academic year?"

The information is self-reported by the school or district. Districts or schools indicate on the cover of the student's answer document or in the pre-ID label file sent to the scoring contractor whether a student has been enrolled for a full academic year. The state does not determine, per se, whether a student has been enrolled for a full academic year.

Is there evidence that the State applies this definition consistently to all schools and districts in the state?

The definition of a full academic year will be published in relevant manuals, bulletins, web sites and documents of the Illinois State Board of Education. It has been applied consistently under the former process and will be applied consistently with the new date.

Does the State have procedures/policies to "roll" students up to the next level of

analysis if the student has not been in the lower level (e.g., school, district) for a full academic year so that the student is included in the accountability system at the level for which they have been in the system for a full academic year?

Illinois ensures that the students will be rolled up to the next level of analysis so that students who are in a lower grade level in the spring are counted in the higher grade level in the fall when appropriate. Students who follow the natural progression of their academic career and feed into another school during the summer within the district because of natural housing needs will not be considered a new student. Even though these students will be attending a new school, they will not be considered new students as they are enrolled continuously within the district.

Any student who is continuously enrolled within the district but changes to a new school within the district for reasons other than those determined by the district (e.g., overcrowding) after May 1st will be counted at the district level, not at the school level.

C2. HOW ARE PUBLIC SCHOOLS AND DISTRICT HELD ACCOUNTABLE FOR THE PROGRESS OF ALL STUDENT SUBGROUPS IDENTIFIED IN SECTION 1111(B)(2)(C)(V) IN THE DETERMINATION OF ADEQUATE YEARLY PROGRESS? (ELEMENTS 5.1-5.4)?

C2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide evidence that the State's definition of AYP provided in Section A of this document includes all student subgroups identified in Section 1111(b)(2)(c)(v) and whether this definition holds all schools and districts accountable for the performance of these subgroups in the determination of AYP.

These were described in Elements 5.1-5.4 of the original workbook.

The state currently reports achievement for all required subgroups on the Illinois school, district, and state Report Cards—low income, racial/ethnic groups (White, Black, Hispanic, Asian/Pacific Islander, Native American, and multiracial/ethnic), students with limited English proficiency, and students with disabilities. The school, district, and state report cards can be accessed on the Illinois State Board of Education Web site at <http://206.166.105.128/ReportCard/rchome.asp>.

In response to concerns from local educational agencies, the Illinois State Board of Education held discussions with representatives from USDE regarding students who are medically exempt and homebound students. As a result of those discussions, the Illinois State Board of Education has determined the following regarding the participation of these students in the state assessments:

- **Medically Exempt.** Students may be excluded from the enrollment count in a school and from taking a state assessment if, at the time of testing, they: (a) have been admitted on an emergency basis to a hospital or residential facility (e.g., because of a motor vehicle or other type of accident, emergency surgery,

psychiatric emergency) or on an emergency basis to a drug/alcohol/psychological treatment program; and (b) are unable to be schooled.

- Homebound Exempt. Students on homebound status at the time of testing who are too ill (based upon a specific written statement from a physician licensed to practice medicine in all its branches) to be tested may be excluded from the enrollment count in a school and from taking a state assessment.

Please describe how all students with disabilities are included in the State's definition of AYP, including how the results of the alternate assessment for students with disabilities are incorporated into AYP determinations for public schools and districts. Please provide procedures and evidence (if possible) for these decisions.

The test scores of students with disabilities go to the home school. Students who are wards of the state will have their test scores counted by the district and school in which the facility they are residing or attending is located. For students who are not wards of the state that reside at or attend a facility outside of their district within Illinois, their scores will also count at their home school and district. The information is then used for local AYP calculations.

While all students are to be assessed, there are occasional difficulties with students placed in unique yet appropriate settings. Students who are in jail (e.g., county detention facility) or attend a school housed in a locked correctional facility in Illinois at the time of state assessment will not be tested. The security of test materials shipped to these locations and the proper administration of state assessments at these locations cannot be guaranteed. These students will NOT be included in enrollment counts for their home schools and districts.

As of 2004, the data for students with disabilities and calculating AYP will reflect the USDE guidance of December 2003 on 1% of the students taking IAA able to be counted as proficient. Regulations indicate that 1% of all students assessed can be counted proficient against alternate achievement standards. These calculations are made at the district and state levels only, not individual school buildings.

In 2007, Illinois will continue to use the proxy process outlined in the May 7, 2005 guidance from USDE regarding Transition Option #1. Illinois will calculate a proxy to determine the percentage of special education students (as defined in the Individuals with Disabilities Education Act) that is equivalent to 2.0 percent of all students assessed. The proxy percent will be added to the actual percent of proficient scores of this subgroup to determine AYP. This process will be followed for reading and mathematics separately and repeated at the district level, as needed.

As stated to Deputy Secretary Simon on June 16, 2005, Illinois is committed to addressing the needs of students that are being met by the current 1% cap on proficient assessments for students using the IAA or by taking the IMAGE, ISAT or PSAE, even

with accommodations. In 2007 Illinois will begin the process of developing a modified assessment based on the guidance provided by the Department of Education in April, 2007.

Please describe how schools and districts are held accountable for the progress of limited English proficient students in terms of achievement relative to the state academic content and academic achievement standards.

Public schools and districts are held accountable for student subgroup achievement in the following areas: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students, plus a composite, in reading and in mathematics. Each of these subgroups is included for AYP purposes and in the School Report Card.

Illinois currently disaggregates all of the required information. AYP in 2003 will use the 95% participation rate for the school, individual subgroup test scores (provided the subgroup meets the minimum group size requirement), and schoolwide data on the other indicators (e.g., graduation rate at the high school and attendance as the indicator at the elementary/middle grades).

Illinois has determined, and cited in the Illinois School Report Card, the status of individual schools regarding school improvement. Further, schools that fail to make AYP for two consecutive years are placed on Academic Early Warning or later on Academic Watch status if not making AYP continues.

Membership in the subgroups remains largely constant, except for the limited English proficient, low-income, and special education subgroups. One element of the discussion at the March 2003 task force meeting was how to review the assessment data from the limited English proficiency subgroup, given the changeability in the membership. All limited English proficient students are included in this subgroup. Those limited English proficient students who subsequently become proficient in English—for example, as a result of participation in TBE/TPI programs—are removed from this subgroup. Therefore, although English-proficient students are more likely to meet state standards on state assessments (which are administered in English) and have a positive effect on AYP achievement, the academic performance of these *former* subgroup members is not included in AYP calculations for limited English proficient students.

For purposes of calculating AYP, pursuant to the policy announced by Education Secretary Rod Paige on February 19, 2004, the Illinois limited English proficient subgroup will now include:

- *all* limited English proficient students, and
- *former* limited English proficient students who have become proficient in English (these students will be included in AYP calculations for this subgroup for the two years subsequent to their attainment of English proficiency).

This definition will allow the state to demonstrate the performance of beginning English

language learners and students who have become proficient in English.

Please describe how all students with disabilities are included in the State's definition of AYP, including how the results of the alternate assessment for students with disabilities are incorporated into AYP determinations for public schools and districts. Please provide procedures and evidence (if possible) for these decisions.

The Illinois Alternate Assessment is aligned with the *Illinois Learning Standards*.

All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled. This means that Illinois students with disabilities take the appropriate assessments—ISAT or PSAE, with or without accommodations depending on their Individual Education Plans (IEPs), or the IAA as indicated in the IEP. These students are then reported on in a disaggregated fashion. Regardless of where a student with disabilities may be attending school, his or her achievement results are counted as part of the AYP for the student's home school. This calculation will be included in the district's AYP.

These tests are given to students whose IEPs indicate that the ISAT and/or PSAE are not appropriate. The Superintendent's Assessment and Accountability Task Force has recommended that the portfolio assessments in this program be simplified and the documentation requirements reduced for the remainder of 2002-03 and for the coming school years. They are contemplating additional recommendations for improving the assessments for students with disabilities.

Illinois currently disaggregates all of the required information. AYP in 2003 will use the 95% participation rate for the school, individual subgroup test scores (provided the subgroup meets the minimum group size requirement and is more than 10), and schoolwide data on the other indicators (e.g., graduation rate at the high school and attendance as the indicator at the elementary/middle grades).

Illinois has determined, and cited in the Illinois School Report Card, the status of individual schools regarding school improvement. Further, schools that fail to make AYP for two consecutive years are placed on Academic Early Warning or later on Academic Watch status if not making AYP continues.

Please describe how schools and districts are held accountable for the progress of limited English proficient students in terms of achievement relative to the state academic content and academic achievement standards.

For 2004, based on February 2004 guidance from USDE, limited English proficient students new to the United States will have different accountability rules applied than was the case in 2003. This is being done by USDE to have a more fair role in assessing such students' content knowledge in reading/language arts in their first year

of enrollment in a U.S. public school.

This will now allow limited English proficient students, during their first year of enrollment in U.S. schools, to have **the option** of taking the reading content assessment, in addition to taking the English language proficiency assessment. They would take the mathematics assessment, with accommodations, as appropriate. Illinois will not include performance results from the mathematics and, if given, the reading content assessments in AYP calculations under *NCLB*. This new policy by USDE is intended to ensure that states and schools continue to get the assessment information they need to target their efforts and to help all children get to grade level in reading and math.

C3. WHAT IS THE STATE'S METHOD FOR CALCULATING PARTICIPATION RATES IN THE STATE ASSESSMENTS AND HOW WILL THE STATE APPLY THE 95% RULE FOR USE IN AYP DETERMINATIONS? (ELEMENTS 10.1 AND 10.2)?

C3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide a description of the procedure used by the State to determine the number of tested and nontested (including absent and parent refusals) in the state assessment system.

These were described in Elements 10.1 and 10.2 in the original workbook.

Per Element 10.1, two separate data elements are used in determining participation rates. Both data elements are collected during the administration of the state assessments.

- The first data element—the school's tested population—is computed from the student answer documents, by grade and the various subgroups. The tested populations of the various subgroups are summed across grades that are assessed. This is the numerator.
- The second data element is the school's enrollment by grade and the various subgroups on the day of the test. The enrollments of the various subgroups are summed across grades that are assessed. This is the denominator.

Example:

total low-income students who tested
the school's low-income students who were enrolled on the day of the test

Please describe the procedure used to determine the denominator used for calculating the participation rates. If the denominator is a number other than the total number of students enrolled in the tested grades at the time of testing, please provide a rationale/justification for using an alternate number.

School and district personnel report the school's enrollment by grade and the various subgroups on the day of the test on school and district demographic sheets.

Please provide evidence that the schools and districts are held accountable for including at least 95% of all students and 95% of the students in each subgroup identified in Section 1111(b)(2)(C)(v).

Per Element 10.2, regular public schools and districts will administer the state assessments to all students enrolled at the time of the tests. Schools and districts in which at least 95% of the students enrolled at the time of the assessments took the assessment, will meet this element of the AYP standard.

Schools and districts in which less than 95% of any student subgroup takes the state assessment will not meet the AYP standard, provided the size of the subgroup meets the minimum number required.

If the minimum number of students constituting a subgroup for the purposes of calculating participation rates is different from the minimum number required for AYP determinations, please explain and justify why the state is using different minimum group sizes.

The minimum subgroup size is used for inclusion or counting of individual groups. The participation rate for the school or subgroup overall is 95%.

C3. PEER REVIEWER QUESTIONS

In order for a school or district to make AYP, has the State assured that it requires at least 95% of the students enrolled in each subgroup to be assessed?

State law requires that all public school students participate in the state tests appropriate for their grade; 95% participation is below the expectation.

For those students who participate but for various reasons do not complete the test process (e.g., illness), they are counted as having participated.

Has the State provided evidence that it includes the total number of students enrolled in the tested grades at the time of testing in the denominator for calculating participation rates?

See the District Demographic Sheets and the School Demographic Sheets (Attachment E). These forms will be used to collect enrollments of all students at the tested grades and will be used as the denominator for the calculation of the participation rate.

If the State is using different values for “minimum n,” has it justified this difference in a logical manner so that it is clear that the state is meeting the intent of the law?

The State is using the same minimums for calculation of participation rate and for the determination of AYP, including the calculation of safe harbor.

In response to the new policy for calculating participation rates, Illinois will implement the following approach: Participation rates are calculated by dividing the number of students tested (numerator) by the student enrollment on the first day of testing in the tested grades (denominator) multiplied by 100. Beginning in 2004, participation rates will be calculated first for the current year. If a school or district fails to have 95% of the students participating in the state assessments, the participation rates for the current and past years will be averaged. If a school or district still does not meet the 95% threshold, then the current year will be averaged with the last two years. If the school or district still does not meet the 95% threshold, then they do not make AYP for the participation rate.

C4. HOW DOES THE STATE ACCOUNTABILITY SYSTEM INCLUDE EVERY PUBLIC SCHOOL AND LEA IN THE STATE (ELEMENTS 1.1 & 1.2)?

C4. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Please provide evidence that all public schools are included in the statewide AYP model, including charter schools, alternative schools, state schools for the blind/deaf, juvenile correction centers, residential centers, and schools without testing or other data (e.g., K-2, reconfigured, exceptionally small schools).

State law as of 2003 addresses all schools and all serving entities except where noted otherwise in the text of this document (e.g., medically exempt). Public Act 93-426 addresses “all pupils” (see Attachment A).

The other law, Public Act 93-470 by Senator DelValle, addresses “all public entities,” defining for the first time a school district or other serving entities (see Attachment A). This includes all state-chartered schools (all local-chartered schools are already included), and all state schools, such as the Illinois School for the Deaf operated by the Illinois Department of Human Services. The Illinois Department of Corrections is its own school district, District #428, and so those pupils are included in the regular district/school accountability.

Illinois has a student identification system which will be fully in place by 2006-07. With that, the state will use the practice of mapping student AYP from a higher grade (e.g., grade 3) to a lower grade (e.g., grade 2) when the lower grade school has no tested grade. For example, a K-2 building will be mapped to a counterpart elementary school containing grade 3. Grade 3 student performance in the elementary school containing grade 3 will be used as the accountability measure for the K-2 building. For those lower grade schools that merge into more than one feeder school, the feeder school with the majority of the students will be used as the basis for the lower grade school AYP status.

This process will apply to K-2 schools and other school configurations as needed.

Illinois does have a number of schools with low enrollment. For those schools that have fewer than the minimum subgroup size in total in the grades tested for reading and mathematics, the “all” number will be used for the purpose of calculating AYP

separately in each subject area. The AYP calculation process is then the same for all schools.

Please provide evidence that all schools and districts are systematically judged on the basis of the same criteria when making an AYP determination.

All schools with tested grades are included and judged against the three criteria for AYP—95% participation, academic achievement, and the other indicator (e.g., graduation for high school).

1. Total number of schools receiving public funds from state 4262.
2. Total number of public schools 4262.
3. Total number of schools receiving Title I funds 2395.
4. Total number of schools not receiving Title I funds 3 districts have not applied.
5. Does the state have a definition of a “public school” for accountability purposes? Yes. It is in Public Act 93-470, the new accountability law. (See Attachment A.)
6. Is the definition of “public school” for accountability purposes the same as other definitions of “public school” used by the state, e.g., are the school ID codes the same in the state databases? It is broader, but there will be school ID codes for all (region/county/district school codes).

Inclusion of all districts:

1. Total number of districts (e.g., public school districts) 892.
2. Total number of districts receiving Title I funds 802.
3. Does the state have a definition of districts for accountability purposes? Yes. It is in Public Act 93-470, the new accountability law. (See Attachment A.)

Is the definition of “public school district” for accountability purposes the same as other definitions of “public school district” used by the state, e.g., are the district ID codes the same in the state databases?

It is broader, but there will be school ID codes for all (region/county/district school codes).

SECTION D. THE FULL STATE ACCOUNTABILITY SYSTEM

States are responsible for incorporating AYP determinations into the full accountability system and to report these results to the public. Section D is designed to evaluate states’ evidence through the following three criteria:

- ✎ The integration of AYP determinations into the full accountability system.*
- ✎ The state’s approach to meeting the reporting requirements of NCLB.*
- ✎ The state’s approach for incorporating proposed changes to the assessment system into the accountability system.*

D1. HOW IS THE CALCULATION OF AYP INTEGRATED INTO THE EXISTING (IF

APPLICABLE) STATE ACCOUNTABILITY SYSTEM, INCLUDING REWARDS AND SANCTIONS (ELEMENT 1.6)?

Please provide evidence that the State has incorporated, if applicable, determinations of AYP into the existing State Accountability System.

Rewards

Illinois has in place a system of rewards based on criteria set by the State. These rewards are aligned with *NCLB* criteria, including AYP, and can be applied uniformly across public schools and districts regardless of Title I status. Current law in 105 ILCS 5/2-3.25c requires rewards to recognize and reward schools whose students perform at high levels. Illinois law in 105 ILCS 5/2-3.25c says, "The State Board of Education shall implement a system of rewards to recognize and reward schools whose students perform at high levels or which demonstrate outstanding improvement." The law allows districts that are in good standing and making progress to be fully recognized. This means an uninterrupted flow of General State Aid.

In school year 2003-2004, the Illinois State Board of Education recognized 26 Spotlight Schools that have been at odds in proving that the gap between low income and achievement can be closed. The selection criteria include:

- At least 50% low-income students in 2002 and 2003.
- At least 50% of students meet or exceed state standards in reading and math in 2003.
- At least 60% of students meet or exceed state standards in reading and math in 2003.
- AYP as prescribed by *NCLB*, 2003. This includes a 95% participation rate in state assessments for all students and for each subgroup, at least 40% of students meet or exceed state standards in both reading and math, an attendance rate of at least 88% for elementary and middle schools, and a 65% graduation rate for high schools.

In April 2004, the State Board of Education approved criteria for schools to meet in order to receive recognition through an Academic Improvement Awards program:

- make AYP in 2003,
- have state test results that indicate an upward trend, and
- show at least 7.5% improvement in scores between 2002 and 2003 **or** at least 15% improvement in scores between 2001 and 2003.

The 7.5% improvement increment was selected to match the projected annual academic performance targets of *NCLB*. Approximately 99 schools were identified.

Beginning with the 2003-2004 school year, the Illinois State Board of Education recognized each school that made AYP and was removed from school improvement status by awarding certificates of recognition.

Sanctions

Current law in 105 ILCS 5/2-3.25 outlines the sanctions of Academic Early Warning and Academic Watch status. Sanctions are also applied to current Title I-funded schools on those lists in terms of either public school choice, or public school choice and supplemental educational services.

Please provide evidence (e.g., legislation, State Board policies) that the State Accountability System includes rewards and sanctions for all public schools and LEAs.

Attachment A in the earlier documents is now Public Act 93-470 on accountability, incorporating all aspects on rewards and sanctions.

D2. DOES THE STATE MEET THE REPORTING REQUIREMENTS OF NO CHILD LEFT BEHIND (ELEMENT 1.5)?

D2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall provide evidence that the State Report Card is available to the public and is accessible in languages of major populations in the state and districts, to the extent possible. The State shall provide evidence that the State Report Card includes all of the required data elements.

Illinois has had an Illinois School Report Card in place since the late 1980s. Beginning with 2001, the state issued school, district, and state report cards. The report cards were modified in 2002 so that the components met the requirements of *NCLB*. Student assessment data are disaggregated for AYP purposes. Additional information, such as migrant status and gender, is reported, although this information is not included in the AYP calculations. Teacher quality information is also reported. The report cards are also available in Spanish.

The 2002 report card noted Title I-funded schools that were in School Improvement Status. The 2002 school report card format can be found at the following Web site location: <http://206.166.105.128/ReportCard/rchome.asp>.

The report cards are distributed every fall, posted on the Illinois State Board of Education Web site, and linked to all school districts. According to a 2002 state law, districts may display the report card on their Web sites in lieu of distributing a paper copy (although paper copies must be made available upon request). Since the school report cards are generally in excess of 20 pages, that process was well received in 2002.

D3. HOW IS THE CALCULATION OF AYP INTEGRATED INTO PROPOSED CHANGES IN THE STATE ASSESSMENT AND ACCOUNTABILITY SYSTEM (ELEMENT 9.3)?

D3. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Indicate the schedule for introducing or revising assessments required for NCLB. M=Math, E=ELA, S=Science, O=other (explain).

Attachment C, as delineated in the original workbook, shows the current test situation for ISAT, PSAE, IMAGE, and IAA. Attachment C also shows the proposed testing schedule for the missing grades to meet NCLB testing requirements – grades 4, 6, and 7 in reading/language arts and math.

SECTION E. RELIABILITY AND VALIDITY OF THE STATE ACCOUNTABILITY SYSTEM

States are responsible for designing and implementing approaches for determining AYP that meet important professional and technical criteria. Section E is designed to evaluate states' validity and reliability evidence and approaches.

E1. HOW DO AYP DETERMINATIONS MEET THE STATE'S STANDARD FOR ACCEPTABLE RELIABILITY (ELEMENT 9.1)?

E1. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall identify the minimum values for acceptable levels of reliability/decision consistency and provide a rationale for this determination.

Decisions regarding all schools and districts are based on the same valid and reliable information—95% participation, state assessments, and academic indicators (graduation at the high school level and attendance at the elementary/middle school levels).

The current assessment system has evidence of the validity and reliability of the ISAT, IMAGE, and PSAE tests (see www.isbe.net for external studies and technical manuals). In addition, extensive simulations were performed to estimate the reliability and power of the proposed AYP system, as based on a 95% Confidence Interval approach.

The State shall present evidence of having an approach for determining the reliability (decision consistency) for AYP decisions.

The rationale for selecting a 95% Confidence Interval approach as Illinois' criterion for groups' consideration for AYP was described earlier in Section A-6. The following discusses the implications for the decision consistency of classifying schools as making AYP or not making AYP as associated with this criterion.

Overview

Basic statistical considerations require that Illinois' (or any other) decision rule be neutral whenever all student subgroups in a school just make AYP. In other words, given that we recognize the existence of student sampling fluctuations and measurement errors, this requirement implies that the probability (P) of deciding AYP vs. no-AYP should be 0.5 in this case. The following notation is introduced:

- NCLB represents the proportion of meeting students required by NCLB in each of

the subgroups.

- act represents the assumed actual proportion of students meeting in **each** of the subgroups which meet minimum size (see Table 4).

The preceding can thus be restated as:

$$P(\text{AYP} | NCLB = \text{act}) = P(\text{no-AYP} | NCLB = \text{act}) = 0.5 \quad (\text{Eq. 1})$$

Moreover, for the decision to be unbiased, it is desirable that the decision rule should conclude that schools made AYP or did not make AYP regardless of the direction of the difference between *NCLB* and *act* (i.e., falling short or exceeding *NCLB* by the same percentage meeting students should affect the decisions identically). In other words, it is desirable to identify “false positives” and “false negatives” with similar probabilities. Accordingly, it should be true for all positive differences “d”:

$$P(\text{AYP} | NCLB - \text{act} = d) = P(\text{no-AYP} | \text{act} - NCLB = d) \quad (\text{Eq. 1})$$

Since AYP depends essentially on the weakest subgroup, it is to be expected that Eq. 1 will be violated. For this reason, we also consider:

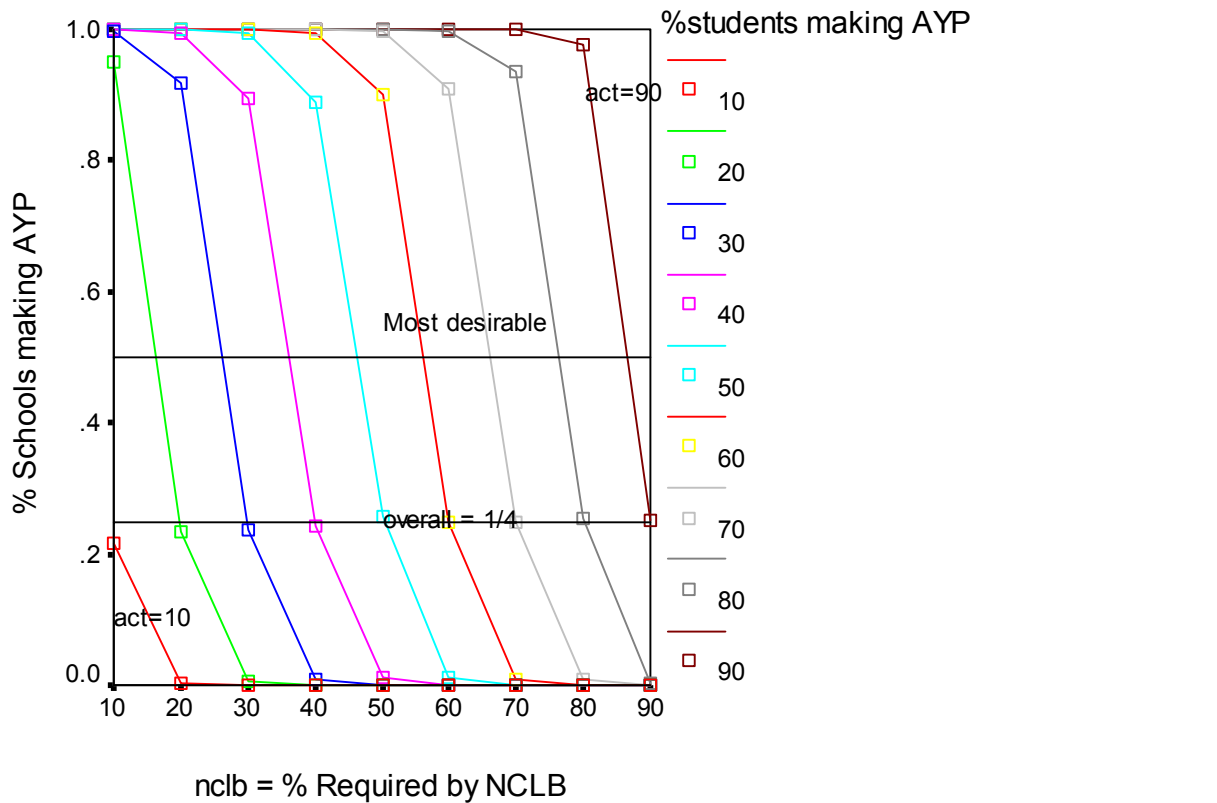
$$P(\text{AYP} | v - d) = 1 - P(\text{AYP} | v + d), \quad (\text{Eq. 2})$$

where $v = \text{act} - NCLB$, and d is an offset correction factor.

Procedure and Results

The probabilities $P(\text{AYP} | NCLB, \text{act})$ were estimated for *NCLB* and *act* ranging from 0.1, 0.2, ..., 0.9, thus yielding 81 combinations. This was achieved by assigning to each student a probability *act* of meeting standards, and requiring that the proportion of meeting students per group equals the value *NCLB* in all such groups. As before, it was assumed throughout that reading and mathematics follow a bivariate normal distribution with $r = 0.80$. Within each school, students' actual group memberships were used, provided they met the minimum subgroup size, based on bootstrap resampling. For each school, the procedure was repeated 1,000 times, thus yielding reasonably stable estimates of $P(\text{AYP} | \text{act}, NCLB)$. The statewide results (i.e., averaged over all Illinois schools) are summarized in Figure 8, in which each line represents a particular level *act* of student achievement, while the proportion of meeting students as required by *NCLB* varies along the X-axis.

Figure 8.



It can be seen that, contrary to our requirements, $P(\text{AYP} | \text{act} = \text{NCLB})$ differs from 0.5 (labeled “Most desirable”), and in fact the overall value for this probability is about $\frac{1}{4}$. Thus, in cases where schools should have a 50% chance of making AYP, their actual chance of doing so is far smaller. Accordingly, decisions might be *severely biased against borderline schools*, regardless of any additional decision criteria being used.

Correcting Decision Bias

To facilitate dealing with the decision bias, it is convenient to use a mathematical approximation to the empirical curves in Figure 8. Already the shapes of these curves suggest a logistic equation, and hence an equation of this type was fitted using all of the 81 points using nonlinear methods. This approach proved to be highly successful as the equation:

$$f(\text{nclb}, \text{act}) := \frac{1}{\left(1 + e^{35.837 \cdot \text{nclb} - 36.059 \cdot \text{act} + 1.2461}\right)} \quad (\text{Eq. 3})$$

provides an excellent fit to the data ($R^2 = 0.99962$, $RSM < 0.001$).

Given that Equation 3 provides a close approximation to the curves in Figure 8, this fact implies that it is possible to derive an approximate correction to arrive at a less biased decision rule. In particular, to avoid the decision-making bias described above, the lower bound of the Confidence Interval **must be lower** than the *NCLB* criterion (i.e.,

$\pi_{\text{Scheduled}}$).

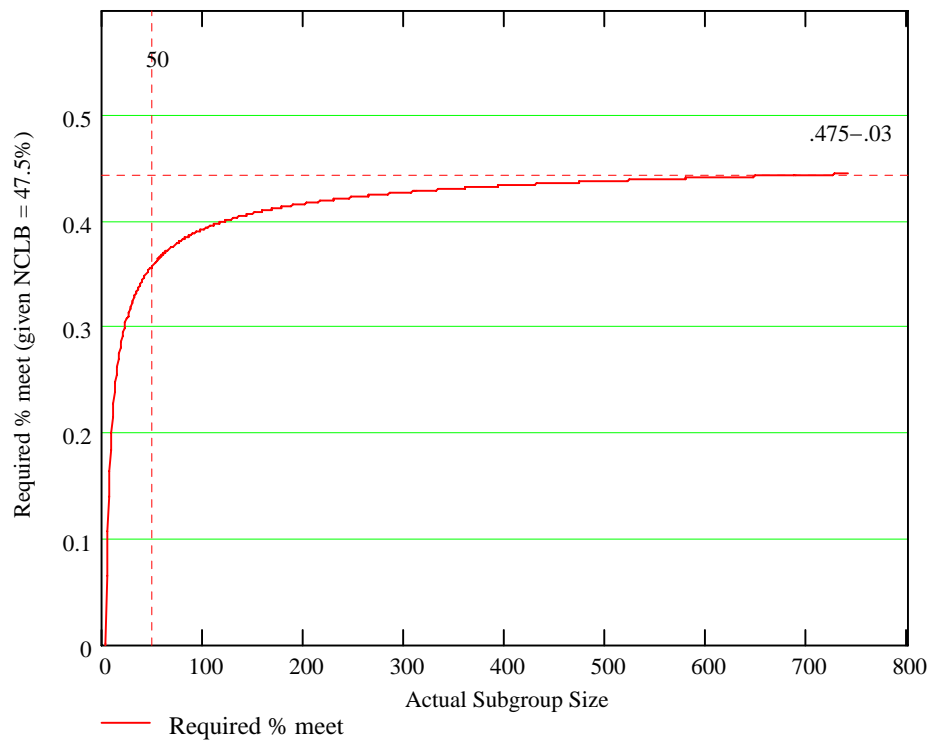
Conclusion

The preceding indicates that using null hypotheses of the type:

$$H_0: \pi_g > \pi_{\text{Schedule}} \text{ (i.e., for each subgroup in a school)}$$

introduces bias at the school level by rejecting this H_0 more often than is actually warranted. However, it was also found that using a **smaller value**, π_{Schedule} , largely corrects for this bias in the aggregate. Since the size of the Confidence Interval “shrinks” with increasing subgroup size, **one might ask if** this factor has to be taken into consideration.

Figure 9.



As illustrated in Figure 9, for the case of $\pi_{\text{Scheduled}} = 0.475$, the lower bound on this parameter falls below $\pi_{\text{Scheduled}} - 0.03 = 0.437$ for subgroups up to subgroup sizes of about 740. Stated differently, at least for subgroups up to about 740 students, our use of a 95% Confidence Interval is unbiased and decreasing the lower bound has little if any further beneficial effects. Accordingly, the use of a standard Confidence Interval approach will not lead to noticeably biased decisions.

E2. IS THE STATE ACCOUNTABILITY SYSTEM VALID FOR THE USES REQUIRED UNDER NO CHILD LEFT BEHIND (ELEMENT 9.2)?

E2. STATE EVIDENCE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The State shall provide evidence that its proposed methods for calculating AYP were developed and are being implemented to maximize the validity of the inferences being derived from the system. The State shall provide a plan for evaluating its proposed accountability system.

A recommendation was made in the Peer Review Process of March 27, 2003, that there be a written appeals policy that explicitly deals with errors in identification of schools. There are two practices in place in Illinois at this time:

1. Technical errors. [In the original application], attached were several items in one document—the Guidelines to Verify Individual Student ISAT Scores, Verifying Individual Student Scores on the Illinois Alternate Assessment, Score Verification Reviews that Change School or District Results (on one or more state assessments), and Requests for Reprints of Writing Essays—all of August 2, 2002.
2. Correcting errors of placing the school or district in the Academic Early Warning or Academic Watch status incorrectly. Past practice, as evidenced in State Board minutes again in 2003, showed that when a school (or district) is stated to be in either status incorrectly, they can be removed after a review of the data. Sometimes the scores have been verified as noted above; on other occasions the school configuration data are different from previous years, or some other factual matter has changed but the state educational agency was not informed.

In addition to the "technical corrections" processes currently in place and described above, Public Act 93-470 of 2003 establishes a representative advisory committee to hear school and district appeals of their Academic Early Warning or Academic Watch status. This committee forwards their recommendations to the State Superintendent of Education, who in turn forwards his recommendations to the State Board of Education for its consideration and disposition of appeals.

Attachment A

**Public Act 93-426 of 2003 and
Public Act 93-470 of 2003**

Public Act 093-0426

Public Act 93-0426

HB2352 Enrolled

LRB093 03343 NHT 03361 b

AN ACT to implement the federal No Child Left Behind Act of 2001.

WHEREAS, The General Assembly supports enhancement of the current State assessment system in order to develop an appropriate, high-quality, statewide K-12 assessment system, based on the Illinois Learning Standards; and

WHEREAS, This enhanced statewide assessment system must have a high level of credibility, reliability, and validity and must provide continuity with the assessment system in place prior to the changes made by this amendatory Act of the 93rd General Assembly; and

WHEREAS, A credible, reliable, and valid assessment system should allow school districts to reduce local assessments; once the State assessment system is fully implemented in the 2005-2006 school year, school districts are encouraged and expected to reduce the local assessments of students in the grades and subjects assessed by the State; and

WHEREAS, The changes in the assessment system made by this amendatory Act of the 93rd General Assembly are a direct result of the federal No Child Left Behind Act of 2001 (Public Law 107-110), which requires the testing of all students as well as enhancements to the system in order to provide timely results that are meaningful and educationally useful for educators, parents, and the broader community; therefore

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by changing Section 2-3.64 as follows: (105 ILCS 5/2-3.64) (from Ch. 122, par. 2-3.64)

Sec. 2-3.64. State goals and assessment.

(a) Beginning in the 1998-1999 school year, the State Board of Education shall establish standards and periodically, in collaboration with local school districts, conduct studies of student performance in the learning areas of fine arts and physical development/health.

Beginning with the 1998-1999 school year until the 2005-2006 school year at the latest, the State Board of Education shall annually test: (i) all pupils enrolled in the 3rd, 5th, and 8th grades in English language arts (reading, writing, and English grammar) and mathematics; and (ii) all pupils enrolled in the 4th and 7th grades in the biological and physical sciences and the social sciences (history, geography, civics, economics, and government). The maximum time allowed for all actual testing required under this paragraph shall not exceed 25 hours, as allocated among the required tests by the State Board of Education, across all grades tested.

Beginning no later than the 2005-2006 school year, the State Board of Education shall annually test: (i) all pupils enrolled in the 3rd, 4th, 5th, 6th, 7th, and 8th grades in reading and mathematics; (ii) all pupils enrolled in 3rd, 4th, 6th, and 8th grades in writing; (iii) all pupils enrolled in the 4th and 7th grades in the biological and physical sciences; and (iv) all pupils enrolled in 5th and 8th grades in the social sciences (history, geography, economics, civics, and government). The State Board of Education shall sample student performance in the learning area of physical development and health in grades 4 and 7 through the science tests and in the learning area of fine arts in grades 5 and 8 through the social sciences tests. After the addition of subjects and grades as delineated in this paragraph and including whatever other tests that may be approved from time to time no later than the 2005-2006 school year, the maximum time allowed for all State testing in grades 3 through 8 shall not exceed 38 hours across those grades.

The State Board of Education shall establish the academic standards that are to be applicable to pupils who are subject to State tests under this Section beginning with the 1998-1999 school year. However, the State Board of Education shall not establish any such standards in final form without first providing opportunities for public participation and local input in the development of the final academic standards. Those opportunities shall include a well-publicized period of public comment, public hearings throughout the State, and opportunities to file written comments. Beginning with the 1998-99 school year and thereafter, the State tests will identify pupils in the 3rd grade or 5th grade who do not meet the State standards.

If, by performance on the State tests or local assessments or by teacher judgment, a student's performance is determined to be 2 or more grades below current placement, the student shall be provided a remediation program developed by the district in consultation with a parent or guardian. Such remediation programs may include, but shall not be limited to, increased or concentrated instructional time, a remedial summer school program of not less than 90 hours, improved instructional approaches, tutorial sessions, retention in grade, and modifications to instructional materials. Each pupil for whom a remediation program is developed under this subsection shall be required to enroll in and attend whatever program the district determines is appropriate for the pupil. Districts may combine students in remediation programs where appropriate and may cooperate with other districts in the design and delivery of those programs. The parent or guardian of a student required to attend a remediation program under this Section shall be given written notice of that requirement by the school district a reasonable time prior to commencement of the remediation program that the student is to attend. The State shall be responsible for providing school districts with the new and additional funding, under Section 2-3.51.5 or by other or additional means, that is required to enable the districts to operate remediation programs for the pupils who are required to enroll in and attend those programs under this Section. Every individualized educational program as described in Article 14 shall identify if the State test or components thereof are appropriate for that student. The State Board of Education shall develop rules and regulations governing the administration of alternative tests prescribed within each student's individualized educational program which are appropriate to the disability of each student.

All pupils who are in a State approved transitional bilingual education program or transitional program of instruction shall participate in the State tests. Any student who has been enrolled in a State approved bilingual education program less than 3 cumulative academic years may take an accommodated State test, to be known as the Illinois Measure of Annual Growth in English (IMAGE), if the student's lack of English as determined by an English language proficiency test would keep the student from understanding the regular State test. If the school district determines, on a case-by-case individual basis, that IMAGE would likely yield more accurate and reliable information on what the student knows and can do, the school district may make a determination to assess the student using IMAGE for a period that does not exceed 2 additional consecutive years, provided that the student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what the student knows and can do on the regular State test.

Reasonable accommodations as prescribed by the State Board of Education shall be provided for individual students in the testing procedure. All test procedures prescribed by the State Board of Education shall require: (i) that each test used for State and local student testing under this Section identify by name the pupil taking the test; (ii) that the name of the pupil taking the test be placed on the test at the time the test is taken; (iii) that the results or scores of each test taken under this Section by a pupil of the school district be reported to that district and identify by name the pupil who received the reported results or scores; and (iv) that the results or scores of each test taken under this Section be made available to the parents of the pupil. In addition, in each school year the highest scores attained by a student on the Prairie State Achievement Examination administered under subsection (c) of this Section and any Prairie State Achievement Awards received by the student shall become part of the student's permanent record and shall be entered on the student's transcript pursuant to regulations that the State Board of Education shall promulgate for that purpose in accordance with Section 3 and subsection (e) of Section 2 of the Illinois School Student Records Act. Beginning with the 1998-1999 school year and in every school year thereafter, scores received by students on the State assessment tests administered in grades 3 through 8 shall be placed into students' temporary records.

The State Board of Education shall establish a period of time, to be referred to as the State test window, in each school year for which State testing shall occur to meet the objectives of this Section. However, if the schools of a district are closed and classes are not scheduled during any week that is established by the State Board of Education as the State test window the school district may (at the discretion of the State Board of Education) move its State test window one week earlier or one week later than the established State test window, so long as the school district gives the State Board of Education written notice of its intention to deviate from the established schedule by December 1 of the school year in which falls the State test window established by the State Board of Education for the testing.

(a-5) All tests administered pursuant to this Section shall be academically based. For the purposes of this Section "academically based tests" shall mean tests consisting of questions and answers that are measurable and quantifiable to measure the knowledge, skill, and ability of students in the subject matters covered by tests. The scoring of academically based tests shall be reliable, valid, unbiased and shall meet the guidelines for test development and use prescribed by the American Psychological Association, the National Council of Measurement and Evaluation, and the American Educational Research Association. Academically based tests shall not include assessments or evaluations of attitudes, values, or beliefs, or testing of personality, self-esteem, or self-concept. Nothing in this amendatory Act is intended, nor shall it be construed, to nullify, supersede, or contradict the legislative intent on academic testing expressed during the passage of HB 1005/P.A. 90-296. Nothing in this Section is intended, nor shall it be construed, to nullify, supersede, or contradict the legislative intent on academic testing expressed in the preamble of this amendatory Act of the 93rd General Assembly.

The State Board of Education shall monitor the use of short answer questions in the math and reading assessments or in other assessments in order to demonstrate that the use of short answer questions results in a statistically significant improvement in student achievement as measured on the State assessments for math and reading and is justifiable in terms of cost and student performance.

(b) It shall be the policy of the State to encourage school districts to continuously test pupil proficiency in the fundamental learning areas in order to: (i) provide timely information on individual students' performance relative to State standards that is adequate to guide instructional strategies; (ii) improve future instruction; and (iii) complement the information provided by the State testing system described in this Section. Each district's school improvement plan must address specific activities the district intends to implement to assist pupils who by teacher judgment and test results as prescribed in subsection (a) of this Section demonstrate that they are not meeting State standards or local objectives. Such activities may include, but shall not be limited to, summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size or retention in grade. To assist school districts in testing pupil proficiency in reading in the primary grades, the State Board shall make optional reading inventories for diagnostic purposes available to each school district that requests such assistance. Districts that administer the reading inventories may develop remediation programs for students who perform in the bottom half of the student population. Those remediation programs may be funded by moneys provided under the School Safety and Educational Improvement Block Grant Program established under Section 2-3.51.5. Nothing in this Section shall prevent school districts from implementing testing and remediation policies for grades not required under this Section.

(c) Beginning with the 2000-2001 school year, each school district that operates a high school program for students in grades 9 through 12 shall annually administer the Prairie State Achievement Examination established under this subsection to its students as set forth below. The Prairie State Achievement Examination shall be developed by the State Board of Education to measure student performance in the academic areas of reading, writing, mathematics, science, and social sciences. The State Board of Education shall establish the academic standards that are to apply in measuring student performance on the Prairie State Achievement Examination including the minimum examination score in each area that will qualify a student to receive a Prairie State Achievement Award from the State in recognition of the student's excellent performance. Each school district that is subject to the requirements of this subsection (c) shall afford all students 2 opportunities to take the Prairie State Achievement Examination beginning as late as practical during the second

semester of grade 11, but in no event before March 1. The State Board of Education shall annually notify districts of the weeks during which these test administrations shall be required to occur. Every individualized educational program as described in Article 14 shall identify if the Prairie State Achievement Examination or components thereof are appropriate for that student. Each student, exclusive of a student whose individualized educational program developed under Article 14 identifies the Prairie State Achievement Examination as inappropriate for the student, shall be required to take the examination in grade 11. For each academic area the State Board of Education shall establish the score that qualifies for the Prairie State Achievement Award on that portion of the examination. Any student who fails to earn a qualifying score for a Prairie State Achievement Award in any one or more of the academic areas on the initial test administration or who wishes to improve his or her score on any portion of the examination shall be permitted to retake such portion or portions of the examination during grade 12. Districts shall inform their students of the timelines and procedures applicable to their participation in every yearly administration of the Prairie State Achievement Examination. Students receiving special education services whose individualized educational programs identify the Prairie State Achievement Examination as inappropriate for them nevertheless shall have the option of taking the examination, which shall be administered to those students in accordance with standards adopted by the State Board of Education to accommodate the respective disabilities of those students. A student who successfully completes all other applicable high school graduation requirements but fails to receive a score on the Prairie State Achievement Examination that qualifies the student for receipt of a Prairie State Achievement Award shall nevertheless qualify for the receipt of a regular high school diploma.

(d) Beginning with the 2002-2003 school year, all schools in this State that are part of the sample drawn by the National Center for Education Statistics, in collaboration with their school districts and the State Board of Education, shall administer the biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under Section m11(b)(2) of the National Education Statistics Act of 1994 (20 U.S.C. 9010) if the Secretary of Education pays the costs of administering the assessments.

(e) Beginning no later than the 2005-2006 school year, subject to available federal funds to this State for the purpose of student assessment, the State Board of Education shall provide additional tests and assessment resources that may be used by school districts for local diagnostic purposes. These tests and resources shall include without limitation additional high school writing, physical development and health, and fine arts assessments. The State Board of Education shall annually distribute a listing of these additional tests and resources, using funds available from appropriations made for student assessment purposes.

(f) For the assessment and accountability purposes of this Section, all pupils" includes those pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law, a school operated by a regional office of education under Section 13A-3 of this Code, or a public school administered by a local public agency or the Department of Human Services. (Source: P.A. 91-283, eff. 7-29-99; 92-604, eff. 7-1-02.)

Section 99. Effective date. This Act takes effect upon becoming law.

Effective Date: 08/05/03

Public Act 093-0470

Public Act 93-0470

AN ACT to implement the federal No Child Left Behind Act of 2001.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by changing Sections 2-3.25a, 2-3.25b, 2-3.25c, 2-3.25d, 2-3.25e, 2-3.25f, 2-3.25g, 2-3.25h, 2-3.25i, 2-3.25j, 7-8, 7A-15, 11A-17, 11B-14, 11D-12, and 21-27 and adding Sections 2-3.25m and 2-3.25n as follows:

(105 ILCS 5/2-3.25a) (from Ch. 122, par. 2-3.25a)

Sec. 2-3.25a. "School district" defined; additional standards.

(a) For the purposes of this Section and Sections 3.25b, 3.25c, 3.25d, 3.25e, and 3.25f of this Code, "school district" includes other public entities responsible for administering public schools, such as cooperatives, joint agreements, charter schools, special charter districts, regional offices of education, local agencies, and the Department of Human Services.

(b) In addition to the standards established pursuant to Section 2-3.25, the State Board of Education shall develop recognition standards for student performance and school improvement in all public schools operated by school districts. The indicators to determine adequate yearly progress shall be limited to the State assessment of student performance in reading and mathematics, student attendance rates at the elementary school level, graduation rates at the high school level, and participation rates on student assessments. The standards shall be designed to permit the measurement of student performance and school improvement by schools and school districts compared to student performance and school improvement for the preceding academic years. (Source: P.A. 89-398, eff. 8-20-95.)

(105 ILCS 5/2-3.25b) (from Ch. 122, par. 2-3.25b)

Sec. 2-3.25b. Recognition levels. The State Board of Education shall, consistent with adopted recognition standards, provide for levels of recognition or nonrecognition. The State Board of Education shall promulgate rules governing the procedures whereby school districts may appeal a recognition level.

The State Board of Education shall have the authority to collect from schools and school districts the information, data, test results, student performance and school improvement indicators as may be necessary to implement and carry out the purposes of this Act. (Source: P.A. 89-398, eff. 8-20-95.)

(105 ILCS 5/2-3.25c) (from Ch. 122, par. 2-3.25c)

Sec. 2-3.25c. Rewards and acknowledgements. The State Board of Education shall implement a system of rewards for school districts, and the schools themselves, whose students and schools consistently meet adequate yearly progress criteria for 2 or more consecutive years and a system to acknowledge schools and districts that meet adequate yearly progress criteria in a given year as specified in Section 2-3.25d of this Code.

If a school or school district meets adequate yearly progress criteria for 2 consecutive school years, that school or district shall be exempt from review and approval of its improvement plan for the next 2 succeeding school years. (Source: P.A. 87-559.)

(105 ILCS 5/2-3.25d) (from Ch. 122, par. 2-3.25d)

Sec. 2-3.25d. Academic early warning and watch status ~~list~~.

(a) Those schools that do not meet adequate yearly progress criteria, as specified by the State Board of Education, for 2 consecutive annual calculations, shall be placed on academic early warning status for the next school year. Schools on academic early warning status that do not meet adequate yearly progress criteria for a third annual calculation shall remain on academic early warning status. Schools on academic early warning status that do not meet adequate yearly progress criteria for a fourth annual calculation shall be placed on initial academic watch status. Schools on academic watch status that do not meet adequate yearly progress criteria for a fifth or subsequent annual calculation

shall remain on academic watch status. Schools on academic early warning or academic watch status that meet adequate yearly progress criteria for one annual calculation shall be acknowledged for making improvement and shall maintain their current statuses for the next school year. Schools on academic early warning or academic watch status that meet adequate yearly progress criteria for 2 consecutive annual calculations shall be considered as having met expectations and shall be removed from any status designation.

The school district of a school placed on either academic early warning status or academic watch status may appeal the status to the State Board of Education in accordance with Section 2-3.25m of this Code.

A school district that has one or more schools on academic early warning or academic watch status shall prepare a revised School Improvement Plan or amendments thereto setting forth the district's expectations for removing each school from academic early warning or academic watch status and for improving student performance in the affected school or schools. Districts operating under Article 34 of this Code

may prepare the School Improvement Plan required under Section 34-2.4 of this Code. The revised School Improvement Plan for a school that is initially placed on academic early warning status or that remains on academic early warning status after a third annual calculation must be approved by the school board (and by the school's local school council in a district operating under Article 34 of this Code, unless the school is on probation pursuant to subsection (c) of Section 34-8.3 of this Code). The revised School Improvement Plan for a school placed on initial academic watch status after a fourth annual calculation must be approved by the school board (and by the school's local school council in a district operating under Article 34 of this Code, unless the school is on probation pursuant to subsection (c) of Section 34-8.3 of this Code) and the State Superintendent of Education.

The revised School Improvement Plan for a school that remains on academic watch status after a fifth annual calculation must be approved by the school board (and by the school's local school council in a district operating under Article 34 of this Code, unless the school is on probation pursuant to subsection (c) of Section 34-8.3 of this Code) and the State Superintendent of Education. In addition, the district must develop a school restructuring plan for the school that must be approved by the school board (and by the school's local school council in a district operating under Article 34 of this Code) and subsequently approved by the State Superintendent of Education.

A school on academic watch status that does not meet adequate yearly progress criteria for a sixth annual calculation shall implement its approved school restructuring plan beginning with the next school year, subject to the State interventions specified in Section 2-3.25f of this Code.

(b) Those school districts that do not meet adequate yearly progress criteria, as specified by the State Board of Education, for 2 consecutive annual calculations, shall be placed on academic early warning status for the next school year. Districts on academic early warning status that do not meet adequate yearly progress criteria for a third annual calculation shall remain on academic early warning status. Districts on academic early warning status that do not meet adequate yearly progress criteria for a fourth annual calculation shall be placed on initial academic watch status. Districts on academic watch status that do not meet adequate yearly progress criteria for a fifth or subsequent annual calculation shall remain on academic watch status. Districts on academic early warning or academic watch status that meet adequate yearly progress criteria for one annual calculation shall be acknowledged for making improvement and shall maintain their current statuses for the next school year.

Districts on academic early warning or academic watch status that meet adequate yearly progress criteria for 2 consecutive annual calculations shall be considered as having met expectations and shall be removed from any status designation.

A district placed on either academic early warning status or academic watch status may appeal the status to the State Board of Education in accordance with Section 2-3.25m of this Code.

Districts on academic early warning or academic watch status shall prepare a District Improvement Plan or amendments thereto setting forth the district's expectations for removing the district from academic early warning or academic watch status and for improving student performance in the district.

The District Improvement Plan for a district that is initially placed on academic early warning status must be approved by the school board.

The revised District Improvement Plan for a district that remains on academic early warning status after a third annual calculation must be approved by the school board.

The revised District Improvement Plan for a district on initial academic watch status after a fourth annual calculation must be approved by the school board and the State Superintendent of Education.

The revised District Improvement Plan for a district that remains on academic watch status after a fifth annual calculation must be approved by the school board and the State Superintendent of Education. In addition, the district must develop a district restructuring plan that must be approved by the school board and the State Superintendent of Education.

A district on academic watch status that does not meet adequate yearly progress criteria for a sixth annual calculation shall implement its approved district restructuring plan beginning with the next school year, subject to the State interventions specified in Section 2-3.25f of this Code.

(c) All revised School and District Improvement Plans shall be developed in collaboration with staff in the affected school or school district. All revised School and District Improvement Plans shall be developed, submitted, and approved pursuant to rules adopted by the State Board of Education. The revised Improvement Plan shall address measurable outcomes for improving student performance so that such performance meets adequate yearly progress criteria as specified by the State Board of Education.

(d) All federal requirements apply to schools and school districts utilizing federal funds under Title I, Part A of the federal Elementary and Secondary Education Act of 1965.-(Source: P.A. 89-398, eff. 8-20-95; 89-698, eff. 1-14-97.)

(105 ILCS 5/2-3.25e) (from Ch. 122, par. 2-3.25e)

Sec. 2-3.25e. School and district improvement panels. A school or school district on academic watch status shall have a school or district improvement panel appointed by the State Superintendent of Education. Members appointed to the panel shall include, but not be limited to, individuals who are familiar with educational issues. The State Superintendent of Education shall designate one member of the panel to serve as chairman. Any panel appointed for a school operated under Article 34 of the School Code shall include one or more members selected from the school's subdistrict council and one or more members from the school's local school council. The school or district improvement panel shall (1) assist the school or district in the development and implementation of a revised Improvement Plan and amendments thereto and; (2) make progress reports and comments to the State Superintendent of Education pursuant to rules promulgated by the State Board of Education (Source: P.A. 89-398, eff. 8-20-95; 89-698, eff. 1-14-97.)

(105 ILCS 5/2-3.25f) (from Ch. 122, par. 2-3.25f)

Sec. 2-3.25f. State interventions.

(a) A school or school district must submit the required revised Improvement Plan pursuant to rules adopted by the State Board of Education. The State Board of Education shall provide technical assistance to assist with the development and implementation of the improvement plan.

Schools or school districts that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate.

(b) In addition, if after 3 years following its placement on academic watch status, the school district or school remains on academic watch status, the State Board of Education shall take one of the following actions for the district or school:

(1) The State Board of Education may authorize the State Superintendent of Education to direct the regional superintendent of schools to remove school board members pursuant to Section 3-14.28 of this Code. Prior to such direction the State Board of Education shall permit members of the local board of education to present written and oral comments to the State Board of Education. The State Board of Education may direct the State Superintendent of Education to appoint an Independent Authority that shall exercise such powers and duties as may be necessary to operate a school or school district for purposes of improving pupil performance and school improvement. The State Superintendent of Education shall designate one member of the

Independent Authority to serve as chairman. The Independent Authority shall serve for a period of time specified by the State Board of Education upon the recommendation of the State Superintendent of Education. (2) The State Board of Education may (A) change the recognition status of the school district or school to nonrecognized or (B) authorize the State Superintendent of Education to direct the reassignment of pupils or direct the reassignment or replacement of school district personnel who are relevant to the failure to meet adequate yearly progress criteria. If a school district is nonrecognized in its entirety, it shall automatically be dissolved on July 1 following that nonrecognition and its territory realigned with another school district or districts by the regional board of school trustees in accordance with the procedures set forth in Section 7-11 of the School Code. The effective date of the nonrecognition of a school shall be July 1 following the nonrecognition.

(c) All federal requirements apply to schools and school districts utilizing federal funds under Title I, Part A of the federal Elementary and Secondary Education Act of 1965. (Source: P.A. 89-398, eff. 8-20-95; 89-698, eff. 1-14-97.)

(105 ILCS 5/2-3.25g) (from Ch. 122, par. 2-3.25g)

Sec. 2-3.25g. Waiver or modification of mandates within the School Code and administrative rules and regulations. Notwithstanding any other provisions of this School Code or any other law of this State to the contrary, school districts may petition the State Board of Education for the waiver or modification of the mandates of this School Code or of the administrative rules and regulations promulgated by the State Board of Education. Waivers or modifications of administrative rules and regulations and modifications of mandates of this School Code may be requested when a school district demonstrates that it can address the intent of the rule or mandate in a more effective, efficient, or economical manner or when necessary to stimulate innovation or improve student performance. Waivers of mandates of the School Code may be requested when the waivers are necessary to stimulate innovation or improve student performance. Waivers may not be requested from laws, rules, and regulations pertaining to special education, teacher certification, or teacher tenure and seniority or from compliance with the No Child Left Behind Act of 2001 (Public Law 107-110).

School districts, as a matter of inherent managerial policy, and any Independent Authority established under Section 2-3.25f may submit an application for a waiver or modification authorized under this Section. Each application must include a written request by the school district or Independent Authority and must demonstrate that the intent of the mandate can be addressed in a more effective, efficient, or economical manner or be based upon a specific plan for improved student performance and school improvement. Any district requesting a waiver or modification for the reason that intent of the mandate can be addressed in a more economical manner shall include in the application a fiscal analysis showing current expenditures on the mandate and projected savings resulting from the waiver or modification. Applications and plans developed by school districts must be approved by each board of education following a public hearing on the application and plan and the opportunity for the board to hear testimony from educators directly involved in its implementation, parents, and students. The public hearing must be preceded by at least one published notice occurring at least 7 days prior to the hearing in a newspaper of general circulation within the school district that sets forth the time, date, place, and general subject matter of the hearing. The school district must notify in writing the affected exclusive collective bargaining agent of the district's intent to seek approval of a waiver or modification and of the hearing to be held to take testimony from educators. The affected exclusive collective bargaining agents shall be notified of such public hearing at least 7 days prior to the date of the hearing and shall be allowed to attend such public hearing.

A request for a waiver or modification of administrative rules and regulations or for a modification of mandates contained in this School Code shall be submitted to the State Board of Education within 15 days after approval by the board of education. Following receipt of the request, the State Board shall have 45 days to review the application and request. If the State Board fails to disapprove the application within that 45 day period, the waiver or modification shall be deemed granted. The State Board may disapprove any request if it is not based upon sound educational practices, endangers the health or safety of students or staff, compromises equal opportunities for learning, or fails to demonstrate that the intent of the rule or mandate can be addressed in a more effective, efficient, or economical manner or have improved student performance as a primary goal. Any request

disapproved by the State Board may be appealed to the General Assembly by the requesting school district as outlined in this Section.

A request for a waiver from mandates contained in this School Code shall be submitted to the State Board within 15 days after approval by the board of education. The State Board shall review the applications and requests for completeness and shall compile the requests in reports to be filed with the General Assembly. The State Board shall file reports outlining the waivers requested by school districts and appeals by school districts of requests disapproved by the State Board with the Senate and the House of Representatives before each May 1 and October 1. The General Assembly may disapprove the report of the State Board in whole or in part within 30 calendar days after each house of the General Assembly next convenes after the report is filed by adoption of a resolution by a record vote of the majority of members elected in each house. If the General Assembly fails to disapprove any waiver request or appealed request within such 30 day period, the waiver or modification shall be deemed granted. Any resolution adopted by the General Assembly disapproving a report of the State Board in whole or in part shall be binding on the State Board.

An approved waiver or modification may remain in effect for a period not to exceed 5 school years and may be renewed upon application by the school district. However, such waiver or modification may be changed within that 5-year period by a local school district board following the procedure as set forth in this Section for the initial waiver or modification request. If neither the State Board of Education nor the General Assembly disapproves, the change is deemed granted.

On or before February 1, 1998, and each year thereafter, the State Board of Education shall submit a cumulative report summarizing all types of waiver mandates and modifications of mandates granted by the State Board or the General Assembly. The report shall identify the topic of the waiver along with the number and percentage of school districts for which the waiver has been granted. The report shall also include any recommendations from the State Board regarding the repeal or modification of waived mandates. (Source: P.A. 89-3, eff. 2-27-95; 89-626, eff. 8-9-96; 90-62, eff. 7-3-97; 90-462, eff. 8-17-97; 90-655, eff. 7-30-98.)

(105 ILCS 5/2-3.25h) (from Ch. 122, par. 2-3.25h)

Sec. 2-3.25h. Technical assistance; State support services. Schools, school districts, local school councils, school improvement panels, and any Independent Authority established under Section 2-3.25f may receive technical assistance that the State Board of Education shall make available. Such technical assistance shall include without limitation assistance in the areas of curriculum evaluation, the instructional process, student performance, school environment, staff effectiveness, school and community relations, parental involvement, resource management, leadership, data analysis processes and tools, school improvement plan guidance and feedback, information regarding scientifically based research-proven curriculum and instruction, and professional development opportunities for teachers and administrators. (Source: P.A. 87-559.)

(105 ILCS 5/2-3.25i) (from Ch. 122, par. 2-3.25i)

Sec. 2-3.25i. Rules. The State Board of Education shall promulgate rules and regulations necessary to implement the provisions of Public Act 87-559 and this amendatory Act of the 93rd General Assembly. The State Board of Education may waive any of its rules or regulations which conflict with Public Act 87-559 or this amendatory Act of the 93rd General Assembly except those requirements for special education and teacher certification. (Source: P.A. 87-559.)

(105 ILCS 5/2-3.25j) (from Ch. 122, par. 2-3.25j)

Sec. 2-3.25j. Implementation. Commencing with the 1992-93 school year and thereafter the provisions of this amendatory Act and any rules adopted hereunder shall be implemented on a schedule identified by the State Board of Education and incorporated as an integral part of the recognition process of the State Board of Education. (Source: P.A. 89-398, eff. 8-20-95.)

(105 ILCS 5/2-3.25m new)

Sec. 2-3.25m. Appeals. The appeals process outlined in this Section applies to all appeals from school districts pertaining to school or district status levels, recognition levels, or corrective action. The State Board of Education shall provide notice and an opportunity for hearing to the affected school district. The hearing shall take place not later than 30 calendar days following receipt of the written

appeal. The appeals advisory committee created as specified in this Section may extend the hearing under special circumstances, in consultation with the State Superintendent of Education. The State Board of Education may take into account exceptional or uncontrollable circumstances.

The State Board of Education shall process school and district appeals through an appeals advisory committee. The committee shall be composed of 9 members appointed by the State Superintendent of Education as follows:

- (1) One representative of each of 2 professional teachers' organizations.
- (2) Two school administrators employed in the public schools of this State who have been nominated by an administrator organization.
- (3) One member of an organization that represents school principals.
- (4) One member of an organization that represents both parents and teachers.
- (5) One representative of the business community of this State who has been nominated by a statewide business organization.
- (6) One representative of City of Chicago School District 299.
- (7) One member of the public.

Five members of the committee shall serve for terms of 2 years, and 4 members shall serve for terms of 3 years. The State Superintendent of Education shall appoint initial members on or before July 1, 2003. The committee shall annually elect one member as chairperson.

The committee shall hear appeals and, within 30 calendar days after a hearing, make recommendations for action to the State Superintendent of Education. The committee shall recommend action to the State Superintendent of Education on all appeals. The State Board of Education shall make all final determinations.

(105 ILCS 5/2-3.25n new)

Sec. 2-3.25n. No Child Left Behind Act; requirements and construction. (a) The changes in the State accountability system made by this amendatory Act of the 93rd General Assembly are a direct result of the federal No Child Left Behind Act of 2001 (Public Law 107-110), which requires that each state develop and implement a single, statewide accountability system applicable to all schools and school districts.

(b) As provided in the federal No Child Left Behind Act of 2001 (Public Law 107-110), nothing in this amendatory Act of the 93rd General Assembly shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district or school employees under federal, State, or local law (including applicable rules, regulations, or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

(105 ILCS 5/7-8) (from Ch. 122, par. 7-8)

Sec. 7-8. Limitation on successive petitions. No territory, nor any part thereof, which is involved in any proceeding to change the boundaries of a school district by detachment from or annexation to such school district of such territory, and which is not so detached nor annexed, shall be again involved in proceedings to change the boundaries of such school district for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period or if such first proceeding involved a petition brought under Section 7-2b of this Article 7. (Source: P.A. 87-1139; 88-386.)

(105 ILCS 5/7A-15) (from Ch. 122, par. 7A-15)

Sec. 7A-15. Limitation on successive petitions. No unit school district that is involved in any proceeding under this Article to be dissolved and converted into an elementary school district (with all territory within the unit school district proposed to be so dissolved to be concurrently annexed to a contiguous high school district), and which is not so dissolved or converted into an elementary school district, shall be again involved in proceedings under this Article to dissolve and convert into an elementary school district for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition

during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period. (Source: P.A. 87-1139.)

(105 ILCS 5/11A-17)

Sec. 11A-17. Limitation on successive petitions. No territory or any part thereof that is not included within any unit school district and that is involved in a proceeding under this Article to be organized into a community unit school district, and that is not by that proceeding organized into a community unit school district, shall be again involved in proceedings under this Article to be organized into a community unit school district for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period.

No unit school district that is involved in any proceeding under this Article to be organized along with any other unit school district or districts or territory into a community unit school district and that is not by that proceeding so organized into a community unit school district, and no unit district that is involved in any proceeding under this Article to be divided into 2 or more parts and as divided included in 2 or more community unit school districts and that is not by that proceeding so divided and included in other community unit school districts, shall be again involved in proceedings under this Article to be organized into a community unit school district or divided and included in other community unit school districts for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period. (Source: P.A. 87-1139; 88-45; 88-555, eff. 7-27-94.)

(105 ILCS 5/11B-14) (from Ch. 122, par. 11B-14)

Sec. 11B-14. Limitation on successive petitions. No elementary or high school district that is involved in any proceeding under this Article to be formed into and included as part of a combined school district to be established in that proceeding, and that is not so formed into and included as part of a combined school district in that proceeding, shall be again involved in proceedings under this Article for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period. (Source: P.A. 87-1139.)

(105 ILCS 5/11D-12) (from Ch. 122, par. 11D-12)

Sec. 11D-12. Limitation on successive petitions. No unit or high school district that is involved in any proceeding under this Article to be dissolved and formed into a new high school district and new elementary school districts, and that is not by those proceedings so dissolved and formed into a new high school district and new elementary school districts, shall be again involved in proceedings under this Article to be dissolved and formed into a new high school district and new elementary school districts for at least two years after final determination of such first proceeding unless during that 2 year period a petition filed is substantially different than any other previously filed petition during the previous 2 years or if a school district involved is placed on academic watch status or the financial watch list by the State Board of Education or is certified as being in financial difficulty during that 2 year period. (Source: P.A. 87-1139; 88-45.)

(105 ILCS 5/21-27)

Sec. 21-27. The Illinois Teaching Excellence Program. The Illinois Teaching Excellence Program is hereby established to provide categorical funding for monetary incentives and bonuses for teachers who are employed by school districts and who hold a Master Certificate. The State Board of Education shall allocate and distribute to each school district an amount as annually

appropriated by the General Assembly from federal funds for the Illinois Teaching Excellence Program. Unless otherwise provided by appropriation, each school district's annual allocation shall be the sum of the amounts earned for the following incentives and bonuses:

(1) An annual payment of \$3,000 to be paid to each teacher who successfully completes the program leading to and who receives a Master Certificate and is employed as a teacher by a school district. The school district shall distribute this payment to each eligible teacher as a single payment or in not more than 3 payments.

(2) An annual incentive equal to \$1,000 shall be paid to each teacher who holds a Master Certificate, who is employed as a teacher by a school district, and who agrees, in writing, to provide 60 hours of mentoring during that year to classroom teachers. This mentoring may include, either singly or in combination, (i) providing high quality professional development for new and experienced teachers, and (ii) assisting National Board for Professional Teaching Standards (NBPTS) candidates through the NBPTS certification process. The school district shall distribute 50% of each annual incentive payment upon completion of 30 hours of the required mentoring and the remaining 50% of the incentive upon completion of the required 60 hours of mentoring. Credit may not be granted by a school district for mentoring or related services provided during a regular school day or during the total number of days of required service for the school year.

(3) An annual incentive equal to \$3,000 shall be paid to each teacher who holds a Master Certificate, who is employed as a teacher by a school district, and who agrees, in writing, to provide 60 hours of mentoring during that year to classroom teachers in schools on academic early warning status or in schools in which 50% or more of the students receive free or reduced price lunches, or both. The school district shall distribute 50% of each annual incentive payment upon completion of 30 hours of the required mentoring and the remaining 50% of the incentive upon completion of the required 60 hours of mentoring. Credit may not be granted by a school district for mentoring or related services provided during a regular school day or during the total number of days of required service for the school year.

Each regional superintendent of schools shall provide information about the Master Certificate Program of the National Board for Professional Teaching Standards (NBPTS) and this amendatory Act of the 91st General Assembly to each individual seeking to register or renew a certificate under Section 21-14 of this Code. (Source: P.A. 91-606, eff. 8-16-99; 92-796, eff. 8-10-02.)

(105 ILCS 5/2-3.25k rep.)

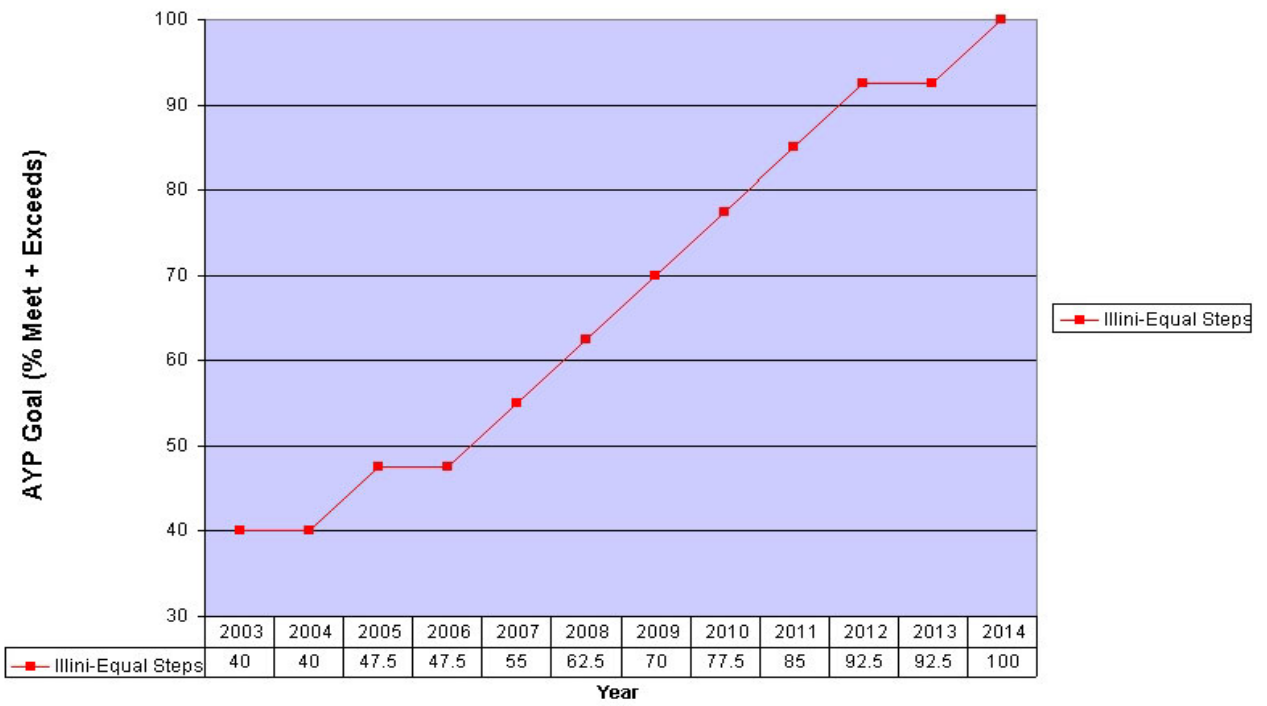
Section 10. The School Code is amended by repealing Section 2-3.25k.

Section 99. Effective date. This Act takes effect upon becoming law.

Effective Date: 8/8/2003

Attachment B

Illini Plan (a revised picture)



Attachment C

State Assessments (updated to 2005)

**2005 Illinois State Assessments
(ISAT, PSAE, IMAGE, IAA and Terra Nova)**

	<u>ISAT</u>					<u>PSAE</u>	
Test Dates	March 7-18, 2005					April 27-28, 2005 Makeup dates: May 11-12, 2005	Retake dates: October 22 and 25, 2005
Grade	3	4	5	6	7	8	11
Reading	√		√			√	√
Mathematics	√		√			√	√
Science		√			√		√
	<u>IMAGE</u>						
Test Dates	March 7-18, 2005					April 27-28, 2005 Makeup May 11-12, 2005	
Grade	3	4	5	6	7	8	11
Reading	√		√			√	√
Mathematics	√		√			√	√

Terra Nova for Grade 2 Assessment

Test Dates	March 28 - April 8, 2005					
Grade 2	Reading		Mathematics			
	IAA					
Test Dates	November 24, 2004 – February 25, 2005					
Grade	3	4	5	6	7	8
Reading	√		√			√
Mathematics	√		√			√
Science		√			√	

2006 Illinois State Assessments

	<u>ISAT</u>						<u>PSAE</u>						
Test Dates	March 13-24, 2006						April 26-27, 2006 Makeup May 10-11, 2006				October 28 and 31, 2006		
Grade	3	4	5	6	7	8	11				12 ¹		
Reading	✓	✓	✓	✓	✓	✓	✓				✓		
Mathematics	✓	✓	✓	✓	✓	✓	✓				✓		
Science		✓			✓		✓				✓		
	<u>IMAGE</u> ²												
Test Dates	March 13-24, 2006						April 26-27, 2006 Makeup May 10-11, 2006						
Grade	3	4	5	6	7	8	11						
Reading	✓	✓	✓	✓	✓	✓	✓						
Mathematics	✓	✓	✓	✓	✓	✓	✓						
	<u>ACCESS [For English Language Learners Only]</u>												
Test Dates	Speaking and Kindergarten: January 9 – March 10, 2006 Reading, Writing, and Listening: January 30 – February 17, 2006												
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listening	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

✓ indicates that an assessment will be given

¹Voluntary PSAE retake for grade 12 students.

²IMAGE may be given to students with limited-English proficiency in place of ISAT or PSAE.

2006 Illinois State Assessments (con't)

<u>Illinois Alternate Assessment</u> (IAA)							
Test Dates	First Collection Window for Baseline:						September 19-October 14, 2005
	Second Collection Window for Midpoint:						November 14-December 16, 2005
	Last Collection Window for Ending Point:						January 16-February 10, 2006
	Last date to ship portfolios for scoring:						February 17, 2006
Grade	3	4	5	6	7	8	11
Reading	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
Science		✓			✓		✓
<u>Illinois Grade 2 Assessment of Reading and Mathematics</u>							
Test Dates	March 13-24, 2006						
<i>Note: Only Title I-funded schools serving grade 2 as their highest grade participate in this assessment. During the 2004-2005 school year, 85 schools participated.</i>							

✓ indicates that an assessment will be given